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A COMPARISON OF ATTITUDES TOWARDS SCHOOL, SELF-PERCEPTION, AND ACHIEVEMENT OF EIGHTH GRADE PUPILS ATTENDING JUNIOR HIGH SCHOOLS IN COMMUNITIES OF DIFFERENT LEVELS OF ECONOMIC AFFLUENCE.

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A COMPARISON OF ATTITUDES TOWARDS SCHOOL, SELF-PERCEPTION, AND ACHIEVEMENT OF EIGHTH GRADE PUPILS ATTENDING JUNIOR HIGH SCHOOLS IN COMMUNITIES OF DIFFERENT LEVELS OF ECONOMIC AFFLUENCE

by

Donald Horace Godbold

A dissertation submitted in partial fulfillment
of the requirements for the degree of
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ABSTRACT

A COMPARISON OF ATTITUDES TOWARDS SCHOOL, SELF-PERCEPTION, AND ACHIEVEMENT OF EIGHTH GRADE PUPILS ATTENDING JUNIOR HIGH SCHOOLS IN COMMUNITIES OF DIFFERENT LEVELS OF ECONOMIC AFFLUENCE

Problem

The purpose of this study is to examine any differences in attitudes towards school, and self-perceptions as related to achievement for selected eighth-grade pupils who attend Detroit junior high schools in two geographical areas representative of different levels of economic affluence. The primary concern of this study is to provide additional insights into some of these attitudes as they may affect the motivation of pupils from lower socio-economic circumstances to achieve.

The study assumes that pupils from homes in communities of higher economic affluence perceive themselves and their school more favorably than do pupils

from communities of lower economic affluence. It also assumes that pupils with more favorable perceptions of themselves also have more favorable attitudes towards school, and subsequently higher levels of achievement. Further, it assumes that the attitudes of pupils who reside in communities of lower economic affluence are compatible with the culture from which they come and ultimately influence their perceptions of themselves and school.

Procedure

The Emerson Junior High School is selected to represent the community of higher economic affluence, and the Joy Junior High School the community of lower economic affluence. Eight homeroom groups of eighth-grade pupils from each school are selected for purposes of this study. To determine self-perception and attitude towards school, two forms of Stern's Need-Press Indexes which are modified for use as attitude questionnaires with eighth-grade pupils are used. The two indexes used are the Activities Index to measure self-perception, and the High School Characteristics Index to measure attitude towards school. The Iowa Tests of Basic Skills are used to determine achievement

in basic educational skills. Additional data are gathered on absenteeism, grade point level, and mental ability as determined by the California (SF) Test of Mental Maturity. The questionnaires are administered in each school by teachers who have the pupils during a "core" class, which is a double class period during which time both English and social studies are taught, usually as integrated subjects.

Results

For purposes of analysis the data are classified according to school, class, and sex. The classes are ranked on the basis of achievement as determined by the composite score on the Iowa Tests of Basic Skills. The results of the study indicate that on the average pupils from the Joy Junior High School tend to have more favorable perceptions of self and attitudes toward school than do pupils from the Emerson Junior High School.

A synthesis of the results of the comparisons of self-perception indicates that, on the average, Joy pupils tend to see themselves to a greater extent than do Emerson School pupils as;

1. Pupils who are thoughtful, and well planned, who are concerned about themselves, receptive to criticism and interested in subject matter, and striving to achieve through personal effort.

2. Pupils who are not thrill seeking, but interested in practical activities and the usefulness of subject matter, people, political issues, and the scientific aspects of the world around them.

In addition, Joy pupils view themselves as more friendly, but more dependent than do Emerson pupils. Emerson pupils, on the average, tend to view themselves as more detached and less superstitious than do Joy pupils.

A synthesis of the results of the comparisons of attitude towards school indicates that, on the average, Joy pupils to a greater extent than do Emerson pupils view their school as:

1. A school where things are thought through rather than acted upon on the spur of the moment and where teachers and pupils are usually calm and unemotional.

2. A school where pupils are encouraged to be thoughtful, imaginative, concerned about the future, and interested in sensory and esthetic experiences, people, political issues, and the scientific aspects of the world around them.

3. A school which stresses practical activities and the usefulness of subject matter, and where purposeful activity is indulged in by pupils before pleasure seeking.

4. A school which is concerned about the safety and well-being of its pupils, where help is readily available when needed, and which is conducive to heterosexual activity.

Emerson pupils, on the average, rate their school as being significantly more friendly and understanding of pupils than do Joy pupils.

Conclusions

The conclusions to be derived from this study are:

1. The level of economic affluence from which these pupils come does not necessarily influence their perception of self or attitude towards school.

2. On the average pupils from communities of lower economic affluence do not necessarily possess more negative attitudes towards themselves or school than do pupils from communities of higher economic affluence.

3. Although the pupils in this study from communities of different levels of economic affluence on the average do have perceptions of themselves and school, which are significantly different statistically, they are more alike than different.

4. There is a significant difference in the level of achievement between the two groups of pupils in basic educational skills.

5. On the average the level of achievement in basic educational skills reached by pupils in this study does not necessarily influence their perception of self or attitude towards school.

6. On the average, the perception of self and attitude towards school held by pupils in this study do not necessarily influence their level of achievement in basic educational skills.

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A special thanks is due Dr. Stewart C. Hulslander whose patience, personal concern, and gentle guidance as my advisor and chairman of my doctoral committee were most encouraging and helpful during many moments of travail and frustration.

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For his assistance with the final analysis of the data and in its preparation for IBM computation, grateful appreciation is extended Dr. M. Clemens Johnson.

My grateful appreciation is also extended to each member of my committee for their willingness to serve in this capacity and the helpful suggestions made by them in seeing this study through to completion.

Thanks are due the Department of Educational Research of the Detroit Board of Education for the help given me in locating the schools used in the study and other valuable data and information received from them; likewise, to Mr. Walter O. Breed and Mr. Merl Kerr, principals of the schools involved, for permission to go into their schools to gather the data.

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CHAPTER I

INTRODUCTION

Timeliness

Currently, great emphasis is being placed on combating poverty in local areas throughout the United States assisted by funds from the Federal Government through the Economic Opportunity Act of 1964. Many programs have been advanced to combat under-employment, unemployment and lack of education. Some of the reasons given for the need of such programs are: (1) the large migration of families of lower economic circumstances with little formal education from rural to urban areas; (2) the exodus of white middle-class families to the suburbs; (3) the large number of lower income families in which there is no father or stable tie; (4) a high rate of unemployment among adults, and consequently need for massive social welfare assistance; (5) a serious lack of employment opportunities for both high school graduates

and non-graduates (drop-outs).[1] All of the above reasons point to the need for intensive study by school systems of pupils from culturally deprived circumstances. Such a study needs to be undertaken to ascertain how the school might best deal with these students within the school setting, in order to bring forth from them a maximum amount of productivity and achievement.

The effect of limited economic resources has long been recognized. It has been stated that "poverty in the United States is a culture, an institution, a way of life."[2] The handicaps of poverty, which are mutually reinforcing naturally accrue a culture away from the norm of the mainstream of American life. Educationally, the effects of this culture on pupils so disadvantaged has resulted in an attitude indigenous to the culture in which the impoverished

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[1]Delmo Della-Dora, "The Culturally Disadvantaged, Educational Implications of Certain Social-Cultural Phenomena," Exceptional Children, XXVIII, No. 9 (May 1962), 467.

[2]Michael Harrington, The Other America (New York: Macmillan Company, 1962), p. 16.

or culturally deprived are found. Education does not have the same meaning for these persons that it has for many middle-class Americans. There is practically no interest in knowledge for its own sake: quite the contrary a pragmatic anti-intellectualism prevails. Nor is education seen as the opportunity for the development of self-expression, self-realization, growth and the like; consequently, progressive approaches are opposed.

Some of the various motives for education among the disadvantaged are more apparent than others. The utilitarian attitudes are easiest to grasp. The average deprived person is interested in education in terms of how useful and practical it can be for him. Education supplies the means for more and different kinds of employment, and hence supplies a more secure future. The deprived person is more oriented to the vocational, in contrast to the academic aspect of education. He needs an education to pass tests, to help him deal with the bureaucracy which he feels surrounds him, and to enable him to cope with the everyday problems of a complex society.

> The deprived person has a great respect for physical science, a non-symbolic approach to life. Through a knowledge of science and machines comes mastery and control over a complex world. His interests center around the three "R's" and the sciences, while he is least interested in social studies, literature, and the arts as they are now presented in the schools. Paradoxically, in spite of the above attitude, the student from deprived circumstances encounters difficulty in school because of several reasons. First, he does not think that he has a good chance of getting an education. This forces his educational aspirations to remain more of a wish, or at the fantasy level, rather than making them a definite concrete intention. Secondly, most of his friends and relatives do not go to college, and he fears he will be out of place. Even more serious, he feels the loss of his familial, community and peer group ties. Thirdly, education has a different meaning for him than it has for the educator and non-deprived students.[1]

The above situation represents a great void in American intellectualism when one considers that the great reservoir of undiscovered and undeveloped intellectual talent in America is not in upper-class or middle-class neighborhoods. While the proportion of high I.Q.'s may be lower in underprivileged areas, as now determined, the actual

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[1] Frank Riessman, The Culturally Deprived (New York: Harper and Brothers, 1962), p. 4.

numbers of intellectually very bright children in very poor homes are far in excess of those to be found in the relatively few homes of business and professional leaders.[1]

Though many issues are apparent that may spur an educational revolution, the neglected role of administration may be emphasized. There is need for adaptability and flexibility and for an effective school climate.[2] The usual tests do not identify these able students. The usual curricula do not identify them. The usual teacher does not inspire them. The more urgent need seems to be for more creative teaching, and modification of the school environment on the basis of a different set of assumptions. We have to look increasingly toward the internal structure and operation of education, which is particularly important now. The many new technologies and new programs require a new kind of administrative structure which will permit and

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[1] Ibid., p. x.

[2] S. M. Miller, "The Search for an Educational Revolution," Urban Education and Cultural Deprivation (Syracuse, N.Y.: Syracuse University Press, 1965).

facilitate these programs.[1] The starting point is respect. "Nothing else . . . will help very much if it is offered with a resentful, contemptuous or patronizing attitude. The children, the neighborhoods, and the homes in which the deprived live are not understood because until recently we haven't respected them enough to think them worthy of study and attention."[2]

In order to compensate for the lack of knowledge with regard to the disadvantaged, due to the lack of respect given them in the past, it is suggested that there need be: (1) increasing coordinated efforts among schools, local governments, and other civic agencies on their behalf; (2) a self-study on the part of schools of the impact of social class differences on students and teachers, school by school; (3) directed teaching aimed at changing attitudes and self-concepts should be made available to

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[1] Ibid., p. 5.

[2] Reissman, op. cit., p. xi.

students and parents.[1] Other administrative imperatives should include: (1) an authentic commitment to low income youth, (2) an adaptation of the schools to the variations in the students, (3) a school which provides satisfactions to students, and (4) more effective teachers.[2] Of the items mentioned above, the contractual agreements on which governmental programs are based will bring about increasing coordinated efforts among schools, local governments, and other civic agencies. However, with regard to the other items which are specifically the concern of the schools the following statement is felt to hold true:

> The need for intensive research concerning the disadvantaged is considerable. We need to know much more about the various dimensions of his mental style. We need better instruments to uncover his hidden intelligence. We need new and more appropriate personality tests to assess his character. . . . We need more information on why some of the siblings of poor learners often do well in school. (The Institute for Developmental Studies is now investigating this problem.) There is a great need for centralization of research about the teaching of the deprived. On the simplest

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[1] Della-Dora, op. cit., p. 470.

[2] Miller, op. cit., p. 7.

> level, teachers with a demonstrated flair for successful instruction of deprived children should be observed and their practices should be set in motion.[1]

It is in the spirit of the foregoing, that the timeliness of this research is apparent.

The Nature and Statement of the Problem

Much has been written about the culturally disadvantaged. Reasons given for their lack of motivation and achievement, and eventual dropping out of school usually center around such conventional reasons as: (1) the lack of educational tradition in the home; (2) few books and items of culture; (3) insufficient language and reading skills; (4) inadequate motivation to pursue a long-range educational career, and poor estimate of self; (5) antagonism toward the school and the teacher; (6) poor health, improper diet, frequent moving, and noisy T.V. ridden homes.[2] Implicit in this list is the emphasis on the non-school environment, the parents, and the child himself,

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[1]Della-Dora, op. cit., p. 123

[2]Riessman, op. cit., p. 4.

as the central determinants of the failure to learn. Little attention is given to the shortcomings of the school in this analysis of the problem.

Many conditions may be present in the school which negatively influence deprived students. The curricula may be inappropriate for a large number of the students, and meet the needs of only a few. It is further suggested that the social class to which a child belongs may affect his success or lack of success in school.[1] Other factors which subtly contribute to deterring the deprived child from learning are:

1. The discrimination, frequently unintentional, seen in the classroom, parent teacher association, guidance office, psychological testing program, etc., which alienates the student and his family

2. The student's ambivalence toward education--not simply rejection of it--his lack of school know-how, test taking skills, information concerning college, and his anti-intellectualism.

3. The culture of the school which overlooks and underestimates his particular skills and mode of intellectual functioning that arise out of his culture and way of life.

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[1]Zane E. Eargle, "Social Class and Student Success," High School Journal, XLVI (February 1963), 162.

> 4. The deficits in the deprived student's background which necessitates special transitional techniques to bring him into the academic mainstream, but however, do not require a soft approach, a lowering of standards, a capitulation to his deficiencies.[1]

Some studies point out that middle-class parents place greater emphasis on the maintenance of high levels of school and vocational success than lower socio-economic parents. Conversely, however, other studies suggest that lower socio-economic parents are more concerned about their child's scholastic achievements than are middle-class parents.[2] In essence, the difference between these groups is not in their desires, but in the attitudes of parents and children that educational goals can be attained. There is a feeling of "reachableness" or "within my grasp" which differentiates the children who are in the higher social classes from those in lower socio-economic category as far as educational aspirations

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[1] Riessman, op. cit., p. 4.

[2] Robert Sears, Patterns of Child Rearing (Evanston: Row, Peterson, & Co., 1962), p. 430.

are concerned. It is felt that this lack of reachableness is a major obstacle in reducing drop-out rates and in inspiring the culturally deprived to continue their education.[1]

Modifying or changing the schools may not in itself eliminate the feeling of many deprived students that their aspirational goals cannot be reached. However, it is assumed that some schools may contribute influence in bringing about this feeling on the part of students of lower economic circumstances. Conditions within the school which are conducive to this feeling bring about a negative perception of the school and a lower self-image which has its effect on achievement and ultimately perseverance in the attainment of aspirational goals. As stated in an article by Dorothy Silverman:

> A child's consciousness of himself is his most prized possession. It is the very core of his being. According to phenomenological

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[1]M. Warner and W. Murray, "Another Look at the Culturally Deprived and Their Levels of Aspiration," Journal of Educational Sociology, XXXVI (March, 1963), 319.

> psychology,[1] the child not only treasures his identity but he also is constantly engaged in protecting and in enhancing it. His reactions to situations and to people is the outcome of his interpretations of the way these reflect upon his view of himself. That which is acceptable to the self-image is readily incorporated into the purview of the self-dynamism; that which is unacceptable remains peripheral in its impact upon it, or is actively restrained from permeating the self-structure.[2]

It is apparent, therefore, as to why the school is viewed by some as the institution that is second only to the home in its power to shape the self-concept and self-esteem of the child.[3] Since the educative process forms or shapes the child as well as informs him, it is an effective determining element within the constellation of his emotions. It may be assumed that by the time a child reaches high school, he should be reasonably perceptive and judgmental about himself, about his relation

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[1]Donald Snygg and Arthur W. Combs, Individual Behavior (New York: Harper and Brothers, 1949) cited by Dorothy Silverman, "Evaluation of the Relationship between Attitudes towards Self and Attitudes toward a Vocational High School," Journal of Educational Sociology, XXVI, No. 9 (May 1963), 410.

[2]Silverman, op. cit., p. 410.

[3]Arthur T. Jersild, In Search of Self (New York: Teachers College Columbia University, 1952), p. 90.

to his school, and about his societal attitudes pervading his surroundings.[1]

Refocusing on the school's potential contributions to the anti-intellectual attitude of the disadvantaged student, suggests that the school can take direct action rather than blame a home environment over which the school has little influence. Some of the conventional causes given for the failure of disadvantaged pupils to learn may be recast in a new light. For example, instead of talking about motivation and antagonism toward the school, reference could be made about the rejecting attitudes of the teacher towards the deprived pupil, and the resulting anger and loss of interest on the part of the child.

It is the concern of this study to provide additional insight into some of these attitudes as they may affect the motivation of students from lower socio-economic circumstances to achieve.

This study seeks to identify answers to the following questions:

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[1]Silverman, op. cit., p. 411.

1. What are the attitudes towards the school environment held by pupils of different socio-economic levels?

2. What effect do these attitudes of pupils towards their school environment have on their self-concept and achievement?

3. Is there a relationship between the attitudes of pupils towards their school, their self-perception and their level of achievement?

4. Is there a difference in the attitudes towards the school environment and self-concept by pupils of different socio-economic levels?

Basic Assumptions Underlying the Proposed Study

The purpose of the proposed study is to investigate relationships which may exist between the attitudes of certain eighth-grade pupils residing in contrasting communities of economic affluence towards school and themselves, and their levels of academic achievement.

It is assumed that:

1. Pupils with more favorable perceptions of self have more favorable attitudes towards school than those who have less favorable perceptions of self.

2. Pupils with more favorable attitudes towards school have higher achievement levels than those with less favorable attitudes towards school.

3. Pupils from homes in communities of high economic affluence will tend to indicate more favorable attitudes towards school than those from homes in communities of low economic affluence.

4. Pupils from homes in communities of high economic affluence perceive themselves more favorably than those from homes in communities of low economic affluence.

5. The attitudes towards school of pupils who reside in communities of low economic affluence will be compatible with the culture from which they come.

6. The incompatibility of the school environment with the culture of pupils who reside in communities of low

economic affluence is an influencing factor in these pupils' perception of self.

7. The incompatibility of the school environment with the culture of pupils who reside in communities of low economic affluence is a conditioning factor in their attitudes towards school.

The pertinency of research based on these assumptions is apparent when consideration is given to adjustments which might be made within the schools which serve pupils from communities of low economic affluence.

Major Hypothesis

The major hypothesis to be tested is:

The attitude toward school, self-perception, and achievement in basic educational skills by selected eighth-grade pupils who reside in a community of higher economic affluence differ significantly from selected eighth-grade pupils who reside in a community of lower economic affluence.

Sub-Hypotheses

The sub-hypotheses to be tested are:

1. Pupils who have higher concepts of self have more positive attitudes toward school.

2. Pupils who have higher concepts of self achieve higher in basic educational skills.

3. Pupils who possess more positive attitudes towards school achieve higher in basic educational skills.

4. Pupils from a community of higher economic affluence possess higher concepts of self than do pupils from a community of lower economic affluence.

5. Pupils from a community of higher economic affluence possess more positive attitudes toward school than do pupils from a community of lower economic affluence.

6. Pupils from a community of higher economic affluence achieve higher in basic educational skills than do pupils from a community of lower economic affluence.

Delimitations of the Study

Sample--The sample under study is not controlled on the basis of race. Therefore, the study does not allow for intervening factors indigenous to race that might enter the results. It is incidental to the study that those pupils in communities of high economic affluence happen to be predominantly white. This situation is due primarily to a condition representative of de facto segregation. The important consideration with regard to this study is the difference in perceptions of self and school as related to levels of economic affluence and achievement.

Generalizations--Because a sample of pupils representing a cross-section of all junior high school pupils in the City of Detroit, or in the schools used in this study is not being used, generalizations on the results of this study will be based upon eighth-grade pupils in the Emerson and Joy Junior High Schools during the Spring Semester of 1966. Eighth-grade pupils are used because they probably represent pupils at the optimum point of adjustment in a regular junior high school in the City of Detroit and also because the Iowa

Tests of Basic Skills is given in Detroit junior high schools at this grade level.[1] It is hoped that the results of this study may stimulate further research in this area.

Levels of Economic Affluence--Selection of communities representative of varying levels of economic affluence is based on data pertaining primarily to median income level, median school years completed, and per cent of persons employed as managerial or professional workers. These data are the most current available from Census tracts, personal interviews, and research by the Total Action Against Poverty Program.[2] Statistics presented may not apply to all

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[1]Statement by Mr. George Jacobs, Department of Educational Research, Detroit Board of Education, in conference, August 1965.

[2]In gathering socio-economic data pertinent to this study information was received by personal interviews and printed matter obtained from the United Community Services of Detroit; Department of Public Welfare; Detroit Police Department; Mayor's Committee on Total Action Against Poverty; Mayor's Committee on Community Relations; Mayor's Youth Commission; the Detroit Board of Education; and interviews with Mr. W. O. Breed, Principal of the Emerson Junior High School and Donald Carmean a secondary school counselor who lives in the area. The above information was obtained in addition to much other information received informally.

persons living within the areas in which the junior high schools are located. The sample, therefore, does not represent an exact control over their level of economic affluence. The legal restrictions by the Detroit Board of Education concerning the procurement of specific socio-economic information from individuals limits the degree to which such information may be obtained. It is assumed that the level of economic affluence of the cross section of pupils used in the sample is representative of each level of economic affluence within the population under study.

Validity of Responses--It is necessary to identify pupils by name on the attitude scales to assure that complete sets of data are collected on each pupil and to compare responses on these scales with their achievement test results. This may affect in some degree the validity of their responses on the questionnaire. To reduce in part the possibility of invalid responses, the pupils were informed that their responses would be checked by an impartial person who did not know them.

Reading Level of the Questionnaires--The questionnaires were administered at both the Emerson and Joy schools by the English and Social Studies teachers of the groups involved in the study. Teachers were advised that the questionnaires did not constitute a test. They were requested to encourage the pupils to ask questions about statements they did not understand and words they could not read or understand. This was particularly stressed at the Joy Junior High where the reading level of the pupils is considerably below the reading level of the Emerson Junior High pupils. It is not believed that the results were seriously affected by this procedure since the questions were straight forward and easily capable of being interpreted or explained by the teachers administering the questionnaires.

A pretest of the questionnaires was conducted at the Spain Junior High School. The Spain Junior High School is a new school located in a disadvantaged area. It is one of the 178 schools classified as disadvantaged

by the Detroit Board of Education's Department of Educational Research.[1]

The pretest was made to ascertain the difficulty students might have in reading and understanding items on the questionnaire and the appropriateness of the response categories. Some modifications were made as a result of this pretest to facilitate the use of the questionnaire by the students.

Instruments--A modification of the Stern's Need-Press Indexes was made due to the difficulty in locating suitable attitude scales of self-perception, and perception of the school environment appropriate for use with junior high school pupils. Modification of the indexes may invalidate the results to some degree. However, as with all scales of this type, the question may be raised as to whether the scale items, before or after modification, adequately measure the attitudes of the respondents in the

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[1]Statement by Mr. John Lindsey, Department of Educational Research, Detroit Board of Education, in conference, June, 1965.

areas under study. It is assumed therefore that the extent to which these indexes measure the attitudes of the respondents, they will yield additional information.

Definition of Terms

Self-Perception--The way an individual views himself.

Higher Self-Concepts--Self images more favorable than unfavorable.

Attitudes Toward School--The way an individual feels about the totality of the school setting (teachers, clubs, rules, classroom procedures, physical characteristics, and other variables indigenous to a school setting).

Academic Achievement--Grade equivalents attained by subject matter areas as measured by the Iowa Tests of Basic Skills.

Community Level of Affluence--A determination made on the basis of statistical data derived from Census tracts, personal interviews, and research done by the Total Action Against Poverty Program in the City of Detroit. The

statistical data pertained primarily to median income, median educational level attained, and occupational status.

Attitude--A propensity or tendency to act in a certain way in response to influences outside of an individual which have an effect on him.

CHAPTER II

SUMMARY OF SIGNIFICANT RELATED STUDIES AND LITERATURE

According to Landsman, self-concept is considered to be an organized group of feelings and attitudes which an individual has concerning himself. These self-evaluative attitudes may refer to specific aspects of self, e.g., "I am a good friend to my class buddies," et cetera. It may also be thought of as referring to specific objects, ideas, persons, or even physical parts of the self. In general, it is thought of as being the central aspect of personality, consisting of a number of organized, defined objects or ideas, each with a corresponding attitude indicating its adequacy in the eyes of the person who is looking at, and judging himself.[1]

It is suggested by Snygg and Combs that a person's concept of self is highly significant since all behavior

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[1]T. Landsman, "The Role of the Self-Concept in Learning Situations," High School Journal, XXXXV (April, 1962), 289.

including learning of an individual is related to his perception of self. One of the major principles of self-concept theory is that learning is internalized more rapidly when it is perceived by the learner as being related to positive aspects of himself. Likewise, learning tasks related to negative aspects of self are pushed away or avoided and rarely internalized. In essence, the more meaningful the material to the learner, the better the learning. The criteria of meaningfulness is the extent to which the learner perceives the material as contributing to his positive self-feelings. This suggests a single unitary need that motivates all behavior: the maintenance and enhancement of the perceived self.[2]

Although self-concept is considered to be reasonably stabilized in preschool years, major changes are likely to emerge throughout life, particularly during the adolescent period when the fluidity of the self-concept becomes apparent due to changes in the physical self and events of the

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[2]Donald Snygg and Arthur W. Combs, Individual Behavior (New York: Harper and Brothers, 1959), pp. 195-196.

high school years. It may be assumed that socio-economic status or social class is of considerable significance to the fluidity and formation of self-concept especially in the school environment where an individual is frequently faced with a conflict of values, ideologies, and attitudes.

Much ambiguity and contradiction in research prevails in this field of study. A study in this area by McDonald[1] indicates that:

1. SES (socio-economic status) has a positive relationship with DAT-VR (Differential Aptitude Verbal Reasoning Test), GPA (Grade Point Average), and M-Scale (The Michigan M-Scale for Motivation);

2. SES added to DAT-VR and the M-Scale does not increase efficiency in prediction of GPA;

3. The M-Scale added to DAT-VR in prediction of GPA significantly increases precision of prediction for the

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[1] K. H. McDonald, "Relationship of Socio-Economic Status to an Objective Measure of Motivation," Personnel and Guidance Journal, XLII (June, 1964), 997.

general population of both male and female (validation and cross validation) groups.

The conclusion reached on the basis of the results of this research indicates:

1. That SES is not a significant factor in determining the academic achievement;

2. Raises a serious objection to making generalizations about the variables used in the study;

3. DAT-VR and M-Scale scores account for the greater amount of, and uniqueness of variance respectively;

4. The results were obtained from measuring only one of many possible dimensions of SES.

Cartwright, in a study of self-conception patterns of college students, and adjustment to college life,[1] concluded that for the most part those students who found

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[1]L. D. Cartwright, "Self-Conception Patterns of College Students, and Adjustments to College Life," Journal of Counseling Psychology, X (Spring 1963), 47.

themselves troubled enough to come for counseling help, remember themselves as having been troubled in high school as well. Students who had poor conceptions of themselves in high school, adjusted poorly to campus life. The influence of environment on the self-concept of students who saw themselves in high school as being good hard working students was not retained by those seeking help in the university setting. Successful adjustment seemed to be related to high social ease, sex identification, self-confidence and control of a flexible kind. Help seeking seemed related, then, either to poor adjustment and poor self-conception carried over from high school, or to good adjustment in high school and a good conception of self which was difficult to maintain in this particular campus culture.

On the assumption that self-evaluation would be higher for those students who were high achievers and lower for those who were underachievers, where scholastic achievement is a prime goal of the students, Borislow concluded that:

1. Regardless of an intention to strive for scholastic achievement as a prime goal, students who underachieve scholastically

cannot be distinguished from those who achieve scholastically on the basis of general self-evaluation prior to or subsequent to the first semester in college.

2. Students who underachieve scholastically have a poorer conception of themselves as students than do achievers subsequent to their scholastic performance regardless of initial intention to strive for scholastic achievement as a goal.

3. Where students exhibit an intention to strive for scholastic achievement as a prime goal, under achievers have a more pessimistic conception of themselves as students than do achievers prior to their actual scholastic performance. This does not hold true where scholastic achievement is not a prime goal.

4. Where scholastic achievement is a prime goal, where the student has a good conception of himself as a student, and where he does achieve scholastically, his general self-evaluation becomes more favorable from pre- to post-semester assessments. This does not hold true where scholastic achievement is not a prime goal.[1]

These conclusions indicate that the level of academic achievement, for students with scholastic achievement as a prime goal, is an important determinant of their level of self-evaluation.

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[1]B. Borislow, "Self-Evaluation and Academic Achievement," Journal of Counseling Psychology, IX (Fall 1962), 246.

Brodie, in investigating the relationship of the attitude toward school and academic achievement,[1] did a partial replication of a study done by Getzels and Jackson.[2] From his study, Brodie concluded that academic skill development was more pronounced in pupils possessing an affirmative attitude toward school (satisfied pupils) because of their association with typical classroom objectives and drill routine. A negative attitude toward school would thus appear to have a particularly inhibitory effect on learnings which are emphasized in the classroom and to be more influential on those not as closely identified with formal school and education.

Eargle in his study of "Social Class and Student Success"[3] stated that the results of his study supported the theory that there was a positive correlation between

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[1]Thomas A. Brodie, "Attitude toward School and Academic Achievement," Personnel and Guidance Journal, XLIII, No. 4 (December 1964), 375.

[2]P. W. Jackson and J. W. Getzels, "Psychological Health and Classroom Functioning: A Study of Dissatisfaction with School among Adolescents," Journal of Educational Psychology, L, No. 6 (December 1959), 295.

[3]Eargle, op. cit., p. 162.

the social class of children and teacher preference. He concluded that there was a relationship between the educational and socio-economic status of parents, and the degree of academic success of their children in school.

Combs explored differences in the ways underachievers and achievers perceive themselves and their relationships to the world around them.[1] The study examined the proposition that academically capable underachieving high school boys tended to see themselves and their relationships with others in certain ways that were quite unlike those who were making a more happy and successful adjustment to the scholastic situation.

All students involved in the study had obtained a Full Scale I.Q. of 115 or better on the Wechsler Adult Intelligence Scale. Students who were considered underachievers were those whose grade point average fell below the first quartile in scholastic achievement for their

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[1]Charles F. Combs, "Perceptions of Self and Scholastic Underachievement in the Academically Capable," The Personnel and Guidance Journal, XLIII, No. 1 (September 1964), 47.

grade. Achievers were those students whose grade point average was above the median for their grade. The underachievers constituted the experimental group and the achievers the control group. An apperceptive instrument consisting of four cards from the Thematic Apperception Test and the Combs School Apperception Test was administered to both groups.

Six general hypotheses were explored relating to views of self, views of others, and general behavior and emotional efficiency. The study attempted to identify some of the specific factors which may have caused differences in their academic proficiency. The results indicated a significant and consistent difference between underachievers and achievers. Underachievers perceived themselves less adequate and less acceptable to others. In like manner they perceived their peers and adults as less acceptable to them. They also demonstrated a less efficient and effective approach to problems; and less freedom and adequacy of emotional expression.

Coleman, through a concern for ways to improve the functioning of high schools and an interest in the different kinds of status systems operating within them conducted a study of high schools which differed in the kinds and numbers of activities which brought to a boy or girl status among his fellows.[1] Ten schools were selected from varying types of communities located in northern Illinois. The school populations differed in size and economic characteristics as did the communities in which they were found. Questionnaires were administered twice to all students separated by an interval of several months. Grades and other information, such as I.Q. and attendance, were also collected. Informal interviews were held with some of the students. Likewise, questionnaires were distributed to all teachers in the schools and mailed to all parents.

Among the results of Coleman's research the following bear significance for this study:

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[1]James S. Coleman, The Adolescent Society (New York: The Free Press of Glencoe, 1961).

1. Our adolescents although oriented toward fulfilling their adult desires are cut off from adult society and look very much to their peers for approval. The consequence, of which, our society has in its midst a set of small teen age societies which focus teen age interests and attitudes on things far removed from adult responsibilities which may develop standards that lead away from those goals established by the larger society.

2. There are many similarities in the general adolescent culture but there are differences between adolescents from community to community and school to school.

3. Paradoxically, the schools located in the most affluent areas both economically and with regard to parents' backgrounds do not have the highest academic orientations relative to feeling the necessity of getting good grades in order to belong to the leading crowd; or of getting high grades, and being on the honor roll as a way of being looked up to.

4. When the importance of scholastic achievement is considered with family background as necessary for membership in the leading crowd, the schools in the most affluent areas do not rank as high as some of the other schools of less affluence. This means that a highly ascriptive system, with emphasis on family background, makes it possible, but not necessary, to have good grades as a criterion for membership in the leading crowd. This may indicate that the leading crowd at the more affluent schools may be more concerned with other matters besides school work, for example social matters.

5. The value attached to the importance of good grades to belong to the leading crowd depends not only on factors peculiar to the school, but

> also on factors peculiar to the class within the school (freshman, sophomore, junior or senior) to which the student belongs.[1]

The above study indicated how the school environment, particularly as pertains to the adolescent culture within the school, may have an influencing effect on academic achievement.

Gordon, in a study concerned with the social system of the high school, explored the theory that the dominant motivation of the high school student was to achieve and maintain a general social status within the organization of the school.[2] The study analyzed the social system of 576 students in a suburban high school in a Midwestern metropolitan community.

It was felt by Gordon that the pupil accepts roles in the various groups in the school which enhance his position in the informal network of personal relationships

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[1]Items 1-5 have been taken from Coleman, ibid., pp. 9-88 passim.

[2]Wayne Gordon, The Social System of the High School (Glencoe: The Free Press, 1957), pp. 2-25.

within the school. The behavior of a student in a specific situation such as the classroom, was assumed to be the result of his general standing in the school-wide social system.

The results of the study indicated that the importance of academic achievement in helping a pupil assume a position of prominence in the informal network of personal relationships was least significantly related to his general status. A favorable social position was most significantly related to achievement in student activities. Grade achievement expectations were met more fully with each additional advance in grade status. Girls were able to meet grade expectations more fully than boys, who left school more frequently than girls from the press of meeting grade expectations.

The latter two studies are cited to point out some of the environmental influences which may be operating within a school setting that might have an effect on a pupil's motivation to achieve academically. The studies indicate that the status of pupils as determined by the adolescent culture within some schools is little affected

by their academic achievement; a fact which can have an influence on a pupil's incentive to strive for high academic attainments.

The above studies bear relationship to the proposed investigation. An attempt has been made to point up the importance of the self-concept, environmental influences, and socio-economic status in learning as related to academic achievement in school. Although ambiguity prevails, the above studies do indicate the probability of a relationship between the above variables and achievement.

CHAPTER III

DESCRIPTION OF THE POPULATION TO BE STUDIED AND CHARACTER OF THE DATA

Socio-Economic Characteristics

Two junior high schools were selected which are located in areas of different levels of economic affluence. With the help of the Department of Educational Research of the Detroit Board of Education, pupils in the Emerson and the Joy Junior High Schools were chosen. Permission of the principals of these two schools was obtained to conduct the study on their pupils. The following is a description of the areas in which the schools are located, the sample of the population used in the study, the character of the data, and the procedures employed.

Emerson Junior High School--Approximately one half of the sample comes from the Emerson Junior High School. The Emerson Junior High is located in United Community

Services subdivision 12 B[1] which encompasses Census tracts 410, 413, 452, 453, 455, 456, 457, and 458.

According to the 1960 Census, the total number of people living in this area was 63,891 of which 23 or .2 per cent were non-whites. The median number of years of school completed for persons 25 years or older was 12.3 years; the per cent of people 25 years old or older who attended school 8 years or less was 20.7; the number of divorced or separated females per 1,000 females aged 14 or older was 46.0; and the per cent of children under 18 not living with both parents was 5.6. The per cent of persons employed in managerial,professional, or technical occupations was 31.0, and the per cent working in manufacturing industries 33.5. The median family income was reported as $8,416.

The per cent of dwelling units reported as in sound condition was 98.7. The percent of residents who owned their home (with a median house value being $15,200) was 91.

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[1]United Community Services of Metropolitan Detroit, Social Characteristics of Communities in the Detroit Area (Detroit: United Community Services, 1963).

The median number of persons living in a dwelling unit was reported as 3.6. The per cent of dwelling units in which the family had lived there less than 2 years in 1960 was 18.3.

Based on median family income, median number of school years attended, and percent of persons in managerial and professional occupations, weighted equally with ranks running from lowest (1) to highest (49), subcommunity 12B was ranked forty seventh,[1] by the Detroit Commission on Children and Youth on these socio-economic characteristics. This placed subcommunity 12B third from the top by this system of ranking.

Youth Bureau statistics compiled in 1963 indicated that the number of contacts with boys aged 10 to 16 during the year 1963 for Type I offenses (criminal homicide, rape, robbery, aggravated assault, burglary, B and E, larceny-theft, auto theft) totaled 87. The total for Type II

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[1] Detroit Commission on Children and Youth, Neighborhood Youth Information, Community Twelve (Detroit: Detroit Commission on Children and Youth, Winter, 1965).

offenses (all other offenses) was 43. Total contacts for both types of offenses was 130 or approximately 3 per cent of the estimated number of boys aged 10 to 16.[1]

Three cases of persons on relief (welfare) were reported in Census tract 457 through March of 1966; one case reported in tracts 453, 447, and 458 through the year of 1965; two cases reported in tract 457 through the year of 1964; and two cases reported in tract 457 and one in tract 453 in 1963.[2]

The Emerson Junior High is ranked number 5 by the Department of Educational Research. This ranking is based on a formula used to rank the junior high schools from 1 (highest) to 54 (lowest), using median family income determined by United Community Services sub-divisions, mental ability as determined by the California Test of Mental Maturity, achievement as indicated by the

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[1] Ibid., p. 41.

[2] Statement by Mr. Baxter Webb, Statistician, City of Detroit, Department of Public Welfare, in conference, March 1966.

Iowa Tests of Basic Skills, and per cent of pupils more than 6 months overage for grade.[1]

The community has maintained its stability since the 1960 Census as attested to by the low rate of transiency relative to the pupils transferring from and enrolling at the school, the absence of Negro pupils enrolled at the school, and few homes for sale in the area. Since 1964, approximately 17 students have transferred from the school going out of state, and 17 to the suburbs with an equal number of students enrolling at the school. The economic status has remained much the same, if not improved.[2] In the Census tracts encompassed by this area, there were reported 112 vacant dwellings.[3]

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[1] Lindsey, see page 22, n. 1.

[2] Statement by Mr. Walter O. Breed, principal, Emerson Junior High School, in conference, July 1966.

[3] Department of Child Accounting and Attendance, Vacant Dwelling Report by Census Zones and Tracts (Detroit: Detroit Board of Education, School Census, 1966).

Although there may be some variability relative to economic status within the school which is to be expected, by and large, economically the student body represents a relatively homogeneous population.

Joy Junior High School--The other half of the sample comes from the Joy Junior High School located in United Community Services subdivision 6D[1] encompassing Census tracts 769, 770, 771, 777, 789, 790, and 791.

The total number of people living in this subdivision as reported by the 1960 Census was 26,255 of which 12,228 or 46.9 per cent were non-whites. The median number of years of school completed for persons aged 25 years or older was 8.9; the per cent of people 25 years old or older who attended school 8 years or less was 52.3; the number of divorced or separated families per 1,000 females aged 14 or older was 131.6; the per cent of children under 18 not living with both parents was 21.1.

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[1]United Community Services, op. cit., p. 43.

The per cent of persons employed in managerial, professional, or technical occupations was 7.2; the per cent in labor or service occupations was 20.8; and the per cent working in manufacturing industries 42.3. The median family income was reported as $5,091.

The per cent of dwelling units in sound condition was 88.2, and 60 per cent of the residents owned their home, with the median value being $7,900. The median number of persons per dwelling unit was 3.6, and the per cent of dwelling units in which the family had lived there less than two years in 1960 was 29.5.[1] This subdivision based on the socio-economic ranking system of the Detroit Commission on Children and Youth previously presented was ranked eleventh from the bottom on these characteristics.[2] Youth Bureau statistics compiled in 1963 for Type I offenses was 214, for Type II offenses 86. Total contacts equaled 300 or 18 per cent of the estimated number of boys aged 10 to 16.[3] The total number of cases

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[1]Detroit Commission on Children and Youth, Neighborhood Youth Information, Community Six (Detroit: Detroit Commission on Children and Youth, Winter, 1965).

[2]Ibid., p. 40.

[3]Ibid., p. 43.

reported on relief (welfare) was 236 in 1963, 187 in 1964, 102 in 1965, and 65 in 1966.[1]

Based on the formula presented for the Emerson Junior High School, the Joy Junior High is ranked number 45 by the Department of Educational Research. Only 9 junior high schools are rated lower, which qualifies it as one of the 178 disadvantaged schools in Detroit including elementary and high schools.[2]

In contrast to the Emerson school community which has maintained its stability since the 1960 Census, Census tract 6D has been included in Target Area number 3 designated by the Total Action Against Poverty Program (TAP) as one of the four most poverty stricken areas of the inner city of Detroit. As of 1963, the median family income had dropped. Of the persons employed, 30 per cent made $3,000 or less. Families in which the income is $3,000 or less are considered to be in a state of poverty

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[1]Webb, see page 42, n. 2.

[2]Lindsey, see page 22, n. 1.

by the TAP program. The number of unemployed males had reached the level of 16 per cent, an increase of 3.5 per cent over the rate in 1960.[1] Of approximately 18,000 ADC (Aid to Dependent Children) cases in Wayne County, 3,482 are located in Target Area 3 which also has 1,052 old age assistance cases.[2] In the Census tracts encompassed by this area there were reported 609 vacant dwellings.[3] With the increase in the number of persons receiving social aid in this area it is possible that the educational level likewise may have dropped.

At the Joy Junior High, as at the Emerson, there is the expected variability within the school relative to economic status. However, with a few exceptions the student body represents a relatively homogeneous population.

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[1] City of Detroit, Total Action Against Poverty: A Proposed Community Action Program for Detroit, Michigan (Detroit: Total Action Against Poverty, 1964).

[2] Statement by Mr. Douglas Amsden, Acting Supervisor, Information and Education Southeastern Community Action Center, in conference, July, 1966.

[3] Department of Child Accounting and Adjustment, see page 43, n. 3.

The variability between the socio-economic characteristics of the two communities is desired, and, indeed, felt to be opportune for this study. The variability of socio-economic status within the schools is not felt to be great enough to severely affect the results of the study. There is no control on race because of the problem of finding a community of high socio-economic affluence racially comparable to the community of low socio-economic affluence. Due to the housing situation in Detroit, the higher the level of socio-economic affluence the more uniracial the communities become in the direction of being predominantly, if not totally, Caucasian. This prevailing situation ultimately affects the racial constituency of the schools in the community. The results of this study will be analyzed on the basis of the attitudes of the pupils in the particular environments irrespective of race.

Sample

Pupils included in this study are eighth-grade pupils attending Joy and Emerson Junior High Schools during the Spring Semester of 1966. This sample was

selected for study because it is felt that they are at an optimum point of adjustment to the junior high school. The results of standardized group achievement tests administered to all junior high pupils in Detroit at the eight-grade level are also available for use in this study. Students in the Joy and Emerson schools are heterogeneously grouped. A total of 411 students including 208 from the Emerson Junior High School and 203 from the Joy Junior High are studied. Pupils on whom all of the data necessary for the study are not available are not included in the final analysis.

Character of the Data

Levels of Economic Affluence--Levels of economic affluence, characteristic of pupils involved in the study are controlled in part by the geographical location of the two junior high schools.

Achievement--A sample of eighth-grade pupils, only, is used to obtain current achievement test results and to expedite matters which the intrusion of this research might have had on the academic studies of the pupils. During the first half of the eighth grade, pupils

in the Detroit school system are given the Iowa Tests of Basic Skills,[1] to measure their achievement in the eighth grade. The Iowa Tests of Basic Skills represents a battery of tests which includes tests in the area of vocabulary, reading, language, work study skills, and arithmetic. The results of these tests are available through the Department of Educational Research of the Detroit Public Schools.

Self-Perception and Perception of the School Environment--Perception of self and of the school environment is determined by the administration of modified forms of Stern's Need Press Indexes.[2] The Need-Press Indexes used in this study are the Activities Index for self-perception and the High School Characteristics Index for perception of the school environment. The Activities Index Scales indicate self-reports of behavioral manifestations of personality needs. The High School Characteristics Index, one of four environment indexes,

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[1]Iowa State University, Iowa Tests of Basic Skills, Multi-Level Edition for Grades 3-9 (Boston: Houghton Mifflin Co., 1964).

[2]George G. Stern, Scoring Instructions and College Norms, Activities Index, College Characteristics Index (Syracuse, New York: Psychological Research Center, 1963).

indicates the degree to which pupils see the press of environmental conditions. The scales of the Activity and Environment indexes are parallel, with the latter indicating conditions likely to facilitate or impede the expression of personality needs as indicated by the Activities Index.[1] Both indexes consist of 300 items distributed among 30 scales of 10 items each. The thirty scales listed alphabetically with explanations are as follows:

1. aba Abasement - ass Assurance: self-depreciation versus self-confidence.
2. ach Achievement: striving for success through personal effort.
3. ada Adaptability - dfs Defensiveness: acceptance of criticism versus resistance to suggestion.
4. aff Affiliation - rej Rejection: friendliness versus unfriendliness.
5. agg Aggression - bla Blame Avoidance: hostility versus its inhibition.
6. cha Change - sam Sameness: flexibility versus routine.
7. cnj Conjunctivity - dsj Disjunctivity: planfulness versus disorganization.

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[1] Ibid., p. 2.

8. ctr - Counteraction - inf Inferiority Avoidance: restriving after failure versus withdrawal.

9. dfr - Deference - rst Restiveness: respect for authority versus rebelliousness.

10. dom Dominance - tol Tolerance: ascendancy versus forebearance.

11. e/a Ego Achievement: striving for power through social action.

12. emo Emotionality - plc Placidity: expressiveness versus restraint.

13. eny Energy - pas Passivity: effort versus inertia.

14. exh Exhibitionism - inf Inferiority Avoidance: attention seeking versus shyness.

15. f/a Fantasied Achievement: daydreams of extraordinary public recognition.

16. har Harm Avoidance - rsk Risktaking: fearfulness versus thrill seeking.

17. hum Humanities, Social Sciences: interests in the humanities and the social sciences.

18. imp Impulsiveness - del Deliberation: impetuousness versus reflection.

19. nar Narcissim: vanity.

20. nur Nurturance - rej Rejection: helping others versus indifference.

21. obj Objectivity - pro Projectivity: detachment versus superstition (AI) or suspicion (EI).

22. ord Order - dso Disorder: compulsive organization of details versus carlessness.

23. ply Play - wrk Work: pleasure seeking versus purposefulness.

24. pra Practicalness - impr Impracticalness: interest in practical activities versus indifference.

25. ref Reflectiveness: introspective contemplation.

26. sci Science: interest in natural sciences.

27. sen Sensuality - pur Puritanism: interest in sensory and esthetic experience.

28. sex Sexuality - pru Prudishness: heterosexual interest versus their inhibition.

29. sup Supplication - aut Autonomy: dependency versus self-reliance.

30. und Understanding: intellectuality.[1]

Both of these indexes, modified for use as attitude questionnaires with eighth grade pupils, include 120 of the 300 items distributed among the 30 scales for each index. A five-point-interval scale of the Likert[2] type is used to obtain the attitude of the respondent to each

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[1] Ibid., p. 2.

[2] C. A. Moser, Survey Methods in Social Investigation (London: William Heinemann Ltd., 1959), p. 238

scale item and to quantify the results. A pretest of the instruments was administed to a small sample of students from the new Spain Junior High School located in a disadvantaged area. This procedure was used to determine difficulty of reading level, adequacy of item stems, and reliability of the instruments to be used for gathering the data. Modification of item stems and change of vocabulary in some places was indicated. However, the results of the pre-test did indicate that, on the average, pupils who perceived themselves more favorably had favorable attitudes towards school. A global or composite score of self-perception and school environmental perception is determined as well as scores for each of the thirty scales on both indexes.

In relating the results of the findings to the hypothesis and sub-hypotheses the data are classified according to level of economic affluence (schools), level of achievement (classes), and sex. The relationship of the above classifications to self-perception and perception of the school environment are analyzed. A comparison is made of the pattern and relationship of responses on the inventories by scale sub-scores.

Relationships between patterns are analyzed by level of economic affluence as well as intercorrelations of responses with other available characteristics. The relationship between self-perception and attitudes towards school is also analyzed.

Procedure

Eighth-grade pupils at both schools were administered the Modified Activities Index and the Modified High School Characteristics Index. The questionnaires were administered at both schools by either the English or Social Studies teachers who had the pupils during a "core" class. "Core" is a double class period during which time both English and social studies are usually taught as integrated subjects. The teachers were told that the questionnaires were not tests. They were asked to explain words, answer any questions which might arise, and otherwise be of assistance to the pupils in filling out the questionnaires. Four items were used for each of the thirty scales. The values given to the responses for each item pertaining to a scale were totaled and the total or composite score per scales was used for the final analysis.

The other data which consisted of grade point average, attendance and test scores were obtained from school records. Grade point average is based on the average of final grades for the Fall Semester of 1965, and the average of the grades for the first card marking period of the Spring Semester of 1966. It is determined by averaging the grades received in the academic subjects and science. An "A" is equal to 4 points, a "B" to 3 points, a "C" 2 points, a "D" 1 point, and an "E" to 0 points. Since all of the classes count for five credit hours the average is obtained by adding the values for the marks received and dividing by the number of marks. The average is carried to one place beyond the decimal point.

Attendance is determined by adding the total number of days absent the Fall Semester of 1965 to the number of days absent as of the first card marking of the Spring Semester of 1966.

The tests used for the purposes of analysis are Iowa Tests of Basic Skills and the California Test of

Mental Maturity.[1] The California Test of Mental Maturity measures mental ability or the ability to do school work, and how well a pupil thinks when faced with new problems. Its results are given in letter ratings or percentiles, for the pupil's ability in language and non-language areas. A Total Score which is a composite of the Language and Non-Language scores is also given. For purposes of this study, the percentile ratings for the three scores are used. The results of the Iowa Tests of Basic Skills are given in grade equivalents and percentile ratings. For purposes of this study the grade equivalents are used for the scores obtained. The scores used are the vocabulary score, reading score, language total score, work study skills total score, arithmetic total score, and composite score for the entire battery of tests.

The data were coded for IBM computation and key punched onto IBM-Holerith cards for this purpose. The analysis of the data and method of computation are discussed in the following chapter.

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[1]Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tiegs, California Short Form Test of Mental Maturity (Monterey: California Test Bureau, 1963).

CHAPTER IV

RESULTS AND ANALYSIS OF THE DATA

Method of Statistical Analysis

For purposes of analysis, the data are classified according to school, class and sex. The classes are ranked on the basis of achievement as indicated by the composite score on the Iowa Tests of Basic Skills. This ranking is determined on the basis of test results obtained prior to the preparation of the data for IBM computation. Thirty variables on each of the indexes are examined in addition to fourteen others including the composite score on the indexes.

Since means and standard deviations are obtained for all of the variables and since comparisons are being made between two groups at a time, Fisher's Student t-test is used to test the significance of the difference between means. To determine the relationship between significant

variables the coefficients of correlation are also determined.

The Results of the Comparison Between Schools

Examination of the sub-hypothesis: Pupils who have higher concepts of self have more positive attitudes towards school, indicates that there is a significant difference between schools on both the Modified Activities Index indicating self-perception and the Modified High School Characteristics Index indicating attitude towards school on composite score. The difference indicates that the Joy Junior High pupils on the average rate themselves higher than do pupils at the Emerson Junior High, and likewise rate their school significantly higher than do Emerson pupils. These composite scores are shown in Table 1 on page 60.

Examination of the sub-hypothesis: Pupils from a community of higher economic affluence possess higher concepts of self than do pupils from a community of lower economic affluence, indicates, as noted in

TABLE 1

COMPOSITE SCORES

Variable	Schools				t Ratio
	Emerson		Joy		
	Mean	Standard Deviation	Mean	Standard Deviation	
Modified Activities Index - Self-Rating Scale	349.92	47.02	359.79	33.16	-2.50**
Modified High School Character Index - Attitude towards School	365.21	43.49	378.78	35.90	-3.45*

*Significant at the .01 Level.

**Significant at the .05 Level.

Table 2, page 61, that on fifteen of the thirty Modified Activities Index or self-perception scales there are signficant differences between Joy pupils and Emerson pupils. Joy pupils on the average rate themselves higher than do the Emerson pupils on thirteen of the scales, eleven of which are at the .01 level of significance and

TABLE 2

MODIFIED ACTIVITIES INDEX -
SELF RATING SCALES

Variable	Schools				t Ratio
	Emerson		Joy		
	Mean	Standard Deviation	Mean	Standard Deviation	
aba-ass[a]	11.89	2.52	12.45	5.64	-1.21
ach	11.78	2.44	12.53	2.72	-2.87*
ada-dfs	12.39	2.32	13.40	2.59	-4.06*
aff-rej	13.99	2.71	14.78	3.38	-2.55**
agg-bla	10.80	2.66	10.41	4.80	.97
cha-sam	11.65	2.36	11.38	2.47	1.11
cnj-dsj	10.92	2.67	12.17	3.10	-4.23*
ctr-inf	12.26	2.69	13.93	5.55	-3.62*
dfr-rst	11.34	2.33	11.32	2.45	.11
dom-tol	10.87	3.88	10.64	4.94	.51
e/a	9.11	5.52	9.79	4.60	-1.36

[a]abbreviations and variables are explained on pages 51-53.

*Significant at the .01 Level of Significance.

**Significant at the .05 Level of Significance.

TABLE 2--Continued

Variable	Schools				t Ratio
	Emerson		Joy		
	Mean	Standard Deviation	Mean	Standard Deviation	
emo-plc[a]	12.59	2.43	12.10	2.75	1.88
eny-pas	12.76	2.03	13.19	4.42	-1.17
exh-inf	11.63	2.76	11.51	3.10	.40
f/a	10.76	4.00	11.15	3.44	-1.07
har-rsk	11.23	2.99	13.32	3.94	-5.83*
hum	9.44	2.79	10.36	2.90	-3.20*
imp-del	11.78	3.28	12.77	2.31	-3.58*
nar	12.76	3.28	13.89	2.77	-3.78*
nur-rej	12.04	2.88	11.94	2.82	.34
obj-pro	14.92	3.08	13.33	3.10	5.12*
ord-dso	10.59	3.27	13.90	3.27	-10.12*
ply-wrk	10.42	2.50	10.74	2.83	-1.16
pra-impr	9.74	2.86	10.78	4.87	-2.49**

[a]abbreviations and variables are explained on pages 51-53.

*Significant at the .01 Level of Significance.

**Significant at the .05 Level of Significnace.

TABLE 2--Continued

Variable	Schools				t Ratio
	Emerson		Joy		
	Mean	Standard Deviation	Mean	Standard Deviation	
ref[a]	12.14	2.92	12.79	4.86	-1.57
sci	9.32	2.89	10.05	2.68	-2.62*
sen-pur	11.98	2.87	12.49	2.88	-1.75
sex-pru	11.20	3.55	11.36	3.60	- .45
sup-aut	10.85	2.45	10.21	2.38	2.68*
und	11.86	2.77	13.24	2.84	-4.90

[a]abbreviations and variables are explained on pages 51-53.

*Significant at the .01 Level of Significance.

two at the .05 level of significance. The scales on which Joy pupils rate themselves higher than do the Emerson pupils are:

1. Achievement - striving for achievement through personal effort;

2. Adaptability-Defensiveness - acceptance of criticism versus resistance to suggestion;

3. Affiliation-Rejection - friendliness versus unfriendliness;

4. Conjunctivity-Disjunctivity - planfulness versus disorganization;

5. Counteraction-Inferiority Avoidance - restriving after failure versus withdrawal;

6. Harm Avoidance-Risktaking - fearfulness versus thrill seeking;

7. Humanities, Social Sciences - interests in the humanities and the social sciences.

8. Impulsiveness-Deliberation - impetuousness versus reflection;

9. Narcissim - vanity;

10. Order-Disorder - Compulsive organization of details versus carelessness;

11. Practicalness-Impracticalness - interest in practical activities versus indifference;

12. Science - interest in the natural sciences;

13. Understanding - intellectuality.

Emerson pupils rate themselves higher than do Joy pupils on two of the scales which are significant at the .01 level of significance. The two scales are:

1. Objectivity-Projectivity - detachment versus superstititon;

2. Supplication-Autonomy - dependency versus self-reliance.

The pupils were asked to indicate the extent such scale items or activities as the following are true of them (see AI in the Appendix):

1. Studying the stars and planets and learning to identify them.

2. Avoiding things that might bring bad luck.

3. Being careful to wear a raincoat and rubbers when it rains.

4. Setting higher standards for myself than anyone else would and working hard to meet them.

5. Finishing something I've begun even if it is no longer enjoyable.

6. Reading headline articles in the paper and magazines about important things taking place in the world that affect people.

7. Being ready with an excuse or explanation when criticized or corrected.

8. Doing things on the spur of the moment.

9. Doing something over again just to get it right.

10. Having other people leave me alone.

11. Being a lone wolf free of family and friends.

12. Daydreaming about what I would do if I could live my life the way I wanted.

13. Thinking deeply on a problem.

14. Keeping my bureau drawers, desk, et cetera, in perfect order.

15. Helping to direct a drive to raise money for the Red Cross, Community Chest, or other organization.

Pupils in the Joy School on the average perceive themselves more favorably than do pupils in the Emerson School. They see themselves as:

1. Thoughtful, well planned, receptive to criticism, concerned about academic matters, and willing to strive for achievement through personal effort.

2. Friendly, concerned about themselves, more fearful than thrill seeking, and willing to try a second time after failure.

3. Interested in practical activities, having every detail organized, people, political issues, and the world around them.

Emerson pupils on the average perceive themselves as being more detached or less superstitious than do Joy pupils.

Examination of the sub-hypothesis: Pupils from a community of higher economic affluence possess more positive attitudes toward school than do pupils from a community of lower economic affluence indicate significant differences between Joy pupils and Emerson pupils on seventeen of the thirty Modified High School Characteristics Index Scales as noted in Table 3. Joy pupils on the average rate the school higher or have a more favorable attitude towards their school than do the Emerson pupils on sixteen of the seventeen scales, twelve of which are significant at the .01 level of significance, and four at the .05 level of significance. The scales on which the Joy pupils rate their school higher than do the Emerson pupils are:

1. Counteraction-Inferiority Avoidance: restriving after failure versus withdrawal.

2. Deference-Resitveness: respect for authority versus rebelliousness.

3. Emotionality-Placidity: expressiveness versus restraint.

TABLE 3

MODIFIED HIGH SCHOOL CHARACTERISTICS INDEX - ATTITUDE TOWARDS SCHOOL SCALES

Variable	Schools				t Ratio
	Emerson		Joy		
	Mean	Standard Deviation	Mean	Standard Deviation	
aba-ass[a]	12.71	2.78	12.66	2.36	.17
ach	12.72	2.39	13.16	2.23	-1.93
ada-dfs	12.82	2.42	12.52	2.53	1.18
aff-rej	13.44	2.63	12.54	2.36	3.62*
agg-bla	11.92	2.90	12.04	2.69	- .42
cha-sam	12.46	5.29	12.42	2.65	.10
cnj-dsj	12.91	2.66	13.32	2.54	-1.58
ctr-inf	11.45	2.60	12.18	2.85	-2.65*
dfr-rst	10.40	2.51	11.39	2.27	-4.15*
dom-tol	10.46	2.39	10.90	2.45	-1.82
e/a	12.49	2.91	12.88	2.80	-1.37
emo-plc	12.53	2.38	13.05	2.14	-2.34**

[a]abbreviations and variables are explained on pages 51-53.

*Significant at the .01 Level of Significance.

**Significant at the .05 Level of Significance.

TABLE 3--Continued

Variable	Schools				t Ratio
	Emerson		Joy		
	Mean	Standard Deviation	Mean	Standard Deviation	
eny-pas[a]	11.92	2.62	12.66	2.46	-2.92*
exh-inf	12.89	2.11	13.09	2.09	- .97
f/a	11.31	2.24	12.19	2.16	-3.96*
har-rsk	11.46	2.86	12.22	2.85	-2.65*
hum	10.97	2.85	12.57	2.49	-6.03*
imp-del	10.41	2.13	12.06	2.16	-7.67*
nar	13.60	2.73	14.15	2.62	-2.06**
nur-rej	12.77	2.97	13.30	2.75	-1.85
obj-pro	12.50	2.63	12.44	2.53	.25
ord-dso	12.52	2.89	12.69	2.48	- .62
ply-wrk	10.25	2.15	11.05	2.31	-3.55*
pra-impr	12.76	2.52	13.60	2.58	-3.28*
ref	12.54	2.85	13.34	2.65	-2.93*

aabbreviations and variables are explained on pages 51-53.

*Significant at the .01 Level of Significance.

**Significant at the .05 Level of Significance.

TABLE 3--Continued

Variable	Schools				t Ratio
	Emerson		Joy		
	Mean	Standard Deviation	Mean	Standard Deviation	
sci[a]	12.59	2.59	14.29	2.55	-6.63*
sen-pur	12.46	2.63	13.08	2.43	-2.46**
sex-pru	12.99	2.81	13.47	3.09	-1.60
sup-aut	10.56	2.35	11.47	2.51	-3.70*
und	12.48	2.50	13.44	5.95	-1.97**

[a]abbreviations and variables are explained on pages 51-53.

*Significant at the .01 Level of Significance.

**Significant at the .05 Level of Significance.

4. Energy-Passivity: effort versus inertia.

5. Fantasied Achievement: daydreams of extraordinary public recognition.

6. Harm Avoidance-Risktaking: fearfulness versus thrill seeking.

7. Humanities, Social Sciences: interests in the humanities and the social sciences.

8. Impulsiveness-Deliberation: impetuousness versus reflection.

9. Play-Work: pleasure seeking versus purposefulness.

10. Narcissim: vanity.

11. Practicalness-Impracticalness: interest in practical activities versus indifference.

12. Reflectiveness: introspective contemplation.

13. Science: interest in natural science.

14. Sensuality-Prudishness: interest in sensory and esthetic experiences.

15. Supplication-Autonomy: dependency versus self-reliance.

16. Understanding: intellectuality.

Emerson pupils on the average rate their school significantly higher than do Joy pupils on the Affiliation-Rejection Scale which is significant at the .01 level of significance.

The attitudes towards school were obtained by asking the pupils to indicate the extent such scale items as the following are true of their schools (see HSCI in Appendix):

1. Few students would be interested in hearing a talk by a famous scientist.

2. Everyone here thinks about safety first to make sure nobody will get hurt.

3. Most of the teachers here try to decorate their classrooms so that the students will find them more pleasant to be in.

4. Students don't read books which deal with political and social issues.

5. The teachers are not calm and even tempered when getting after students.

6. Having a good time comes first with most of the students here.

7. In most classes there is very little joking and laughing.

8. Teachers try to get students to speak up freely and openly in class.

9. Students take a great deal of pride in their personal appearance.

10. No one here has much interest in courses of little usefulness, such as history or music.

11. Most students look up to their teachers and think highly of them.

12. There are very few clubs and student group activities to which students may belong.

13. Most teachers prefer that students work out their own problems.

14. Most students are more concerned with the present than the future.

15. There are so many things to do here that students are busy all of the time.

16. Many students enjoy reading and talking about scientific fiction.

17. There is a lot of concern given preparing for college.

Their responses indicate that on the average Joy pupils, to a greater extent than do Emerson pupils, see their school as:

1. A school where there is concern for academic matters, and where pupils are encouraged to be thoughtful, imaginative, and interested in the scientific aspects of the world around them.

2. A school where things are thought through rather than acted upon on the spur of the moment and where there is mutual respect for teachers and pupils alike.

3. A school where there is an interest in the safety and

well-being of its pupils, as well as, people, political issues, and the world around them.

4. A school where pupils are encouraged to be concerned about the future where practical activities and the usefulness of subject matter is stressed, and where purposeful activity is encouraged rather than pleasure seeking.

Emerson pupils, on the average, view their school as being more friendly than do pupils in the Joy school.

Table 4 indicates that on both the thirty scales of the Modified Activities Index of self-perception and the thirty scales of the Modified High School Characteristics Index of attitude towards school there is a significant difference between pupils in the two schools on the following scales:

1. Affiliation-Rejection.
2. Counteraction-Inferiority Avoidance.
3. Harm Avoidance-Risktaking.
4. Humanities-Social Science.
5. Impulsiveness-Deliberation.
6. Narcissism.
7. Practicality-Impracticality.

TABLE 4

VARIABLES SHOWING A SIGNIFICANT DIFFERENCE BETWEEN SCHOOLS ON BOTH THE MODIFIED ACTIVITIES INDEX AND THE MODIFIED HIGH SCHOOL CHARACTERISTICS INDEX

Activities Index - Self Rating Scale

Variable	Schools				t Ratio
	Emerson		Joy		
	Mean	Standard Deviation	Mean	Standard Deviation	
aff-rej[a]	13.99	2.71	14.72	3.38	-2.55**
ctr-inf	12.26	2.69	13.93	5.55	-3.62*
har-rsk	11.23	2.99	13.32	3.94	-5.83*
hum	9.44	2.79	10.36	2.90	-3.20*
imp-del	11.78	3.28	12.77	2.31	-3.58*
nar	12.76	3.28	13.89	2.77	-3.78*
pra-impr	9.74	2.86	10.78	4.87	-2.49**
sci	9.32	2.89	10.05	2.68	-2.62*
sup-aut	10.85	2.45	10.21	2.38	2.68*
und	11.86	2.77	13.24	2.84	-4.90*

[a]abbreviations and variables are explained on pages 51-53.

*Significant at the .01 Level of Significance.

**Significant at the .05 Level of Significance.

TABLE 4--Continued

Variable	High School Characteristics Index - Attitude Towards School				t Ratio
	Schools				
	Emerson		Joy		
	Mean	Standard Deviation	Mean	Standard Deviation	
aff-rej[a]	13.44	2.63	12.54	2.36	3.62*
ctr-inf	11.45	2.60	12.18	2.85	-2.65*
har-rsk	11.46	2.86	12.22	2.85	-2.65*
hum	10.97	2.85	12.57	2.49	-6.03*
imp-del	10.41	2.13	12.06	2.16	-7.67*
nar	13.60	2.73	14.15	2.62	-2.06**
pra-impr	12.76	2.52	13.60	2.58	3.28*
sci	12.59	2.59	14.29	2.55	-6.63*
sup-aut	10.56	2.35	11.47	2.51	-3.70*
und	12.48	2.50	13.44	5.95	-1.97**

[a]abbreviations and variables are explained on pages 51-53.

*Significant at the .01 Level of Significance.

**Significant at the .05 Level of Significance.

8. Science.

9. Supplication-Autonomy.

10. Understanding.

Joy pupils on the average perceive themselves more favorably than do Emerson pupils on all of the above scales except the Supplication-Autonomy Scale. Likewise, Joy pupils on the average have a more favorable attitude towards their school than do the Emerson pupils on all of the above scales except the Affiliation-Rejection Scale.

The results tend to indicate that on all of the scales presented in Table 4, the needs of Joy pupils as reported by them are being met according to the way they perceive their school except that of friendliness. This is so, eventhough Emerson pupils view themselves as being more independent than do Joy pupils. Dependency of Joy pupils is compensated for by the fact that they perceive their school as a place where help is readily available when needed as indicated by the results on the Supplication-Autonomy Scale.

Table 5 shows the scales on the two indexes on which there is a significant difference between schools, but not simultaneously on both indexes. In self-perception, the scales on which Joy pupils on the average rate themselves higher than do Emerson pupils are: Achievement, Adaptability-Defensiveness, Conjunctivity-Disjunctivity, and Order-Disorder, all at the .01 level of significance. Emerson pupils on the average rate themselves higher than do Joy pupils also at the .01 level of significance on the Objectivity-Projectivity Scale. Likewise, in attitude towards school, Joy pupils on the average rate their school higher than do Emerson pupils on the Emotionality-Placidity, Energy-Passivity, Fantasied Achievement, Play-Work, and Reflectiveness Scales, at the .01 level of significance. Joy pupils also rate their school higher than do the Emerson pupils on the Deference-Restiveness and Sensuality-Puritanism Scales at the .05 level of significance.

These results, as shown in Table 5, indicate that although many of the needs as reported by Joy pupils are being met by the school, there are some which the Joy Junior High is not meeting any more significantly than is

TABLE 5

VARIABLES SHOWING A SIGNIFICANT DIFFERENCE BETWEEN SCHOOLS BUT NOT ON BOTH THE MODIFIED ACTIVITIES INDEX AND THE MODIFIED HIGH SCHOOL CHARACTERISTICS INDEX

Variable	Emerson		Joy		t Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
Activities Index					
ach[a]	11.78	2.44	12.53	2.72	-2.87*
ada-dfs	12.39	2.32	13.40	2.59	-4.06*
cnj-dsj	10.92	2.67	12.17	3.10	-4.23*
obj-proj	14.92	3.08	13.33	3.10	5.12*
ord-dso	10.59	3.27	13.90	3.27	-10.12*
High School Characteristics Index					
dfr-rst	10.40	2.51	11.39	2.27	-4.15*
emo-plc	12.53	2.38	13.05	2.14	-2.34**
eny-pas	11.92	2.62	12.66	2.46	-2.92*
f/a	11.31	2.24	12.19	2.16	-3.96*
ply-wrk	10.25	2.15	11.05	2.31	-3.55*
ref	12.54	2.85	13.34	2.65	-2.93*
sen-pur	12.46	2.63	13.08	2.43	-2.46**

[a]abbreviations and variables are explained on pages 51-53.

*Significant at the .01 Level of Significance.

**Significant at the .05 Level of Significance.

reported being met at the Emerson Junior High. However, as shown in Table 5, there are significantly more favorable perceptions of their school held by Joy pupils on other scales than are held by Emerson pupils. This indicates in general a more significantly favorable attitude towards their school held, on the average, by Joy pupils which meets more of their needs than those held by Emerson pupils.

Examination of the sub-hypothesis: Pupils from a community of higher economic affluence achieve higher in basic educational skills than do pupils from a community of lower economic affluence indicates a significant difference, as shown in Table 6, between schools in basic educational skills as measured by the Iowa Tests of Basic Skills and mental ability as determined by the California (Short Form) Test of Mental Maturity. A difference significant at the .05 level of significance also appears for grade point average on the final card marking of the fall semester 1965, which is not true, however, of the first card marking of the spring semester 1966. This could be due to the fact that teachers tend to mark lower on the first card

TABLE 6

COMPARISON OF SCHOOLS IN ACHIEVEMENT IN BASIC EDUCATIONAL SKILLS AND RELATED VARIABLES

Variable	Schools				t Ratio
	Emerson		Joy		
	Mean	Standard Deviation	Mean	Standard Deviation	
Absenteeism	7.03	5.53	7.62	7.65	- .81
Grade point average, final January 1966	2.45	.85	2.29	.78	1.97**
Grade point average, first card marking, second semester	1.99	.85	2.11	.79	- 1.44
California (SF) Test Mental Maturity Language	69.93	25.96	34.60	25.97	13.59*
California (SF) Test Mental Maturity Non-Language	66.68	28.86	37.11	29.24	10.15*
California (SF) Test Mental Maturity Total Score	68.34	27.39	32.39	26.62	13.32*

*Significant at the .01 Level.

**Significant at the .05 Level.

TABLE 6--Continued

Variable	Schools				t Ratio
	Emerson		Joy		
	Mean	Standard Deviation	Mean	Standard Deviation	
Iowa Test Basic Skills Vocabulary	9.21	7.23	6.54	1.55	5.55*
Iowa Test Basic Skills Reading	8.54	1.61	6.31	1.59	13.90*
Iowa Test Basic Skills Language Total	8.43	1.78	6.24	1.66	12.81*
Iowa Test Basic Skills Work Study Skills Total	8.35	1.56	6.41	1.38	13.34*
Iowa Test Basic Skills Arithmetic Total	8.09	1.53	6.30	1.23	13.11*
Iowa Test Basic Skills Composite Score	8.43	1.42	6.39	1.24	15.44*

*Significant at the .01 Level.

marking as an inducement to work harder during the succeeding marking periods. The differences in achievement and mental ability are significant at the .01 level of significance. All of the classes at the Emerson Junior High rank significantly higher than do the classes at the Joy Junior High in measured achievement and mental ability.

The Results of the Comparison between Classes

The questionnaires were administered by homeroom groups at the Emerson and Joy Schools. The homeroom groups at the schools are ranked, for purposes of this study, on the basis of achievement in basic educational skills as measured by the Iowa Tests of Basic Skills. The highest achieving class at the Emerson School, 8A-218 is compared with the highest achieving class at the Joy School which, coincidentally, also happens to be 8A-218. A comparison is also made between the lowest achieving classes from both schools, Emerson 8B-201 and Joy 8B-203. A third comparison is made between the lowest achieving class at the Emerson School, 8B-201 and the highest achieving class at the Joy School, 8A-218. The comparisons

are made to examine the significance of self-perception and attitude towards school in relationship to achievement.

Tables 7, 8, and 9 show the comparisons of the classes in basic educational skills and related variables. There is a significant difference between classes in achievement in basic educational skills, and mental ability except on the vocabulary test of the Iowa Tests of Basic Skills as shown in Table 7 in comparing the highest achieving Emerson class, 8A-218 with the highest achieving Joy class, 8A-218. However, as evidenced by the means of the two classes on the vocabulary test 12.70 for Emerson pupils and 6.32 for Joy pupils, there is a considerable difference in the level of achievement. This difference is not statistically significant at the levels established for this study. This may be due to the large standard deviation among the Emerson school pupils. Likewise, there is no significant difference in grade point average when these two classes are compared or when the lowest achieving Emerson class 8B-201 and the highest achieving Joy class, 8A-218 are compared as shown in Table 9. There is however a significant difference in grade point

TABLE 7

COMPARISON OF CLASSES IN BASIC EDUCATIONAL SKILLS AND RELATED VARIABLES--HIGHEST ACHIEVING EMERSON AND HIGHEST ACHIEVING JOY

Variable	Emerson Class #1-8A-218		Joy Class #9-8A-218		t Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
Absenteeism	6.27	4.24	6.35	5.70	- .05
California (SF) Test Mental Maturity-Language	81.42	15.62	30.38	22.92	9.27*
California (SF) Test Mental Maturity-Non-language	76.81	24.21	28.75	24.54	6.97*
California (SF) Test Mental Maturity-Total Score	80.04	18.91	25.54	21.88	9.44*
Grade Point-Final 1st Semester	2.52	.76	2.57	.64	- .24
Grade Point-1st Card-2nd Semester	2.13	.76	2.22	.79	- .39
Iowa-Vocabulary	12.70	17.84	6.32	1.76	1.74
Iowa-Reading	9.14	1.64	6.42	1.36	6.34*
Iowa-Language Total	9.28	1.59	6.04	1.73	6.90*
Iowa-Work Study Skills	9.04	1.43	6.35	.96	7.74*
Iowa-Arithmetic Total	9.25	1.39	6.39	.80	8.79*
Iowa-Composite	9.19	1.31	6.35	.96	8.71*

*Significant at the .01 level of significance.

TABLE 8

COMPARISON OF CLASSES IN BASIC EDUCATIONAL SKILLS AND RELATED VARIABLES--LOWEST EMERSON AND LOWEST JOY

Variable	Emerson Class #8-8B-201		Joy Class #16-8B-203		t Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
Absenteeism	5.93	4.65	8.86	8.65	-1.57
California (SF) Test Mental Maturity-Language	56.77	28.81	29.68	23.56	3.77*
California (SF) Test Mental Maturity-Non-language	56.80	30.30	33.84	31.50	2.75*
California (SF) Test Mental Maturity-Total Score	55.27	30.23	27.60	26.83	3.55*
Grade Point-Final 1st Semester	2.54	.91	2.08	.75	2.04**
Grade Point-1st Card-2nd Semester	2.21	.81	1.57	.89	2.76*
Iowa-Vocabulary	7.87	1.70	6.13	1.38	4.11*
Iowa-Reading	7.61	1.71	5.45	1.54	4.87*
Iowa-Language Total	7.59	1.68	5.62	1.57	4.47*
Iowa-Work Study Skills	7.52	1.45	5.78	1.23	4.74*
Iowa-Arithmetic Total	7.25	1.45	5.55	1.61	4.12*
Iowa-Composite	7.57	1.41	5.94	1.48	4.17*

*Significant at the .01 level of significance.
**Significant at the .05 level of significance.

TABLE 9

COMPARISON OF CLASSES IN BASIC EDUCATIONAL SKILLS AND RELATED VARIABLES--LOWEST EMERSON AND HIGHEST JOY

Variable	Emerson Class #8-8B-201		Joy Class #9-218		t Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
Absenteeism	5.93	4.65	6.35	5.70	- .28
California (SF) Test Mental Maturity-Language	56.77	28.81	30.38	22.92	3.66*
California (SF) Test Mental Maturity-Non-language	56.80	30.30	28.75	24.54	3.67*
California (SF) Test Mental Maturity-Total Score	55.27	30.23	25.54	21.88	4.04*
Grade Point-Final 1st Semester	2.54	.91	2.57	.64	- .14
Grade Point-1st Card-2nd Semester	2.21	.81	2.22	.79	- .05
Iowa-Vocabulary	7.87	1.70	6.32	1.76	3.28*
Iowa-Reading	7.61	1.71	6.42	1.36	2.76*
Iowa-Language Total	7.59	1.68	6.04	1.73	3.34*
Iowa-Work Study Skills	7.52	1.45	6.35	.96	3.39*
Iowa-Arithmetic Total	7.25	1.45	6.39	.80	2.60**
Iowa-Composite	7.57	1.41	6.35	.96	3.64*

*Significant at the .01 level of significance.
**Significant at the .05 level of significance.

average when the two lowest achieving classes, Emerson 8B-201 and Joy 8B-203 are compared as shown in Table 8. Perhaps the Emerson pupils in this class have the ability to produce when needed more so than do the Joy pupils.

Examination of the hypothesis: Pupils who have higher concepts of self achieve higher in basic educational skills, as indicated in Table 10, shows that on composite scores a significant difference is only noted in self-perception between the highest class at the Emerson, 8A-218, and the highest class at the Joy, 8A-218. A difference which is significant at the .01 level of significance.

Table 11 shows that a comparison of these two classes relative to the scales on the indexes indicates that on the self-perception index there is a significant difference between them on eleven of the scales. The Joy pupils of 8A-218 on the average rate themselves higher on ten of the eleven scales, of which six are at the .01 level of significance and four at the .05 level of significance. The scales on which the Joy pupils rate themselves higher are:

TABLE 10

COMPARISON OF CLASSES ON COMPOSITE SCORE IN SELF-PERCEPTION AND ATTITUDE TOWARDS SCHOOL

Variable	Emerson Class #1-8A-218		Joy Class #9-8A-218		t Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
Activities Index Self-Rating	343.73	23.64	366.08	23.51	-3.35*
High School Characteristics Index - Attitude Towards School	370.85	34.97	379.54	34.57	- .88
	Emerson Class #8-8B-201		Joy Class #9-8A-218		
Activities Index Self-Rating	352.07	45.43	366.08	23.51	1.37
High School Characteristics Index - Attitude Towards School	367.73	35.68	379.54	34.57	1.23

*Significant at the .01 level of significance.

TABLE 10--Continued

Variable	Emerson Class #8-8B-201 Mean	Standard Deviation	Mean	Standard Deviation	t-Ratio
Activities Index Self-Rating	352.07	45.43	350.28	55.00	.13
High School Characteristics Index - Attitude Towards School	367.73	35.68	375.72	32.45	-.86

1. Achievement;
2. Conjunctivity-Disjunctivity;
3. Dominance-Tolerance;
4. Fantasied Achievement;
5. Harm Avoidance-Risktaking;
6. Humanities-Social Science;
7. Narcissism;
8. Order-Disorder;
9. Practicalness-Impracticalness;
10. Science.

TABLE 11

COMPARISON OF CLASSES IN SELF-PERCEPTION
HIGHEST EMERSON AND HIGHEST JOY

Variable	Emerson Class #1-8A-218		Joy Class #9-8A-218		t Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
aba-ass[a]	12.38	1.83	12.29	2.44	.15
ach	11.54	2.14	13.29	1.88	-3.07*
ada-dfs	13.12	2.10	13.08	3.13	.04
aff-rej	13.81	2.83	15.13	2.38	-1.77
agg-bla	10.23	2.50	10.67	2.08	- .67
cha-sam	11.38	2.53	11.63	2.41	- .34
cnj-dsj	11.42	2.39	13.04	2.12	-2.53**
ctr-inf	12.96	2.49	13.96	2.56	-1.39
dfr-rst	11.12	2.75	11.63	2.14	- .73
dom-tol	9.69	1.72	11.54	2.32	-3.22**
e/a	9.08	2.90	10.71	2.88	-1.99

[a]abbreviations and variables are explained on pages 51-53.

*Significant at the .01 level of significance.

**Significant at the .05 level of significance.

TABLE 11--Continued

Variable	Emerson Class #1-8A-218		Joy Class #9-8A-218		t Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
emo-plc[a]	12.42	2.87	11.88	2.27	.74
eny-pas	12.46	1.90	12.50	2.78	- .06
exh-inf	11.27	2.66	11.08	1.89	.28
f/a	9.96	2.78	12.63	2.58	-3.50*
har-rsk	11.54	3.11	13.96	2.82	-2.87*
hum	9.81	2.65	11.67	2.79	-2.41**
imp-del	12.00	2.42	12.88	2.13	-1.35
nar	11.85	3.48	13.83	1.69	-2.53**
nur-rej	11.88	3.68	12.58	2.50	- .78
obj-pro	16.96	2.63	13.54	3.09	4.22*
ord-dso	10.73	2.13	15.13	2.46	-6.78*
ply-wrk	10.54	2.49	10.88	2.66	- .46

[a]abbreviations and variables are explained on pages 51-53.

*Significant at the .01 level of significance.

**Significant at the .05 level of significance.

TABLE 11--Continued

Variable	Emerson Class #1-8A-218		Joy Class #9-8A-218		t Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
pra-impr[a]	9.31	2.77	11.04	2.48	-2.33**
ref	12.15	3.07	12.92	2.72	- .93
sci	9.85	2.52	11.88	2.68	-2.76*
sen-pur	11.31	2.72	11.88	2.71	- .74*
sex-pru	9.85	3.75	11.79	3.22	-1.96
sup-aut	10.65	2.68	10.04	2.73	.80
und	12.31	2.95	13.83	2.99	-1.82

[a]abbreviations and variables are explained on pages 51-53.

*Significant at the .01 level of significance.

**Significant at the .05 level of significance.

Emerson pupils of 8A-218 on the average rate themselves higher than do Joy pupils on the Objectivity-Projectivity scale significant at the .01 level of significance.

A comparison of the lowest achieving Emerson class 8B-201, and the lowest achieving Joy class 8B-203 on the

self-perception index shows a significant difference between the classes on five of the scales. As shown in Table 12, Joy pupils of 8B-203 on the average rate themselves higher on four of the scales which are significant at the .05 level of significance. The scales on which Joy pupils rate themselves higher are:

1. Harm Avoidance - Risktaking;
2. Impulsiveness - Deliberation;
3. Narcissim;
4. Order - Disorder.

Emerson pupils of 8B-201 on the average rate themselves higher than do Joy pupils on the Nurturance-Rejection Scales, significant at the .01 level of significance.

The comparison of the lowest achieving Emerson class, 8B-201 and the highest achieving Joy class, 8A-218, on the self-perception index, as shown in Table 13, reveals that there is a significant difference between the classes on seven of the scales. Joy pupils of 8A-218 on the average rate themselves higher than do the Emerson pupils on

TABLE 12

COMPARISON OF CLASSES IN SELF-PERCEPTION
LOWEST EMERSON AND LOWEST JOY

Variable	Emerson Class #8-8B-201		Joy Class #16-8B-203		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
aba-ass[a]	11.80	2.92	14.64	16.10	- .95
ach	11.87	2.60	11.64	3.62	.27
ada-dfs	11.70	2.89	13.12	2.71	-1.87
aff-rej	14.40	2.71	15.28	7.84	- .58
agg-bla	10.83	2.95	11.52	12.80	- .28
cha-sam	10.93	2.27	10.56	3.51	.48
cnj-dsj	11.13	2.66	13.16	6.38	-1.58
ctr-inf	12.80	3.07	16.64	15.65	-1.32
dfr-rst	11.97	2.41	10.80	2.83	1.65
dom-tol	10.31	3.37	10.92	12.93	- .24
e/a	8.53	3.09	9.36	11.11	- .39

[a]Abbreviations and variables are explained on pages 51-53.

TABLE 12--Continued

Variable	Emerson Class #8-8B-201		Joy Class #16-8B-203		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
emo-plc[a]	12.57	2.65	11.64	3.90	1.04
eny-pas	12.53	2.98	15.16	11.77	-1.18
exh-inf	11.10	2.87	12.48	6.50	-1.05
f/a	11.59	7.21	9.80	4.03	1.10
har-rsk	11.60	3.34	15.48	7.86	-2.45**
hum	10.03	3.33	9.20	2.58	1.02
imp-del	11.17	2.39	12.60	2.75	-2.07**
nar	12.97	3.19	14.76	3.15	-2.09**
nur-rej	12.14	2.79	10.52	2.83	2.11**
obj-pro	14.13	3.16	12.68	3.47	1.62
ord-dso	11.57	3.52	14.08	3.50	-2.64**
ply-wrk	10.70	2.61	10.32	2.48	.55
pra-impr	10.47	3.16	10.52	12.95	- .02

[a]abbreviations and variables are explained on pages 51-53.

**Significant at the .05 level of significance.

TABLE 12--Continued

Variable	Emerson Class #8-8B-201		Joy Class #16-8B-203		t Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
ref[a]	12.10	3.36	12.84	12.39	- .31
sci	9.47	3.06	8.56	2.10	1.25
sen-pur	12.27	3.15	13.04	3.09	- .91
sex-pru	11.50	4.02	11.16	3.27	.34
sup-aut	10.27	2.64	10.24	2.55	.04
und	12.48	3.03	11.96	3.61	.58

[a]abbreviations and variables are explained on pages 51-53.

all seven of the scales, five of which are significant at the .01 level of significance and two at the .05 level of significance. The scales showing a significant difference are:

1. Achievement;
2. Conjunctivity-Disjunctivity;
3. Ego Achievement;
4. Harm Avoidance-Risktaking;

TABLE 13

COMPARISON OF CLASSES IN SELF-PERCEPTION
LOWEST EMERSON AND HIGHEST JOY

Variable	Emerson Class #8-8B-201		Joy Class #9-8A-218		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
aba-ass[a]	11.80	2.92	12.29	2.44	- .66
ach	11.87	2.60	13.29	1.88	-2.26**
ada-dfs	11.70	2.89	13.08	3.13	-1.68
aff-rej	14.40	2.71	15.13	2.38	-1.03
agg-bla	10.83	2.95	10.67	2.08	.22
cha-sam	10.93	2.27	11.63	2.41	-1.08
cnj-dsj	11.13	2.66	13.04	2.12	-2.86*
ctr-inf	12.80	3.07	13.96	2.56	-1.48
dfr-rst	11.97	2.41	11.63	2.14	.54
dom-tol	10.31	3.37	11.54	2.32	-1.52
e/a	8.53	3.09	10.71	2.88	2.65**

[a]Abbreviations and variables are explained on pages 51-53.

*Significant at the .01 level of significance.

**Significant at the .05 level of significance.

TABLE 13--Continued

Variable	Emerson Class #8-8B-201		Joy Class #9-8A-218		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
emo-plc[a]	12.57	2.65	11.88	2.27	1.01
eny-pas	12.53	2.98	12.50	2.78	.04
exh-inf	11.10	2.87	11.08	1.89	.02
f/a	11.59	7.21	12.63	2.58	- .67
har-rsk	11.60	3.34	13.96	2.82	-2.76*
hum	10.03	3.33	11.67	2.79	-1.92
imp-del	11.17	2.39	12.88	2.13	-2.73*
nar	12.97	3.19	13.83	1.69	-1.20
nur-rej	12.14	2.79	12.58	2.50	- .61
obj-pro	14.13	3.16	13.54	3.09	.69
ord-dso	11.57	3.52	15.13	2.46	-4.20*
ply-wrk	10.70	2.61	10.88	2.66	- .24
pra-impr	10.47	3.16	11.04	2.48	- .73

[a]abbreviations and variables are explained on pages 51-53.

*Significant at the .01 level of significance.

TABLE 13--Continued

Variable	Emerson Class #8-8B-201 Mean	Standard Deviation	Joy Class #8A-218 Mean	Standard Deviation	t-Ratio
ref[a]	12.10	3.36	12.92	2.72	- .95
sci	9.47	3.06	11.88	2.68	-3.04*
sen-pur	12.27	3.15	11.88	2.77	.48
sex-pru	1.50	4.02	11.79	3.22	- .29
sup-aut	10.27	2.64	10.04	2.73	.31
und	12.48	3.03	13.83	2.99	-1.63

[a]Abbreviations and variables are explained on pages 51-53.

*Significant at the .01 level of significance.

5. Impulsivitiy-Deliberation;

6. Order-Disorder;

7. Science.

The results of the comparison of the highest achieving Emerson class, 8A-218, and the highest achieving Joy class, 8A-218 indicate that the Joy pupils of 8A-218 on the

average see themselves to a greater extent than do the highest achieving class of Emerson pupils, 8A-218, as:

1. Patient, well planned, imaginative of extra-ordinary public recognition, and able to achieve by striving through personal effort.

2. Concerned about themselves, and more fearful than thrill seeking.

3. Concerned about having every detail carefully organized, interested in useful activities, people, political issues, and scientific aspects of the world around them.

On the average, Emerson pupils of 8A-218 on the other hand see themselves to a greater extent than do Joy pupils as being more detached than superstitious, which indicates that the Joy pupils see themselves as being more superstitious than do the Emerson pupils.

The results of the comparison of the lowest achieving Emerson class, 8B-201, and the lowest achieving Joy class, 8B-203, indicate that Joy pupils of 8B-203 on

the average see themselves to a greater extent than do the lowest achieving Emerson class, 8B-203, as: Thoughtful, more fearful than thrill seeking and concerned about having every detail carefully organized.

Emerson pupils of 8B-201 on the average, however, see themselves to a greater extent than do Joy pupils as being interested in helping others rather than indifferent to this kind of activity.

The results of the comparison of the lowest achieving Emerson class, 8B-201, and the highest achieving Joy class, 8A-218, again indicate that on the average Joy pupils of 8A-218 to a greater extent than do Emerson pupils of 8B-201 see themselves as:

1. Well planned, interested in striving for power through social action, and willing to strive for achievement through personal effort.

2. Thoughtful, more fearful than thrill seeking, concerned about having every detail carefully organized,

and interested in the scientific aspects of the world around them.

Table 14 shows that a synthesis of the results of the comparisons between the classes indicates that on the average Joy pupils of 8A-218 and 8B-203 to a greater extent than do Emerson pupils of 8A-218 and 8B-201 perceive themselves as: Thoughtful, well planned, concerned about having every detail carefully organized, interested in the scientific aspects of the world about them, more fearful than thrill seeking, and willing to strive for achievement through personal effort.

Examination of the hypothesis: Pupils who possess more positive attitudes towards school achieve higher in basic educational skills indicates there are no significant differences between classes in attitudes towards school as shown in Table 10 in comparison of composite scores on the Modified High School Characteristics Index. However, a comparison of the classes relative to scales on the index indicate some significant differences.

TABLE 14

SYNTHESIS OF COMPARISON BETWEEN CLASSES IN SELF-PERCEPTION

Highest Emerson, 8A-218 Highest Joy, 8A-218	Lowest Emerson, 8B-201 Lowest Joy, 8B-203	Lowest Emerson 8B-201 Highest Joy, 8A-218
Achievement		Achievement
Conjunctivity-Disjunctivity		Conjunctivity-Disjunctivity
Dominance-Tolerance		
Fantasied Achievement		
Harm Avoidance-Risktaking	Harm Avoidance-Risktaking	Harm Avoidance-Risktaking
Humanities-Social Science		
Narcissism	Narcissism	
Objectivity-Projectivity*		
Order-Disorder	Order-Disorder	Order-Disorder
Practicalness-Impracticalness		
Science		Science
	Nurturance-Rejection	
	Impulsivity-Deliberation	Impulsivity-Deliberation
		Ego Achievement

*Difference significant in favor of Emerson pupils. This table shows the scales on which there are significant differences in the comparisons of the classes in self-perception; on all of the scales except those indicated by the asterisk the difference is significant in favor of the Joy pupils.

The comparison of the attitude towards school between the highest achieving Emerson class, 8A-218, and the highest achieving Joy class, 8A-218, as shown in Table 15 indicates a significant difference on nine of the scales. Joy pupils of 8A-218 on the average rate their school higher than do the Emerson pupils of 8A-218 on seven of the nine scales, of which three are significant at the .01 level of significance and four at the .05 level of significance. The scales on which Joy pupils rate their school higher than do the Emerson pupils are:

1. Dominance-Tolerance
2. Fantasied Achievement
3. Humanities-Social Sciences
4. Impulsiveness-Deliberation
5. Play-Work
6. Reflectiveness
7. Supplication-Autonomy

Emerson pupils rate their school higher than do Joy pupils, on the Abasement-Assurance and Adaptability-Defensiveness scales significant at the .05 level of significance.

The comparison between the lowest achieving Emerson Class, 8B-201, and the lowest achieving Joy class, 8B-203, in attitude towards school only reveals a significant difference on two of the scales. Joy pupils of 8B-203 on the average rate their school higher than do Emerson pupils of 8B-201 on the Emotionality-Placidity scale, which is significant at the .05 level of significance, and on the Sexuality-Prudishness scale which is significant at the .01 level of significance.

The comparison between the lowest achieving Emerson class, 8B-201 and the highest achieving Joy class, 8A-218 shows a significant difference on five of the scales as indicated in Table 17. Joy pupils of 8A-218 rate their school on the average higher than do Emerson pupils on all five of the scales of which four are significant at the .01 level of significance and one at the .05 level of significance. The five scales on which the Joy pupils rate their school higher than do Emerson pupils are:

1. Exhibitionism-Inferiority Avoidance
2. Humanities-Social Sciences
3. Reflectiveness
4. Sexuality-Prudishness
5. Supplication-Autonomy

TABLE 15

COMPARISON OF CLASSES IN ATTITUDE TOWARDS SCHOOL
HIGHEST EMERSON AND HIGHEST JOY

Variable	Emerson Class #1-8A-218		Joy Class #9-8A-218		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
aba-ass[a]	13.77	2.85	12.33	1.61	2.17**
ach	12.58	2.39	12.08	2.24	.75
ada-dfs	13.12	2.05	11.67	1.86	2.61**
aff-rej	14.19	2.62	13.08	2.73	1.46
agg-bla	13.42	2.89	12.58	2.08	1.17
cha-sam	12.54	2.39	11.88	3.08	.85
cnj-dsj	13.00	2.24	13.17	2.30	- .26
ctr-inf	11.23	2.49	12.25	1.73	-1.67
dfr-rst	10.65	2.53	11.58	2.00	-1.43
dom-tol	9.85	2.62	11.33	1.27	-2.52**
e/a	12.23	2.93	13.42	3.36	-1.33

[a]Abbreviations and variables are explained on pages 51-53.

**Significant at the .05 level of significance.

TABLE 15--Continued

Variable	Emerson Class #1-8A-218		Joy Class #9-8A-218		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
emo-plc[a]	13.15	1.93	12.75	1.98	.73
eny-pas	11.96	2.11	12.83	1.93	-1.52
exh-inf	12.73	2.09	13.50	2.09	-1.30
f/a	10.58	2.61	11.88	1.70	-2.06**
har-rsk	11.58	2.06	12.13	3.39	- .70
hum	11.00	2.76	13.29	2.35	-3.15*
imp-del	10.08	2.17	12.38	1.84	-4.02*
nar	14.27	2.54	13.67	2.73	.81
nur-rej	13.15	2.91	13.83	2.87	- .83
obj-pro	12.81	2.00	12.75	1.89	.10
ord-dso	13.12	2.67	12.58	1.69	.83
ply-wrk	9.88	1.75	11.67	1.46	-3.89*
pra-impr	13.38	2.56	14.33	1.97	-1.46

[a]abbreviations and variables are explained on pages 51-53.

*Significant at the .01 level of significance.

**Significant at the .05 level of significance.

TABLE 15--Continued

Variable	Emerson Class #1-8A-218		Joy Class #9-8A-218		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
ref[a]	13.00	2.88	14.50	2.25	-2.04**
sci	13.04	2.25	13.42	2.52	- .56
sen-pur	12.38	2.14	13.38	1.95	-1.71
sex-pru	13.69	2.20	14.29	1.99	-1.01
sup-aut	10.42	2.61	12.21	2.23	-2.59**
und	13.08	2.67	12.92	1.77	.25

[a]abbreviations and variables are explained on pages 51-53.

**Significant at the .05 level of significance.

The results of the comparison between the highest achieving Emerson class, 8A-218, and the highest achieving Joy class, 8A-218, indicate that on the average the Joy pupils of 8A-218 see their school to a greater extent than do Emerson pupils of 8A-218 as:

1. A school which is patient and tolerant of pupils, and pupils with each other, and where things are thought through rather than acted upon on the spur of the moment.

TABLE 16

COMPARISON OF CLASSES IN ATTITUDES TOWARDS SCHOOL
LOWEST EMERSON AND LOWEST JOY

Variable	Emerson Class #8-8B-201		Joy Class #16-8A-203		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
aba-ass[a]	12.20	3.06	12.84	2.34	- .86
ach	13.00	1.88	12.40	3.04	.90
ada-dfs	12.37	2.46	11.20	1.85	1.96
aff-rej	13.43	2.76	12.56	2.24	1.27
agg-bla	11.33	2.67	11.80	2.18	- .70
cha-sam	14.03	11.32	11.32	2.81	1.17
cnj-dsj	13.47	2.26	13.00	2.36	.75
ctr-inf	12.40	1.81	11.96	1.97	.86
dfr-rst	10.80	2.67	11.72	2.81	-1.24
dom-tol	11.27	2.63	10.04	2.37	1.80
e/a	12.70	2.83	12.80	1.89	- .15

[a] abbreviations and variables are explained on pages 51-53.

TABLE 16--Continued

Variable	Emerson Class #8-8B-201		Joy Class #16-8A-203		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
emo-plc[a]	11.97	1.94	13.20	2.00	-2.32**
eny-pas	12.37	2.70	13.56	2.42	-1.71
exh-inf	12.37	1.83	13.24	2.31	-1.56
f/a	11.50	2.03	11.76	2.30	- .45
har-rsk	12.30	3.06	11.96	3.01	.41
hum	11.17	2.76	12.08	2.74	-1.23
imp-del	11.47	1.94	11.92	2.04	- .84
nar	14.17	2.26	13.80	3.39	.48
nur-rej	13.17	2.72	12.96	3.01	.27
obj-pro	12.10	2.48	12.12	2.47	- .03
ord-dso	12.43	2.69	13.32	3.11	-1.14
ply-wrk	11.03	2.39	11.16	1.57	- .23
pra-impr	13.67	1.63	12.64	3.13	1.56

[a]abbreviations and variables are explained on pages 51-53.

**Significant at the .05 level of significance.

TABLE 16--Continued

Variable	Emerson Class #8-8B-201		Joy Class #16-8A-203		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
ref[a]	12.60	2.43	12.48	3.03	.16
sci	13.13	2.15	13.80	2.81	-1.00
sen-pur	13.13	2.49	13.52	2.29	- .59
sex-pru	11.93	2.85	15.68	2.44	-5.17*
sup-aut	10.70	1.76	11.44	2.45	-1.30
und	12.33	2.17	12.76	2.76	- .64

[a]abbreviations and variables are explained on pages 51-53.

*Significant at the .01 level of significance.

2. A school where purposeful activity is put before pleasure seeking, and where pupils are concerned about their academic work.

3. A school which encourages thought and imagination on the part of the pupils, interest in people, political issues, and the world around them, concern for the future, and where help is readily available for pupils.

TABLE 17

COMPARISON OF CLASSES IN ATTITUDE TOWARDS SCHOOL
LOWEST EMERSON AND HIGHEST JOY

Variable	Emerson Class #8-8A-201		Joy Class #9-8B-218		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
aba-ass[a]	12.20	3.06	12.33	1.61	- .19
ach	13.00	1.88	12.08	2.24	1.64
ada-dfs	12.37	2.46	11.67	1.86	1.16
aff-rej	13.43	2.76	13.08	2.73	.46
agg-bla	11.33	2.67	12.58	2.08	-1.88
cha-sam	14.03	11.32	11.88	3.08	.91
cnj-dsj	13.47	2.26	13.17	2.30	.48
ctr-inf	12.40	1.81	12.25	1.73	.31
dfr-rst	10.80	2.67	11.58	2.00	-1.19
dom-tol	11.27	2.63	11.33	1.27	- .11
e/a	12.70	2.83	13.42	3.36	- .85

[a]abbreviations and variables are explained on pages 51-53.

TABLE 17--Continued

Variable	Emerson Class #8-8A-201		Joy Class #9-8B-218		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
emo-plc[a]	11.97	1.94	12.75	1.98	-1.46
eny-pas	12.37	2.70	12.83	1.93	- .71
exh-inf	12.37	1.83	13.50	2.09	-2.13**
f/a	11.50	2.03	11.88	1.70	- .72
har-rsk	12.30	3.06	12.13	3.39	- .20
hum	11.17	2.76	13.29	2.35	-3.00*
imp-del	11.47	1.94	12.38	1.84	1.75
nar	14.17	2.26	13.67	2.73	- .74
nur-rej	13.17	2.72	13.83	2.87	.87
obj-pro	12.10	2.48	12.75	1.89	1.06
ord-dso	12.43	2.69	12.58	1.69	.24
ply-wrk	11.03	2.39	11.67	1.46	1.14
pra-impr	13.67	1.63	14.33	1.97	1.36

[a]abbreviations and variables are explained on pages 51-53.

*Significant at the .01 level of significance.

**Significant at the .05 level of significance.

TABLE 17--Continued

Variable	Emerson Class #8-8A-201		Joy Class #9-8B-218		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
ref[a]	12.60	2.43	14.50	2.25	2.95*
sci	13.13	2.15	13.42	2.52	.45
sen-pur	13.13	2.49	13.38	1.95	.39
sex-pru	11.93	2.85	14.29	1.99	3.43*
sup-aut	10.70	1.76	12.21	2.23	2.78*
und	12.33	2.17	12.92	1.77	1.06

[a]abbreviations and variables are explained on pages 51-53.

*Significant at the .01 level of significance.

On the average, Emerson pupils of 8A-218 see their school to a greater extent than do Joy pupils of 8A-218 as a school in which pupils are given assurance by teachers being interested in their ideas and opinions and not derrogating their status; and as a school where teachers are generally understanding of the pupils.

The results of the comparison between the lowest achieving Emerson class, 8B-201 and the lowest achieving Joy class, 8B-203, indicate that on the average Joy pupils of 8B-203 see their school as a place where the atmosphere is usually calm and pleasant, teachers and pupils alike, and as a school conducive to heterosexual activity.

The comparison of the lowest achieving Emerson class, 8B-201, and the highest achieving Joy class, 8A-218, indicates that on the average, Joy pupils of 8A-218 see their school as:

1. A school which encourages thought and imagination on the part of the pupils, an interest in people, political issues, and the world around them, and where help is readily available for the pupils.

2. A school conducive to heterosexual activity, where pupils like to do things that will put them in the limelight and cause them to be seen.

A synthesis of the above results as shown in Table 18 indicates that on the average, the prevailing attitudes towards school held by the Joy pupils of 8A-218 and

TABLE 18

SYNTHESIS OF COMPARISON BETWEEN CLASSES
IN ATTITUDE TOWARDS SCHOOL

Highest Emerson, 8A-218 Highest Joy, 8A-218	Lowest Emerson, 8B-201 Lowest Joy, 8B-203	Lowest Emerson, 8B-201 Highest Joy, 8A-218
Abasement-Assurance*		
Adaptability-Defensiveness*		
Dominance-Tolerance		
Fantasied Achievement		
Humanities-Social Science		Humanities-Social Science
Impulsivity-Deliberation		
Play-Work		
Reflectiveness		Reflectiveness
Supplication-Autonomy		Supplication-Autonomy
	Emotionality-Placidity	
	Sexuality-Prudishness	Sexuality-Prudishness
		Exhibitionism-Inferiority Avoidance

*Difference significant in favor of Emerson pupils. This table shows the scales on which there are significant differences in the comparisons of the classes in attitude towards school. On all of the scales except those indicated by the asterisk, the difference is significant in favor of Joy pupils.

8B-203 show them to view their school more so than do Emerson pupils of 8A-218 and 8B-201 as:

> A school interested in people, political issues, and the world around them, where thoughtfulness and imagination is encouraged, and help is readily available for pupils, and which is conducive to heterosexual activity.

The Results of the Comparison Between Schools by Sex

To further examine the significance of the variables pertaining to all the sub-hypotheses by sex, a comparison is made between the Emerson boys and the Joy boys; and the Emerson girls and the Joy girls. Tables 19 and 20 show that there is a significant difference between the schools for both boys and girls on the vocabulary, reading, language, work study skills, and composite scores of the Iowa Tests of Basic Skills. There is also a significant difference on the language, non-language and total scores of the California (SF) Test of Mental Maturity. The differences are significant at the .01 level of significance.

Table 21 shows that on composite score there is a significant difference between the Emerson girls' and Joy girls' responses on both the self-perception and attitude

TABLE 19

COMPARISON OF BOYS BETWEEN SCHOOLS IN BASIC EDUCATIONAL SKILLS AND RELATED VARIABLES

Variable	Emerson Boys		Joy Boys		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
Absenteeism	6.15	4.69	7.84	8.28	-1.65
California (SF) Test Mental Maturity Language	69.38	27.21	28.96	25.23	10.94*
California (SF) Test Mental Maturity Non-Language	66.65	28.53	35.18	28.54	7.84*
California (SF) Test Mental Maturity Total Score	67.70	28.37	28.10	25.04	10.50*
Grade Point Final First Semester	2.33	.84	2.08	.77	2.19**
Grade Point First Card - Second Semester	1.86	.86	1.96	.87	- .80
Iowa Test Basic Skills Vocabulary	8.49	1.93	6.41	1.34	8.88*
Iowa Test Basic Skills Reading	8.42	1.71	6.13	1.49	10.12*

*Significant at the .01 level of significance.

**Significant at the .05 level of significance.

TABLE 19--Continued

Variable	Emerson Boys		Joy Boys		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
Iowa Test Basic Skills Language Total	7.87	1.88	5.59	1.47	9.54*
Iowa Test Basic Skills Work Study Skills Total	8.35	1.75	6.07	1.24	10.65*
Iowa Test Basic Skills Arithmetic Total	8.07	1.67	6.16	1.25	9.17*
Iowa Test Basic Skills Composite Score	8.24	1.56	6.13	1.15	10.88*

*Significant at the .01 level of significance.

towards school indexes. Joy girls on the average rate themselves higher than do the Emerson girls, at the .01 level of significance, on both indexes. Likewise, there is a significant difference between Joy boys and Emerson boys on composite score in attitude towards school. Joy boys on the average rate their school more favorably than do Emerson boys, at the .01 level of significance. However, there is no significant difference between Emerson

TABLE 20

COMPARISON OF GIRLS BETWEEN SCHOOLS IN BASIC EDUCATIONAL SKILLS AND RELATED VARIABLES

Variable	Emerson Girls		Joy Girls		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
Absenteeism	7.66	5.70	7.82	8.20	- .15
California (SF) Test Mental Maturity Language	67.11	24.82	30.44	21.00	11.53*
California (SF) Test Mental Maturity Non-Language	64.70	27.86	30.18	27.14	9.07*
California (SF) Test Mental Maturity Total Score	65.99	25.64	26.35	22.48	11.88*
Grade Point Final First Semester	2.61	.83	2.40	.72	1.95
Grade Point First Card - Second Semester	2.15	.76	2.25	.73	- .97
Iowa Test Basic Skills Vocabulary	9.49	9.05	6.14	1.42	3.73*
Iowa Test Basic Skills Reading	8.34	1.53	6.00	1.49	11.18*

*Significant at the .01 level of significance.

TABLE 20--Continued

Variable	Emerson Girls		Joy Girls		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
Iowa Test Basic Skills Language Total	8.74	1.55	6.29	1.48	11.70*
Iowa Test Basic Skills Work Study Skills Total	8.24	1.28	6.13	1.06	12.94*
Iowa Test Basic Skills Arithmetic Total	7.88	1.30	6.02	.99	11.59*
Iowa Test Basic Skills Composite Score	8.36	1.25	6.13	.97	14.34*

*Significant at the .01 level of significance.

boys and Joy boys on composite score in self-perception although there are significant differences on several of the scales of the self-perception index.

Table 22 shows that there is a significant difference in self-perception between the boys of the two schools on thirteen of the scales. The boys of Joy Junior High on the average rate themselves higher than do the boys of the

TABLE 21

COMPARISON OF SCHOOLS BY SEX ON COMPOSITE SCORE FOR SELF-PERCEPTION AND ATTITUDE TOWARD SCHOOL

Variable	Emerson Boys		Joy Boys		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
Modified Activities Index Composite	352.30	57.82	358.84	29.89	-1.00
Modified High School Characteristics Index	356.94	48.90	376.60	28.90	-3.46*

Variable	Emerson Girls		Joy Girls		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
Modified Activities Index Composite	348.19	25.00	363.68	36.73	-3.57*
Modified High School Characteristics Index	370.31	38.47	388.85	33.12	-3.73*

*Significant at the .01 level of significance.

Emerson Junior High on eleven of the scales of which seven are significant at the .01 level of significance and four at the .05 level of significance. The scales on which Joy

TABLE 22

COMPARISON OF BOYS BETWEEN SCHOOLS IN SELF-PERCEPTION

Variable	Emerson Boys		Joy Boys		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
aba-ass[a]	11.84	2.52	13.09	8.24	-1.47
ach	12.18	2.81	12.78	2.47	-1.56
ada-dfs	12.05	2.50	13.29	2.62	-3.46*
aff-rej	13.35	2.41	14.69	4.38	-2.70*
agg-bla	11.25	2.64	11.08	6.55	.23
cha-sam	11.16	2.35	11.44	2.56	- .84
cnj-dsj	10.84	2.75	12.43	3.59	-3.54*
ctr-inf	12.33	2.97	14.51	8.11	-2.55**
dfr-rst	11.23	2.65	11.42	2.50	- .53
dom-tol	10.95	2.82	11.54	6.69	- .82
e/a	9.71	6.80	10.49	6.06	- .87
emo-plc	11.98	2.09	11.81	2.84	.49
eny-pas	13.04	2.36	13.53	6.34	- .73
exh-inf	11.31	2.38	11.75	3.84	- .98
f/a	10.79	3.18	11.90	3.48	-2.35**
har-rsk	10.24	2.84	12.65	4.56	-4.52
hum	9.53	2.99	10.81	2.63	-3.22
imp-del	12.10	3.81	12.85	2.18	-1.71
nar	11.55	3.21	13.05	2.65	-3.62*
nur-rej	11.50	2.86	11.64	2.64	- .34*
obj-pro	15.25	3.02	13.75	3.05	3.53
ord-dso	10.08	3.04	14.09	3.20	-9.13*
ply-wrk	10.50	2.36	10.56	2.99	- .16
pra-impr	9.96	3.20	10.79	6.76	-1.12
ref	12.27	3.04	13.23	6.60	-1.33
sci	10.15	3.02	10.53	2.53	- .97
sen-pru	11.78	2.97	12.23	2.86	-1.11
sup-aut	9.58	3.15	10.54	3.66	-1.99**
und	11.26	2.57	10.56	2.34	2.04**

[a]abbreviations and variables are explained on pages 51-53.

*Significant at the .01 level of significance.

**Significant at the .05 level of significance.

boys rate themselves higher are:

1. Adaptability-Defensiveness;
2. Affiliation-Rejection;
3. Conjunctivity-Disjunctivity;
4. Counteraction-Inferiority Avoidance;
5. Fantasied Achievement;
6. Harm Avoidance-Risktaking;
7. Humanities-Social Science;
8. Narcissism;
9. Order-Disorder;
10. Sexuality-Prudishness;
11. Understanding.

Emerson boys on the average rate themselves higher than do the Joy boys on the Objectivity-Projectivity scale which is significant at the .01 level of significance and the Supplication-Autonomy scale which is significant at the .05 level of significance.

Table 23 shows that there is a significant difference between the girls of the two schools in self-perception on fourteen of the scales. The girls of the Joy Junior High on the average rate themselves higher than do the girls of

TABLE 23

COMPARISON OF GIRLS BETWEEN SCHOOLS
IN SELF-PERCEPTION

Variables	Emerson Girls		Joy Girls		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
aba-ass[a]	11.51	2.56	12.46	2.44	-2.74*
ach	11.67	2.14	12.29	2.85	-1.78
ada-dfs	12.88	2.00	13.71	2.68	-2.55**
aff-rej	14.68	2.67	15.11	2.52	-1.20
agg-bla	10.29	2.46	9.72	3.18	1.44
cha-sam	11.90	2.31	11.44	2.44	1.40
cnj-dsj	11.18	2.56	12.18	2.72	-2.74*
ctr-inf	12.62	2.61	13.55	2.32	-2.71*
dfr-rst	11.17	1.96	11.48	2.46	-1.00
dom-tol	10.71	4.46	9.77	3.08	1.78
e/a	8.63	2.59	9.27	3.23	-1.58
emo-plc[a]	13.42	2.47	11.95	2.77	4.04*
eny-pas	12.79	1.82	12.73	2.23	.21
exh-inf	11.90	3.02	11.29	2.40	1.61
f/a	10.57	4.40	10.74	3.43	- .31

[a]abbreviations and variables are explained on pages 51-53.

*Significant at the .01 level of significance.

**Significant at the .05 level of significance.

TABLE 23--Continued

Variable	Emerson Girls		Joy Girls		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
har-rsk	12.05	3.00	14.87	2.67	-7.16*
hum	9.46	2.74	10.15	3.02	-1.75
imp-del	11.62	2.25	12.90	2.42	-3.98*
nar	14.12	2.70	14.92	2.50	-2.22**
nur-rej	12.76	2.84	11.97	2.88	2.00**
obj-pro	14.24	3.00	12.71	3.17	3.58*
ord-dso	11.49	3.05	14.54	3.36	-6.88*
ply-wrk	10.40	2.64	10.98	2.79	-1.55
pra-impr	9.96	2.63	10.71	2.92	-1.95
ref[a]	12.21	2.88	12.40	3.12	- .47
sci	8.88	2.63	9.61	2.66	-2.28*
sen-pur	12.12	2.62	12.97	2.96	-2.19*
sex-pru	12.54	3.12	12.45	3.48	.20
sup-aut	10.06	2.33	13.83	2.87	-4.98*
und					

[a]abbreviations and variables are explained on pages 51-53.

*Significant at the .01 level of significance.

**Significant at the .05 level of significance.

Emerson Junior High on eleven of the fourteen scales, of which three are significant at the .05 level of significance, and eight at the .01 level of significance. The scales on which the Joy girls rate themselves higher than do the Emerson girls are:

1. Abasement-Assurance;
2. Adaptability-Defensiveness;
3. Conjunctivity-Disjunctivity;
4. Counteraction-Inferiority Avoidance;
5. Harm Avoidance-Risktaking;
6. Impulsiveness-Deliberation;
7. Narcissism;
8. Order-Disorder;
9. Science;
10. Sensuality-Puritanism;
11. Understanding.

Emerson girls on the average rate themselves higher on the Emotionality-Placidity, and the Objectivity-Projectivity scales both significant at the .01 level of

significance. They also rate themselves higher than do the Joy girls on the Nurturance-Rejection scale which is significant at the .05 level of significance.

A synthesis of the results of the comparisons between boys and girls in self-perception as show in Table 24 indicates that on the average both Joy boys and girls to a greater extent than do Emerson boys and girls consider themselves to be:

1. Well planned, concerned about having every detail carefully organized, receptive to criticism, and interested in pursuing academic matters.

2. Concerned about themselves, more fearful than thrill seeking, and willing to try a second time after meeting failure.

Joy boys, in addition, on the average, see themselves to a greater extent than do Emerson boys as:

Friendly, imaginative of future achievement, interested in people, political issues and the world around them and heterosexual pursuits.

In addition, Joy girls, likewise, on the average, see themselves to a greater extent than do Emerson girls as:

Thoughtful, self-confident, interested in sensory and esthetic experiences, such as: art and music, and also the scientific aspects of the world around them.

Both Emerson boys and girls on the average see themselves as more detached and less superstitious than do Joy boys and girls, Further, Emerson boys on the average see themselves as more self-reliant than do Joy boys. Emerson girls, likewise, on the average consider themselves more restrained and more interested in helping others than do Joy girls.

In comparing attitude towards school between Emerson boys and Joy boys, Table 25 shows that there is a significant difference between the boys of both schools on fifteen of the scales. Joy boys on the average rate their

TABLE 24

SYNTHESIS OF THE COMPARISON OF SELF-PERCEPTIONS BETWEEN THE BOYS AND GIRLS FROM EMERSON AND JOY SCHOOLS

Comparison of Emerson Boys with Joy Boys	Comparison of Emerson Girls with Joy Girls
	Abasement-Assurance
Adaptability-Defensiveness	Adaptability-Defensiveness
Affiliation-Rejection	
Conjunctivity-Disjunctivity	Conjunctivity-Disjunctivity
Counteraction-Inferiority Avoidance	Counteraction-Inferiority Avoidance
Fantasied Achievement	
Harm Avoidance-Risktaking	Harm Avoidance-Risktaking
Humanities-Social Science	
Narcissism	Narcissism
Order-Disorder	Order-Disorder
Sexuality-Prudishness	
Understanding	Understanding
	Impulsiveness-Deliberation
	Science
	Sensuality-Puritanism
Objectivity-Projectivity*	Objectivity-Projectivity*
Supplication-Autonomy*	
	Emotionality-Placidity*
	Nurturance-Rejection*

*Difference significant in favor of Emerson pupils. This table shows the scales on which there are significant differences in comparisons of the Emerson boys with Joy boys and Emerson girls with Joy girls in self-perception. On all of the scales except those indicated by the asterisk, the difference is significant in favor of Joy boys or girls.

TABLE 25

COMPARISON OF BOYS BETWEEN SCHOOLS IN ATTITUDE TOWARDS SCHOOL

Variable	Emerson Boys		Joy Boys		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
aba-ass[a]	12.18	2.90	12.39	2.19	- .58
ach	12.57	2.23	13.05	1.91	-1.63
ada-dfs	12.86	2.68	12.10	2.20	2.20**
aff-rej	13.02	2.54	12.38	2.30	1.86
agg-bla	11.87	2.93	11.98	2.46	- .28
cha-sam	12.32	6.46	12.14	2.44	.26
cnj-dsj	12.71	2.86	13.05	2.23	- .94
ctr-inf	11.50	3.83	11.82	2.02	- .72
dfr-rst	10.50	2.30	11.66	2.42	-3.45*
dom-tol	10.54	2.46	11.30	2.18	-2.31**
e/a	12.44	2.88	13.03	2.54	-1.55

[a]abbreviations and variables are explained on pages 51-53.

*Significant at the .01 level of significance.

**Significant at the .05 level of significance.

TABLE 25--Continued

Variable	Emerson Boys		Joy Boys		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
emo-plc[a]	12.51	2.37	13.08	2.22	-1.75
eny-pas	11.56	2.59	12.86	2.41	-3.68*
exh-inf	12.50	2.06	13.05	2.06	-1.91
f/a	11.31	2.36	12.68	1.97	-4.43*
har-rsk	11.14	3.12	12.29	2.84	-2.76*
hum	10.71	2.96	12.78	2.19	-5.64*
imp-del	10.88	2.20	12.11	2.21	-3.94*
nar	13.20	3.05	13.61	2.39	-1.06
nur-rej	12.43	3.11	13.05	2.81	-1.49
obj-pro	12.02	2.79	12.26	2.60	- .64
ord-dso	12.32	2.87	12.53	2.33	- .56
ply-wrk	10.57	2.28	10.99	2.22	-1.33
pra-impr	12.74	2.54	13.59	2.31	-2.48**

[a]Abbreviations and variables are explained on pages 51-53.

*Significant at the .01 level of significance.

**Significant at the .05 level of significance.

TABLE 25--Continued

Variable	Emerson Boys		Joy Boys		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
ref[a]	12.33	2.98	13.31	2.75	-2.43**
sci	12.65	2.61	14.24	2.54	-4.39*
sen-pur	12.10	2.60	12.96	2.35	-2.47**
sex-pru	12.13	2.74	14.04	2.67	-5.01*
sup-aut	10.49	2.28	11.35	2.42	-2.60*
und	12.21	2.46	12.98	1.97	-2.45**

[a]Abbreviations and variables are explained on pages 51-53.

*Significant at the .01 level of significance.

**Significant at the .05 level of significance.

school higher than do Emerson boys on fourteen of the fifteen scales of which nine are significant at the .01 level of significance and five at the .05 level of significance. The scales on which the Joy boys rate their school higher than do the Emerson boys are:

1. Deference-Restiveness;
2. Dominance-Tolerance;

3. Energy-Passivity;
4. Fantasied Achievement;
5. Harm Avoidance-Risktaking;
6. Humanities-Social Science;
7. Impulsiveness-Deliberation;
8. Practicalness-Impracticalness;
9. Reflectiveness;
10. Science;
11. Sensuality-Puritanism;
12. Sexuality-Prudishness;
13. Supplication-Autonomy;
14. Understanding.

Emerson boys on the average rate their school higher than do the Joy boys on the Adaptability-Defensiveness scale which is significant at the .05 level of significance.

Table 26 shows that there is a significant difference in attitude towards school on fourteen of the scales in comparing the Emerson girls and the Joy girls. Joy girls on the average rate their school higher than do Emerson girls on twelve of the fourteen scales of which two are significant at the .05 level of significance and

TABLE 26

COMPARISON OF GIRLS BETWEEN SCHOOLS
IN ATTITUDE TOWARDS SCHOOL

Variable	Emerson Girls		Joy Girls		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
aba-ass[a]	13.08	2.70	13.05	2.18	.08
ach	12.95	2.28	13.34	2.68	-1.12
ada-dfs	13.27	2.37	12.33	2.53	2.78*
aff-rej	13.49	2.68	12.72	2.41	2.17**
agg-bla	11.86	2.80	12.26	2.91	-1.02
cha-sam	12.30	2.59	12.99	2.85	-1.85
cnj-dsj	13.15	2.57	13.66	2.62	-1.42
ctr-inf	11.92	2.43	12.27	2.43	-1.03
dfr-rst	10.27	2.52	11.51	2.17	-3.82*
dom-tol	9.97	2.31	11.08	2.58	-3.25*
e/a	12.55	3.06	12.88	2.88	- .81

[a]Abbreviations and variables are explained on pages 51-53.

*Significant at the .01 level of significance.

**Significant at the .05 level of significance.

TABLE 26--Continued

Variable	Emerson Girls		Joy Girls		t-ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
emo-plc[a]	12.74	2.50	13.02	1.84	- .91
eny-pas	12.18	2.50	12.84	2.50	-1.90
exh-inf	13.32	2.07	13.14	2.14	.62
f/a	11.19	2.13	12.15	2.16	-3.25*
har-rsk	11.65	2.67	12.55	2.69	-2.43**
hum	11.27	2.63	12.91	2.54	-4.60*
imp-del	10.64	2.55	11.89	1.84	-4.08*
nar	14.20	2.28	14.65	2.73	-1.30
nur-rej	13.17	2.57	13.64	2.80	-1.27
obj-pro	12.88	2.27	12.67	2.53	.61
ord-dso	12.89	2.84	12.74	2.51	.39
ply-wrk	9.97	2.02	11.35	2.37	-4.52*
pra-impr	12.67	2.73	14.03	2.51	-3.76*

[a]Abbreviations and variables are explained on pages 51-53.

*Significant at the .01 level of significance.

**Significant at the .05 level of significance.

TABLE 26--Continued

Variable	Emerson Girls		Joy Girls		t-Ratio
	Mean	Standard Deviation	Mean	Standard Deviation	
refa	12.86	2.55	13.52	2.64	-1.84
sci	13.09	2.69	14.40	2.56	-3.62*
sen-pur	12.74	2.63	13.49	2.36	-2.16**
sex-pru	12.77	3.11	14.15	2.91	-3.32*
sup-aut	10.54	2.49	12.00	2.43	-4.28*
und	13.49	8.74	13.45	2.23	.04

[a]Abbreviations and variables are explained on pages 51-53.

*Significant at the .01 level of significance.

**Significant at the .05 level of significance.

ten at the .01 level of significance. The scales on which the Joy girls rate their school higher than do the Emerson girls are:

1. Deference-Restiveness;
2. Dominance-Tolerance;
3. Fantasied Achievement;
4. Harm Avoidance-Risk Taking;

5. Humanities-Social Science;

6. Impulsiveness;

7. Play-Work;

8. Practicalness-Impracticalness;

9. Science;

10. Sensuality-Puritanism;

11. Sexuality-Prudishness;

12. Supplication-Autonomy.

Emerson girls on the average rate their school higher than do the Joy girls on the Adaptability-Defensiveness scale which is significant at the .01 level of significance and on the Affiliation-Rejection scale which is significant at the .05 level of significance.

The results as shown in Table 27 indicate that on the average both Joy boys and girls to a greater extent than do Emerson boys and girls see their school as:

1. A school patient and tolerant of pupils, and pupils with each other, where things are thought through rather than acted upon on the spur of the moment, where there is concern about the safety and well-being of its pupils, and where help is readily available.

TABLE 27

SYNTHESIS OF THE COMPARISON OF ATTITUDE TOWARDS SCHOOL BETWEEN THE BOYS AND GIRLS FROM EMERSON AND JOY

Comparison of Emerson Boys with Joy Boys	Comparison of Emerson Girls with Joy Girls
Deference-Restiveness	Deference-Restiveness
Dominance-Tolerance	Dominance-Tolerance
Energy-Passivity	
Fantasied Achievement	Fantasied Achievement
Harm Avoidance-Risktaking	Harm Avoidance-Risktaking
Humanities-Social Science	Humanities-Social Science
Impulsiveness-Deliberation	Impulsiveness-Deliberation
Practicalness-Impracticalness	Practicalness-Impracticalness
Reflectiveness	
Science	Science
Sensuality-Puritanism	Sensuality-Puritanism
Sexuality-Prudishness	Sexuality-Prudishness
Supplication-Autonomy	Supplication-Autonomy
Understanding	
	Play-Work
Adaptability-Defensiveness*	Adaptability-Defensiveness*
	Affiliation-Rejection*

*Difference significant in favor of Emerson pupils. This table shows the scales on which there are significant differences in the comparisons of the Emerson boys with Joy boys and Emerson girls and Joy girls in attitudes towards school. On all of the scales except those indicated by the asterisk the difference is significant in favor of Joy boys or girls.

2. A school which encourages an interest in people, political issues, the world around them, sensory and esthetic experiences, and a concern for the future.

3. A school where there is a concern for practical matters, where the usefulness of subject matter is stressed, and an interest in the scientific aspects of the world around them is encouraged.

4. A school conducive to heterosexual activity.

Joy boys, in addition, on the average, see the school to a greater extent than do Emerson boys as a school where participation in activities is encouraged, and as a school which encourages thought imagination, and the pursuit of academic matters on the part of its pupils. In addition, Joy girls, likewise, on the average, see their school as a school where there is mutual respect between teachers and pupils, and where pupils are concerned about their academic work, with purposeful activity put before pleasure-seeking.

Both Emerson boys and girls, on the average, see their school to a greater extent than do Joy pupils, as

being a school generally understanding of the pupils. Emerson girls, on the average, also view their school to a greater extent than do Joy girls as being friendly.

The Relationship of Significant Variables Used[1] in the Study

A correlation of the variables used in the study as shown in Table 28 shows little correlation between absenteeism and the other variables used to determine achievement and mental ability, including grade point average. There is, however, a significant positive correlation between the language score, the non-language score and the total score on the California (SF) Test of Mental Maturity. There is also a positive correlation between the scores on the California (SF) Test of Mental Maturity and the total scores on the reading, language, work study skills, arithmetic, and composite scores on the Iowa Tests of Basic Skills. A positive correlation is also noticed between grade point average on the final card

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[1]The sample used in this study was large enough to provide correlations significant at the .05 and .01 level for almost all variables tested.

TABLE 28

CORRELATION OF VARIABLES USED TO DETERMINE ACHIEVEMENT IN BASIC EDUCATIONAL SKILLS AND SELF-PERCEPTION

	1	2	3	4	5	6	7	8	9	10	11	12
1	1.00											
2	-.06	1.00										
3	-.10	.69	1.00									
4	-.07	.93	.89	1.00								
5	-.22	.45	.44	.48	1.00							
6	-.20	.32	.32	.33	.70	1.00						
7	-.03	.34	.28	.34	.11	.09	1.00					
8	-.04	.80	.64	.78	.45	.33	.34	1.00				
9	-.07	.77	.66	.78	.56	.39	.32	.74	1.00			
10	.08	.76	.65	.77	.51	.34	.30	.77	.75	1.00		
11	.12	.73	.61	.74	.49	.35	.30	.72	.67	.80	1.00	
12	-.08	.83	.67	.82	.51	.34	.37	.85	.83	.90	.81	1.00

Code:

1 Absenteeism
2 California Test of Mental Maturity, Language
3 California Test of Mental Maturity, Non-Language
4 California Test of Mental Maturity, Total Score
5 Grade Point Average, Final - First Semester
6 Grade Point Average, First Card - Second Semester
7 Iowa Test of Basic Skills, Vocabulary
8 Iowa Test of Basic Skills, Reading
9 Iowa Test of Basic Skills, Language Total
10 Iowa Test of Basic Skills, Work Study Skills Total
11 Iowa Test of Basic Skills, Arithmetic Total
12 Iowa Test of Basic Skills, Composite Score

For 400 degrees of freedom; values of r exceeding .10 are significant at the .05 level of significance. Values of r exceeding .13 are significant at the .01 level of significance.

marking of the fall semester 1965 and the first card marking of the spring semester 1966. A low positive correlation is apparent between the final grade point average of the fall semester 1965 and the total scoreson the tests of the Iowa Tests of Basic Skills except vocabulary. An even lower correlation is apparent between the grade point average for the first card marking of the spring semester 1966 and these same scores. There is only a low positive correlation between the vocabulary test score on the Iowa Tests of Basic Skills and the other Iowa Test scores. However, otherwise, there is a significant positive correlation between the scores of the Iowa Tests.

Tables 29 and 30 show that there is little correlation between the variables indicative of achievement and mental ability and the scales showing significant differences between schools in self-perception and attitude towards school. A very slight positive correlation is indicated between the scores on the California (SF) Test of Mental Maturity and the Iowa Tests of Basic Skills and the Objectivity-Projectivity scale on the self-perception index. Likewise, a slight negative correlation is noticed between the scores on the California (SF) Test of Mental

TABLE 29

CORRELATION OF VARIABLES USED TO DETERMINE ACHIEVEMENT IN BASIC EDUCATIONAL SKILLS AND SELF-PERCEPTION

a	achb	ada-dfs	aff-rej	cnj-dsj	ctr-inf	har-rsk	hum	imp-del	nar	obj-pro	ord-dso	pra-impr	sci	sup-aut	und	Composite Score
1	-.09	-.04	.01	-.03	-.01	.08	.02	.06	.07	-.08	.02	.01	-.06	.05	-.05	-.05
2	-.03	-.02	-.15	-.19	-.12	-.25	-.11	-.05	-.16	.38	-.35	-.05	-.04	.01	-.05	-.15
3	.04	.03	-.10	-.12	-.07	-.20	-.13	-.04	-.16	.31	-.29	-.06	-.02	-.09	-.05	-.12
4	-.01	-.01	-.14	-.18	-.12	-.24	-.13	-.05	-.17	.37	-.36	-.07	-.04	-.05	-.06	-.15
5	.02	.11	-.07	-.03	.03	.02	.00	.09	-.06	.19	-.04	.01	.02	-.04	.11	-.08
6	.06	.14	-.06	-.00	-.00	.06	.06	.09	-.04	.15	.03	.04	.08	-.11	.15	-.02
7	-.01	-.05	-.03	-.10	-.06	-.06	-.04	-.09	-.08	.19	-.16	-.01	.02	-.00	-.11	-.10
8	.00	-.05	-.18	-.19	-.14	-.22	-.06	-.03	-.23	.34	-.36	-.07	.01	.04	-.03	-.13
9	-.01	.01	-.10	-.13	-.11	-.19	-.12	-.02	-.08	.35	-.28	-.09	-.07	-.04	.02	-.09
10	-.01	-.05	-.19	-.17	-.11	-.24	-.10	-.01	-.21	.34	-.35	-.05	-.02	.06	-.03	-.15
11	-.03	-.04	-.23	-.20	-.21	-.28	-.10	-.07	-.25	.29	-.31	-.16	-.04	.05	-.05	-.13
12	.02	-.04	-.08	-.09	.00	-.14	-.08	-.05	-.18	.35	-.34	.05	-.02	.02	-.03	-.13

[a]For explanation of categories 1 through 12 see Code on page 145.

[b]abbreviations and variables are explained on pages 51-53.

For 400 degrees of freedom: values of r exceeding .10 are significant at the .05 level of significance; values of r exceeding .13 are significant at the .01 level of significance.

TABLE 30

CORRELATION OF VARIABLES USED TO DETERMINE ACHIEVEMENT IN BASIC EDUCATIONAL SKILLS AND ATTITUDE TOWARDS SCHOOL

HSCIa	aff-rejb	ctr-inf	dfr-rst	emo-plc	eny-pas	f/a	har-rsk	hum	imp-del	nar	ply-wrk	pra-impr	ref	sci	sen-pur	sup-aut	und	Composite Score
1	-.05	-.04	.02	-.00	-.02	.00	-.03	-.03	-.04	-.06	.07	-.01	-.11	-.05	-.02	-.01	-.02	-.08
2	.18	-.04	-.21	-.01	-.12	-.19	-.10	-.28	-.27	-.04	-.19	-.15	-.06	-.19	-.06	-.11	-.03	-.12
3	.13	.01	-.10	.05	-.02	-.14	-.09	-.26	-.12	-.03	-.14	-.15	-.02	-.17	-.04	-.13	.01	-.09
4	.16	-.02	-.18	.01	-.09	-.18	-.12	-.30	-.22	-.06	-.18	-.18	-.06	-.21	-.07	-.14	-.02	-.13
5	.19	.09	-.02	.07	.03	.00	.00	-.12	-.05	.08	-.06	.01	.12	-.04	.10	-.09	-.02	.07
6	.20	.10	.06	.09	.08	.05	.06	.02	-.02	.18	-.08	.11	.18	.07	.12	-.04	.02	.14
7	.01	.01	-.14	-.02	-.05	-.12	-.06	-.11	-.19	-.03	-.13	-.04	-.04	-.07	.01	-.03	-.03	-.05
8	.14	-.08	-.26	-.02	-.07	-.15	-.08	-.25	-.23	-.04	-.20	-.10	-.04	-.19	-.05	-.13	.00	-.13
9	.15	-.03	-.24	-.05	-.07	-.18	-.09	-.26	-.23	.03	-.19	-.14	-.05	-.16	-.03	-.06	-.05	-.10
10	.10	-.08	.16	-.07	-.15	-.17	-.14	-.33	-.22	-.09	-.13	-.17	-.10	-.24	-.10	-.17	-.05	-.18
11	.10	-.12	-.14	.01	-.14	-.12	-.13	-.29	-.22	-.07	-.15	-.13	-.06	-.18	-.09	-.17	-.04	-.13
12	.15	-.12	-.20	-.04	-.11	-.19	-.15	-.32	-.25	-.08	-.19	-.15	-.09	-.23	-.06	-.12	-.05	-.17

[a]For explanation of categories 1 through 12 see Code on page 145.

[b]Abbreviations and variables are explained on pages 51-53.

For 400 degrees of freedom: values of r exceeding .10 are significant at the .05 level of significance; values of r exceeding .13 are significant at the .01 level of significance.

Maturity and the Iowa Tests of Basic Skills and the Order-Disorder scale on the self-perception index. There are no correlations of note between variables indicative of achievement and the scales indicating attitude towards school. The same is true relative to the correlation of the scales on the self-perception index and the index indicating attitude towards school on which there is a significant difference between schools, as shown in Table 31.

TABLE 31

CORRELATION OF VARIABLES USED TO DETERMINE SELF-PERCEPTION AND ATTITUDE TOWARDS SCHOOL

	aff-rej	ctr-inf	dfr-rst	emo-plc	eny-pas	f/a	har-rsk	hum	imp-del	nar	ply-wrk	pra-impr	ref	sci	sen-pur	sup-aut	und
ach[a]	.02	.05	.14	.11	.18	.11	.00	.01	.06	.25	.06	.17	.24	.08	.11	.14	.13
ada-dfs	.03	.01	.08	.09	.07	.07	.11	.13	.08	.12	.10	.03	.11	.14	.08	.06	.12
aff-rej	.12	.04	.12	.07	.13	.06	.09	.11	.05	.16	.02	.07	.12	.14	.03	.09	.07
cnj-dsj	.06	.02	.15	.02	.12	.13	.08	.08	.15	.00	.10	.17	.13	.09	.00	.01	.05
ctr-inf	.11	.04	.14	.06	.08	.09	.03	.05	.10	.08	.07	.12	.09	.08	.02	.00	.03
har-rsk	.10	.07	.18	.05	.17	.07	.19	.12	.13	.09	.12	.17	.11	.12	.04	.12	.12
hum	.03	.04	.09	.04	.09	.12	.11	.17	.08	.03	.13	.13	.13	.07	.00	.04	.00
imp-del	.00	.08	.12	.00	.05	.15	.08	.05	.17	.09	.17	.10	.09	.03	.00	.02	.05
nar	.06	.02	.12	.10	.09	.11	.04	.12	.02	.16	.04	.03	.08	.09	.10	.19	.12
obj-pro	.11	.03	.08	.03	.00	.06	.04	.12	.08	.10	.08	.09	.00	.06	.02	.04	.11
ord-dso	.02	.09	.27	.10	.17	.18	.28	.24	.24	.21	.20	.20	.20	.27	.17	.13	.15
pra-impr	.12	.01	.11	.05	.14	.10	.09	.10	.07	.07	.05	.13	.15	.09	.02	.03	.02
sci	.00	.04	.09	.04	.06	.06	.09	.08	.05	.00	.03	.09	.11	.04	.07	.05	.07
sup-aut	.05	.07	.00	.13	.14	.04	.16	.12	.16	.16	.03	.13	.15	.13	.16	.01	.14
und	.02	.01	.11	.11	.10	.12	.14	.14	.08	.17	.01	.21	.21	.12	.11	.07	.06

[a]abbreviations and variables are explained on pages 51-53.

Negative numbers are underscored.

For 400 degrees of freedom: values of r exceeding .10 are significant at the .05 level of significance; values of r exceeding .13 are significant at the .01 level of significance.

CHAPTER V

SUMMARY AND RELATIONSHIP OF THE RESULTS TO THE HYPOTHESES

Summary of the Results

The growing concern about the education of disadvantaged youth indicates that there is much that needs to be learned about how they perceive themselves and their attitudes towards school. This knowledge is necessary in order to determine what can be done in the school to stimulate a desire within the disadvantaged child to want to achieve to the maximum of his potential, enhance his self-concept, and engender positive attitudes towards school. This study has been an attempt to determine the disadvantaged child's attitude towards school and his perception of himself in relation to achievement in comparison with pupils from a higher level of economic affluence.

In a number of the analyses the mean difference between the two schools is small, indicating considerable

overlap between the two distributions of pupils. Where mean differences of this type are often statistically significant, the result may reflect large sample sizes. It should be emphasized that individual differences are widespread within schools and that a significant difference favoring one school can by no means apply to all individuals in the two schools.

It is significant to note that in spite of this fact Emerson Junior High School pupils achieve significantly higher, on the average, than do Joy Junior High School pupils. Joy pupils on the average have a higher concept of themselves and view their school more favorably than do Emerson pupils. The self-perceptions which prevail in the synthesis of all the comparisons, as shown in Table 32, indicate that, on the average, Joy pupils tend to see themselves to a greater extent than do Emerson School pupils as:

1. Pupils who are thoughtful and well planned, who are concerned about themselves, receptive to criticism, and interested in subject matter and striving to achieve through personal effort.

TABLE 32

SYNTHESIS OF THE COMPARISONS OF SELF PERCEPTION

Schools	Classes		
	Emerson, 8A-218 Joy-8A-218	Emerson, 8B- 01 Joy, 8B-203	Emerson, 8B-201 Joy, 8A-218
ach[a]	ach		ach
ada-dfs			
aff-rej			
cnj-dsj	cnj-dsj		
ctr-inf			
har-rsk	har-rsk	har-rsk	har-rsk
hum	hum		
imp-del		imp-del	imp-del
nar	nar	nar	
obj-pro*	obj-pro*		
ord-dso	ord-dso	ord-dso	ord-dso
pra-impr	pra-impr		
sci	sci		sci
sup-aut*			
und			
	dom-tol		
	f/a		
		nur-rej	
			e/a

[a]abbreviations and variables are explained on pages 51-53.

*Difference significant in favor of Emerson pupils.

This table shows the scales on which there is a significant difference in all of the comparisons in self-perception. On all of the scales except those indicated by the asterisk the difference is significant in favor of Joy pupils.

TABLE 32--Continued

Schools	Boys	Girls
ach[a]		
ada-dfs	ada-dfs	ada-dfs
aff-rej	aff-rej	
cnj-dsj	cnj-dsj	cnj-dsj
ctr-inf	ctr-inf	ctr-inf
har-rsk	har-rsk	har-rsk
hum	hum	
imp-del		imp-del
nar	nar	nar
obj-pro*	obj-pro*	obj-pro*
ord-dso	ord-dso	ord-dso
pra-impr		
sci		sci
sup-sut*	sup-aut*	
und	und	und
	f/a	
		nur-rej*
	sex-pru	
		sen-pur
		aba-ass
		amo-plc*

[a]abbreviations and variables are explained on pages 51-53.

*Difference significant in favor of Emerson pupils.

This table shows the scales on which there is a significant difference on all of the comparisons in self-perception. On all of the scales except those indicated by the asterisk the difference is significant in favor of Joy pupils.

2. Pupils who are not thrill seeking, but interested in practical activities and the usefulness of subject matter, people, political issues, and the scientific aspects of the world around them.

Of further significance is the fact that Emerson pupils on the average tend to view themselves as more detached and less superstitious than do Joy pupils. It is also noteworthy that in the results of the comparisons of the schools as a whole, Joy pupils on the average tend to see themselves as more friendly than do Emerson pupils but likewise more dependent.

The attitudes towards school which prevail in the synthesis of all the comparisons, as shown in Table 33, indicate that on the average, Joy pupils to a greater extent than do Emerson pupils view their school as:

1. A school where things are thought through rather than acted upon on the spur of the moment and where teachers and pupils are usually calm and unemotional.

2. A school where pupils are encouraged to be thoughtful, imaginative, concerned about the future,

TABLE 33

SYNTHESIS OF THE COMPARISONS OF ATTITUDE TOWARDS SCHOOL

Schools	Classes		
	Emerson, 8A-218 Joy, 8A-218	Emerson, 8B-201 Joy, 8B-203	Emerson, 8B-201 Joy, 8A-218
aff-rej[a]*			
ctr-inf			
dfr-rst			
emo-plc		emo-plc	
eny-pas			
f/a	f/a		
har-rsk			
hum	hum		hum
imp-del	imp-del		
nar			
ply-wrk	ply-wrk		
pra-impr			
ref	ref		ref
sci			
sen-pur			
sup-aut	sup-aut		sup-aut
und			
	aba-ass*		
	ada-dfs*		
	dom-tol		
		sex-pru	sex-pru
			exh-inf

[a]abbreviations and variables are explained on pages 51-53.

*Difference significant in favor of Emerson pupils.

This table shows the scales on which there is a significant difference in all of the comparisons in attitude towards school. On all of the scales except those indicated by the asterisk, the difference is significant in favor of Joy pupils.

TABLE 33--Continued

Schools	Boys	Girls
aff-rej[a]*		aff-rej*
ctr-inf		
dfr-rst		dfr-rst
emo-plc		
eny-pas		
f/a	f/a	f/a
har-rsk	har-rsk	har-rsk
hum	hum	hum
imp-del	imp-del	imp-del
nar		
ply-wrk		ply-wrk
pra-impr	pra-impr	pra-impr
ref	ref	
sci	sci	sci
sen-pur	sen-pur	sen-pur
sup-aut	sup-aut	sup-aut
und	und	
	ada-dfs*	ada-dfs*
	dom-tol	dom-tol
	sex-pru	sex-pru
	eny-pas	

[a]abbreviations and variables are explained on pages 51-53.

*Difference significant in favor of Emerson pupils.

This table shows the scales on which there is a significant difference in all of the comparisons in attitude towards school. On all of the scales except those indicated by the asterisk, the difference is significant in favor of Joy pupils.

and interested in sensory and esthetic experiences, people, political issues, and the scientific aspects of the world around them.

3. A school which stresses practical activities and the usefulness of subject matter, and where purposeful activity is indulged in by pupils before pleasure seeking.

4. A school which is concerned about the safety and well-being of its pupils, where help is readily available when needed, and which is conducive to heterosexual activity.

It is noteworthy that in the comparison of the schools as a whole, Emerson pupils, on the average, rate their school as being significantly more friendly than do Joy pupils. Emerson girls in comparison with Joy girls, likewise, on the average, rate their school as being significantly more friendly than do Joy girls. It is also interesting to note that Joy pupils as a whole, on the average, do not rate their school significantly higher than do Emerson pupils in the teachers' understanding of children (Adaptability-Defensiveness). However, in

other comparisons Emerson pupils, on the average, rate their school significantly higher than do Joy pupils in this respect.

It is logical to assume from the synthesis of results as reported in Tables 32 and 33 that many of the self-perceptions held by Joy pupils are enhanced by the way they view their school. It should, therefore, follow that for Joy pupils, their school, for the most part, is meeting their needs as indicated by their responses on the indexes. It is interesting, that Joy pupils see themselves as significantly more friendly than do Emerson pupils but Emerson pupils rate their school as being significantly more friendly than do Joy pupils. This is so even though Joy pupils in comparisons other than by the school as a whole, on the average rate their school significantly higher than do Emerson pupils in being conducive to heterosexual activity. This is an artifact which may have come about due to the items representative of these scales. Likewise, no significant difference appears in the comparison between schools as a whole in being understanding of children. However, comparisons other than by the school as a whole indicate that there is

more understanding of pupils at the Emerson than at the Joy. Furthermore, Joy pupils indicate that they perceive themselves as being willing to strive for achievement through personal effort but do not rate Joy school as being significantly different from the Emerson School in encouragement of this effort. This means that pupils from both schools view their school about the same in this respect. It could also mean that Joy pupils are not having this aspect of their perception of self enhanced by the school. This, paradoxically, might be true. Although Joy pupils indicate a need to strive for achievement through personal effort, they also indicate that they are significantly more dependent than are Emerson pupils and view the school as a place where help is readily available. This may encourage dependency and stymie the necessity of having to put forth too much effort to achieve. In other words, dependency is encouraged by the school more so than initiative and independence. These indications may have some bearing on the behavioral manifestations of some disadvantaged children in the school environment. Nevertheless, the over-all implication of the results is that for Joy

pupils, at least, the school is enhancing or meeting the needs of many of their self-perceptions.

The correlation of variables within the study do not bear out any significant relationships between variables used to indicate achievement or mental ability with those used to indicate self-perception or attitude towards school.

Relationship of the Results to the Hypotheses

Major Hypothesis:

The results of the study in accordance with the major hypothesis indicate that there is a significant difference in the way certain eighth-grade pupils in these two schools in communities of different levels of economic affluence perceive themselves and their school.

Sub-Hypotheses:

A. In accordance with the sub-hypothesis 1 that: pupils who have higher concepts of self have more positive attitudes towards school on the average, pupils in this study who indicate higher self-concepts, likewise, have more positive attitudes towards school.

B. Contrary to the sub-hypotheses 2 and 3 that: pupils who have higher concepts of self achieve higher in basic educational skills, and pupils who possess more positive attitudes towards school achieve higher in basic educational skills, it was found that pupils from the community of lower economic affluence who, on the average, have higher self-concepts, and more positive attitudes towards school than do the pupils from the community of higher economic affluence achieve significantly lower in basic educational skills than do the pupils from the community of higher economic affluence.

C. Contrary to the sub-hypothesis 4 that: pupils from a community of higher economic affluence possess higher concepts of self than do pupils from a community of a lower economic affluence, the pupils from the community of lower economic affluence, in response to items on the Modified Activities Index indicating self-perception, on the average perceive themselves more favorably than do pupils from the community of higher economic affluence.

D. Contrary to the sub-hypothesis 5 that: pupils from a community of higher economic affluence possess

more positive attitudes toward school than do pupils from a community of lower economic affluence, the pupils from the community of lower economic affluence in response to items on the Modified High School Characteristics Index on the average have a more favorable attitude towards school than do pupils from the community of higher economic affluence.

E. In accordance with the hypothesis 6 that: pupils from a community of higher economic affluence achieve higher in basic educational skills than do pupils from a community of lower economic affluence, the pupils from the community of higher economic affluence do achieve significantly higher than do pupils from the community of lower economic affluence.

In examining the relationship of self-perception and attitude towards school with achievement, however, the results are somewhat nebulous. The highest achieving Joy class, 8A-218, although achieving significantly lower than the highest achieving Emerson class, 8A-218, rate themselves significantly higher on the self-perception index

than do the highest achieving Emerson class, 8A-218. Likewise, there are no significant differences in the comparisons of composite scores between the lowest achieving Emerson class, 8A-201, and the highest achieving Joy class, 8A-218; or the lowest achieving classes from both schools, Emerson, 8B-201 and Joy, 8B-203, on the self-perception or attitude towards school indexes. There are, however, some significant differences on some of the scales of the indexes. This implies that somewhat of a mutual attitude towards themselves and school as held by pupils in these classes exists although pupils in the Emerson classes achieve significantly higher than do pupils in the Joy classes.

The results of the comparisons indicate that the highest achieving Joy class, 8A-218, in spite of achieving significantly lower than the highest achieving Emerson class, 8A-218, view themselves more favorably than the Emerson pupils. These results might be valid due to the rank occupied by the two classes at their schools. The same results are not true, however, when the lowest achieving Emerson class, 8B-201 and the highest achieving Joy class, 8A-218 are compared. The latter

comparison could conceivably reflect less of what is operating in the over-all comparison of the two schools in self-perception and achievement due to the position occupied by the Emerson class 8B-201 in the ranking of classes at that school.

Generally, Joy girls have more positive perceptions of themselves and more favorable attitudes towards school than do Emerson girls, even though Emerson girls achieve significantly higher than do the Joy girls. Likewise, although Emerson boys achieve significantly higher than do the Joy boys, the Joy boys have more favorable attitudes towards school than do the Emerson boys. However, there is no significant difference in their perceptions of themselves. The above results again contradict the hypotheses that: pupils who have higher concepts of self achieve higher in basic educational skills, and pupils who possess more positive attitudes towards school achieve higher in basic educational skills.

Rationale of the Results

The Stern's Need-Press Indexes are selected for use in this study because of the comprehensiveness of the scales and straight forward language of the scale items.

They are further modified to be pertinent to, and within the vocabulary range of eighth-grade junior high school pupils. The results which are derived from this study although different than hypothesized might be indicative of the true perceptions these pupils hold of themselves and attitudes towards their school.

Viewed from the vantage point of middle-class values and aspirations it is easy to indict persons of lower economic affluence or disadvantaged circumstances as being deprived culturally, lacking motivation, anti-intellectual, and having a poor self-image among other indictments. As true as this may be from the standpoint of the mores of the broader society and realizing the deficits within the way of life of the disadvantaged, their image as they see themselves might be satisfactory with them.

As a sub-culture possessing folkways and mores which differ from the mainstream of American culture, many times the perceptions of the disadvantaged are as they see things from their cultural vantage point. As a possible rationale of why the results of the study differ

from the hypothesized assumptions, pupils from the Joy School, located in the area of lower economic affluence, are probably rating themselves and their school from the perspective of their particular culture. There is every indication to believe that the interpretation of scale items among the respondents from both schools was not uniform, a situation which is probably dictated by the contrasting cultures from which they come. As Joy pupils perceived themselves and their school, they are favorably impressed, or satisfied as eighth graders. Also, underlying their perception of themselves and their school as far as this study is concerned is the fact that the pupils have no common basis of comparison. Pupils from both neighborhoods have not had the opportunity of intermingling, visiting each others schools, or competing together for grades in classes. Scales on which pupils from the Joy school have rated themselves highly may not have been rated as highly had there been this interchange or a common basis on which to rate themselves. In essence, pupils were not reflecting a standardized rating of themselves and their school, but rather a subjective rating of themselves based on local socio-cultural norms.

Along with this might be the factor of the culture of the home, contrary to what is commonly held to be true. The favorable self-image of the pupils and their attitude towards school may be reinforced by the lack of educational accomplishment and anti-intellectualism reflected in the home. Many eighth-grade pupils in disadvantaged areas have surpassed their parents in knowledge and grade level achievement. Their parents frequently call this to their attention, thereby reinforcing the pupils' perception of their achievement, and their positive self-image. What may be very mediocre achievement, and minimal involvement in the pursuit of academic matters may appear to these pupils to be major accomplishments and the utmost in diligence.

On the other hand, Emerson pupils from homes of more affluence may not have this type of reinforcement. In fact, they may be faced with a weakened self-image based on not achieving up to the standards set for them by their parents or being over-shadowed by their parents' accomplishments. Too, it is possible that the highly competitive school environment (real or imagined) in which these pupils find themselves where marks are

not given for effort alone might influence the way they report their perceptions of themselves and their school environment.

The school may also be another reinforcing agent in the perception these pupils have of themselves and their school. The standards of the school and the marking system tend to conform to the norms of the community. This may in some instances perpetuate mediocrity, giving the pupils a false sense of security and self-worth, and a good feeling about their school. The fact that a pupil receives an "A", "B", or "C" does not denote how well they might be able to compete for the same marks in other schools throughout the City, particularly those in the more affluent areas. This is not stated to incite controversy over school standards. It merely points out that when asking pupils to indicate how they feel about themselves and their school, their immediate reference point is, probably, how well they are doing in relation to their achievement marks rather than how they compare with their city-wide peers and how they view their deficits. Nevertheless, if one accepts the fact that the majority

of disadvantaged youth are capable of learning, it becomes difficult to conceive that so many of them should achieve far below their counterparts in other areas of the City. It would appear that more assistance could be provided pupils in the schools because of the cultural deficits in their home.

The results of the study may have been affected by the perception of the role of the school in the lives of the pupils. Contrary to schools in the more affluent areas, schools in disadvantaged areas take on a multiplicity of roles. In addition to serving solely as institutions of learning, they also offer social services to their pupils and their families. Pupils may tend to view their school in terms of the services it has to offer them of a benevolent nature, other than education, which serve their immediate needs and well being. The fact that such services as clothing orders, free lunches, bus tickets, free shots, and free dental service, usually paid for by families of more affluence, are available to disadvantaged pupils through the schools may be a conditioning factor in the way they perceive their school and themselves. Pupils are not reluctant to ask

for such assistance. While cognizant of their state of indigency they do not perceive the benevolence of the school to be depreciating of their self-image. Quite to the contrary, it is in accordance with the code of their culture. They consider it a mark of self-esteem that they are able to get something for nothing, which they feel is rightfully due them.

These services may have in part contributed to the high rating given their school by the Joy pupils. The perceptions of Emerson pupils regarding their school from a more traditional academically oriented perspective may have been based upon the traditional function of the school.

A third rationale is based on the fact that each of the student bodies represents a different adolescent culture. In spite of all possible controls except level of economic affluence, the culture of the peer group within the school might have contributed to the results of this study. In essence, as indicated by Coleman, in his book The Adolescent Society,[1] within each school

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[1]See page 18.

there is a culture indigeneous to the pupils at that school and that school only, and self-perceptions and attitudes towards school may be perceived in reference to this peer group orientation.

A fourth rationale concerning the results of this study is based on the observation that pupils from both schools are accepted as equal in maturity and level of sophistication. However, the self-perceptions and attitudes towards school by Joy pupils may be at a greater level of sophistication than Emerson pupils in responding to the items on the indexes. Joy pupils, more so than Emerson pupils, may be introspective and reflective about themselves, their school, and their ability to indicate what might be considered the right answer. Emerson pupils may not be as sensitive to themselves, and their school and might be more truthful in their responses. Joy pupils may be indicating their "real" needs rather than an indication of how they see themselves. If this were true, the results would tend to indicate that Emerson pupils view themselves more favorably than do Joy pupils and do not see themselves as having the same or similar needs of Joy pupils.

A fifth rationale on results of the study concerns the favorable attitudes towards self and school by some disadvantaged pupils from lower socio-economic circumstances who have an unrealistic picture of their potential in the world and require a degree of self-delusion to survive in a competitive world in which they are insufficiently trained and are at the lower spectrum of society.

Finally, there is always the possibility that the indexes, as modified, may not be sufficiently discriminate. It is believed that underlying the results is a theme not revealed which might be discerned by a closer analysis of the indexes on an item by item basis. These might be factored to determine conditions in each school which might indicate the underlying dynamics operating within each school.

One must approach the results of this study with caution. It cannot be assumed that the sample used in this study is necessarily representative of all eighth-grade pupils who attend schools in communities of higher or lower economic affluence. The sample used in this

study represents a certain uniqueness which may have a bearing on the results. One characteristic of this uniqueness is the fact that all schools representative of the two types of communities are not involved in the study. Another characteristic is that each school environment reflects an atmosphere and autonomy all its own. The results of this study indicate only the atmosphere and autonomy of the two schools involved.

It is hoped that this study will create some curiosity on the part of those concerned with pupils in such school environments, to investigate the conditions operating within the schools which (might) affect pupils positively or negatively. Likewise, it is hoped that this curiosity will inspire further research into this phenomena, particularly as pertains to disadvantaged children of lower economic circumstances.

CHAPTER VI

CONCLUSION

This research is an exploratory study into the self perceptions and attitudes towards school held by certain pupils from communities of different levels of economic affluence. It is assumed that pupils from the community of higher economic affluence would view themselves more positively, have more favorable attitudes towards school, and have higher achievement than would the pupils from the community of lower economic affluence. The results of the study do not support the above assumptions. The conclusions derived from this study are:

1. The level of economic affluence from which these pupils come does not necessarily influence their perception of self or attitude toward school.

2. On the average pupils from communities of lower economic affluence do not necessarily possess more

negative attitudes towards themselves or school than do pupils from communities of higher economic affluence.

3. Although the pupils in this study from communities of different levels of economic affluence on the average do have perceptions of themselves and school, which are significantly different statistically, they are more alike than different.

4. There is a significant difference in the level of achievement between the two groups of pupils in basic educational skills.

5. On the average the level of achievement in basic educational skills reached by pupils in this study does not necessarily influence their perception of self or attitude towards school.

6. On the average, the perception of self and attitude towards school held by pupils in this study do not necessarily influence their level of achievement in basic educational skills.

Implications of the Results

Implied from the results of this study is the suggestion that disadvantaged children have more positive attitudes about themselves and their school than many of the faculty members realize. The attitudes of pupils in this study, as indicated by the results of this research, do not on the average reflect anti-intellectualism or lack of interest in knowledge to the extent indicated by some authors. It is assumed that the findings of this study indicate the attitudes of the pupils involved.

On this basis, the following implied needs are suggested:

1. The need for more creative teaching and modification of the school environment.

2. The need for different and better measurement and evaluation devices than are currently being used with which to make more valid assessments of the potential of disadvantaged children.

3. The need for transitional techniques to capitalize on these positive attitudes and bring disadvantaged

children into the academic mainstream of educational life without offering a soft approach or a lowering of standards by capitulating to their deficiencies.

4. The need to compensate for lack of knowledge about the disadvantaged or culturally deprived by continued research, and self-study by schools of the impact of social class differences on pupils and teachers, school by school.

These implications are of profound significance to the educative process, both for those persons involved in their day by day work with disadvantaged children, and for teacher training institutions engaged in the preparation of teachers who may one day work in disadvantaged areas. As suggested by Allison Davis the crucial dilemma of our middle class teachers and school systems is "the ineffectiveness of middle class sanctions upon the great masses of lower class children."[1] Teaching as a profession appears to provide opportunity for mobility.[2] Many teachers are currently

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[1]Allison Davis, "American Status Systems and the Socialization of the Child," Personality in Nature, Society and Culture, ed. C. Kluckhohn and H.A. Murray (New York: Alfred A. Knopf, 1954), pp. 567-576.

[2]C. McGuire and G.D. White, "Social Origins of Teachers in Texas," The Teacher's Role in American Society (New York: Harper and Brothers, 1957), pp. 23-41.

being recruited from the lower middle and upper lower classes, especially male teachers.[1] This does not necessarily mean that such teachers are sympathetic towards, or committed to, the problems of disadvantaged youth. As indicated by Wattenberg, Menge, Faunce, Sullivan, Ellsworth, Peters, Rasey, and McDaid in discussing the attitudes of teachers toward lower class children, emphasis is placed on the assumed fact that "no matter what their initial social status, almost all teachers give allegiance to the basic middle-class values in the areas of personal ambition and morality."[2]

Warner, Havighurst, and Loeb found teachers concentrating their efforts on structuring this type of role for selected lower class children. "They train or seek to train children in middle-class manners and skills; they select those children from the middle and lower classes

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[1] R. R. Bell, The Sociology of Education: A Sourcebook (Homewood, Illinois: Dorsey Press, 1962), p. 174.

[2] W. Wattenberg, J. W. Menge, R. Faunce, J. C. Sullivan, R. E. Ellsworth, Mildred Peters, M. I. Rasey, and E. McDaid, "Social Origins of Teachers in American Education," The Teacher's Role in American Society (New York: Harper and Brothers, 1957), pp. 61-70.

who appear to be the best candidates for promotion in the social hierarchy." No special provision is made for those children for whom extended formal education seemed inappropriate because of their lack of interest or ability.[1]

Of further significance in the implications of the results to the educative process is the danger stemming from the widespread belief that the culturally disadvantaged child is by nature incapable. A major finding of a study by Davidson and Lang[2] on the relation of children's perception of their teacher's feelings toward them bears out the adverse effects of low expectations. One major finding of this study was that "the more positive the children's perceptions of their teacher's feelings, the better was their academic achievement and the more desirable their classroom behavior as rated by the teachers."

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[1]W. L. Warner, R. J. Havighurst, and M.G. Loeb, Who Shall Be Educated? The Challenge of Unequal Opportunities (New York: Harper and Brothers, 1964), p. 310.

[2]H. H. Davidson and G. Lang, "Children's Perception of their Teachers' Feelings Toward Them Related to Self-Perception, School Achievement and Behavior," Journal of Experimental Education, XXIX (1960), 107-118.

The myth that the teacher should have low expectations for disadvantaged children may be misleading. The real danger is that the teacher, in believing it, may contribute to the very condition he deplores.

The implications of the foregoing discussions indicate that in order to capitalize on the positive attitudes of culturally disadvantaged children there is a need for special training and recruitment of certain kinds of persons to work with these types of pupils. Mackie, Kvaraceus, and Williams[1] write that teachers working in such situations

> should be people of good judgment, possess a sense of humor, have the ability to place people and events in proper perspective, have adaptability and flexibility of mind, and be conscious of their own limitations and idiosyncrasies.

Allison Davis states that

> the poor working-class child has his share of fear and worry. His family is more often struck by disease and by separation. Their chronic poverty breeds fear

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[1] R. P. Mackie, W. C. Kvaraceus, and H. M. Williams, Teachers of Children Who are Socially and Emotionally Maladjusted (Washington, D.C.: U.S. Government Printing Office, 1957), p. 13.

> of eviction and of homelessness, and the most constant of all his fears, that of starvation. On the other hand, his family and his gang teach him not to be afraid of a fight, not to be intimidated by the teachers and the police, and not to fear injury or death as keenly as your child.[1]

The logical results implied in the above observation would be those of self-depreciation and antagonism towards school on the part of children found in these circumstances. The results of this study, however, for such children, on the average, indicate favorable self-images and positive attitudes towards school. This implies a more healthy personality than usually afforded persons found in these circumstances. From the viewpoint of social class theory, writings about the disadvantaged regarding class influences on personality and attitudes, reflect to a large extent value orientations which are often biased.[2] Another difficulty of interpretation, as indicated

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[1]Allison Davis and Robert J. Havighurst, Father of the Man. How Your Child Gets His Personality (Houghton-Mifflin Company, 1947), p. 24.

[2]G. E. Simpson and J. Milton Yinger, Racial and Cultural Minorities (New York: Harper and Brothers, 1953), pp. 197-198.

by Genevieve Knupfer,[1] is that the data are generally crude. She further states:

> The pattern of limited psychological horizons among the lower as compared with the higher socio-economic groups is certainly not unambiguous. Statistical comparisons show differences between groups, but the differences are not at all large, and the groups are heterogeneous. We do not know from such data, for example, what are the different effects of different types of low status.

Much of what is written about the disadvantaged is based on observation and analysis of behavioral manifestations rather than expressed attitudes as is the case in this study. The behavioral manifestations of the culturally disadvantaged are indigeneous to their culture, but may not in all cases denote the expressed attitudes of persons found within this culture. Many variables may offset or enhance the class factor in personality. Individual persons and families within each

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[1]Genevieve Knupfer, "Portrait of the Underdog," Class, Status, and Power, ed. Rheinhard Bendix and Seymour M. Lipsett (Glencoe, Illinois: The Free Press, 1955), pp. 255-263.

class vary widely from the patterns described.[1]

Of some consequence to the results of this study is the assumption that pupils from schools in communities of lower economic affluence are naive and comfortable in their own cultural milieu. They may not have been sufficiently exposed and sensitized to their status in the dominant cultural norms of the broader society. As stated by P. F. Lazarsfeld, "The underprivileged youth has seen less, read less, heard about less, has in his whole environment experienced fewer changes than the socially privileged and he simply knows of fewer possibilities."[2]

The findings of this study tend to imply that the personality and attitudes of pupils found in disadvantaged circumstances may be somewhat resilient to the cultural and economic forces which they face. These pupils, however, may be pliable and impressionable in the school. The long-term effects of cultural deficits and lack of economic

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[1]G.E. Simpson and J. Milton Yinger, Racial and Cultural Minorities (New York: Harper and Brothers, 1953), pp. 197-198.

[2]P. F. Lazarsfeld, Jugend un Beruf Ouellen und Studien zur Jugendkunde (Fischer, Jena, 1931), p. 19.

resources may be more harmful for some pupils found in these circumstances than those effects which are of a current nature. The results of this study indicate that on the average, many pupils found in these circumstances, even if operating on a fantasy level, have not as yet totally succumbed to the harmful effects of their cultural and economic situations. This means that there may still be hope in working with these pupils to help them overcome perpetuating the status quo.

The implications of the results of this study indicate that there is yet much to be learned about pupils, their self-perceptions, attitudes towards school, motivation to achieve, school and community environments, and cultural assets and deficits. Continued and improved research on disadvantaged children of lower economic affluence may disclose a great reservoir of potential talent.

The results of this research suggest many subtle influences operating among pupils in the community of higher economic affluence and those in the community of lower economic affluence which may affect their outcomes.

If these influences were researched additional information might be gained to make school and academic achievement more meaningful for these pupils. As stated earlier, future exploratory as well as detailed and finite research might uncover some of these variables.

APPENDIX

H. S. C. I.

Name _____ Birthdate _____

Boy _____ Girl _____ Age Last Birthday ____

Grade _____ Homeroom _____ School _____

The following statements are about schools such as the one you are now attending.

Please check how true you feel these statements are of your school.

YOU MAY SKIP ANY STATEMENT YOU DO NOT WISH TO ANSWER.

NOTE: Your name is requested for research purposes only. None of your teachers will see your responses to these statements. Therefore, feel absolutely free to check the answer which most accurately describes how true you feel each statement is of your school.

Thank you.

	Never True	Seldom True	Sometimes True	Usually True	Always True
1. Teachers are very interested in student ideas or opinions about school affairs.					
2. Few students would be interested in hearing a talk by a famous scientist.					
3. The principal and teachers are understanding if a student does something wrong, and will give him the benefit of the doubt.					
4. Fire and Air-raid drills are held regularly.					
5. Most teachers are not very interested in what goes on in the community around the school.					
6. This school has the same activities each year.					
7. Students are made to take the blame for things whether they did them or not.					
8. This school has very good science teachers.					

	Never True	Seldom True	Sometimes True	Usually True	Always True
9. If a student thinks out a report carefully teachers will give him a good mark even if they don't agree with him.					
10. Students with bad colds or anything that is catching are quickly sent home so that they don't pass on what they have to others.					
11. There is no really active current events club in this school.					
12. New ideas are tried out here.					
13. Teachers don't make you feel that you're wasting their time in the classroom very often.					
14. The school library is very well supplied with books and magazines on science.					
15. Everyone has the same opportunity to get good marks because the tests are marked very fairly.					
16. Everyone here thinks about safety first to make sure nobody will get hurt.					

	Never True	Seldom True	Sometimes True	Usually True	Always True
17. Student discussions on national and international news are encouraged in class.					
18. Most students dress and act pretty much alike.					
19. Those in charge are not very patient with the students.					
20. There are science displays around the school.					
21. Teachers seem to think students are up to something and make the worst of even small happenings.					
22. Few students bother with rubbers, hats, or other special protection against the weather.					
23. Both students and teachers here are actively concerned about ways to make this world a better place in which to live.					
24. You never know what is going to happen next at this school.					

	Never True	Seldom True	Sometimes True	Usually True	Always True
25. There is a lot of competition for grades.					
26. There is practically no one here who would feel comfortable participating in modern dance or ballet.					
27. Students don't change places during class.					
28. This school offers many opportunities for students to get to know important works of art, music, and drama.					
29. The teachers are not calm and even tempered when getting after students.					
30. Most classes are very well planned.					
31. Students generally manage to pass even if they don't work hard during the year.					
32. Most of the teachers here try to decorate their classrooms so that the students will find them more pleasant to be in.					
33. At this school the rule seems to be a place for everything and everything in its place.					
34. Students don't read books which deal with political and social issues.					
35. Most students respond to ideas and events in a pretty cool and mild mannered way.					
36. Teachers clearly explain what students can get out of their classes and why it is important.					

	Never True	Seldom True	Sometimes True	Usually True	Always True
37. Popularity pull and bluff gets students through many courses.					
38. Nothing much is said to students who happen to be chewing on pencils, rubber bands, paper clips, gum, or something.					
39. The school building and grounds look a little untidy.					
40. Classes in social science (such as history), and humanities (such as art and literature) are among the best liked here.					
41. Students can get into very heated arguments with one another and be the best of friends the next day.					
42. Assignments are clear so everyone knows what to do.					
43. Examinations here really test how much a student has learned.					
44. A lot has been done with pictures, draperies, colors, and decoration to make the school building pleasing to the eye.					
45. Classrooms are kept very clean and tidy.					
46. Most students are not interested in television programs dealing with problems that affect people and government.					
47. An open display of how one feels (such as crying, swearing, etc.) would embarrass most teachers.					
48. It is hard to prepare for examinations because students don't know what they will be tested on.					

	Never True	Seldom True	Sometimes True	Usually True	Always True
49. Many students here really enjoy dancing.					
50. Having a good time comes first with most students here.					
51. In most classes there is very little joking and laughing.					
52. Classroom discussions are very exciting with students taking a very active part in them.					
53. Teachers try to get students to speak up freely and openly in class.					
54. Once you've made a mistake it's hard to live it down in this school.					
55. Students here spend a lot of time talking about their boyfriends or girl friends.					
56. Most students take their school work very seriously.					
57. Students do things on the spur of the moment.					
58. There are so many things to do here that students are busy all of the time.					
59. The principal here is willing to hear student complaints, and problems.					
60. Students have to get up in front of the class to recite no matter how embarrassed they might be.					

	Never True	Seldom True	Sometimes True	Usually True	Always True
61. Most of the students here start dating very young.					
62. Everyone has a lot of fun at this school.					
63. There is much shouting and yelling in the halls and cafeteria.					
64. Teachers put a lot of energy and enthusiasm into their teaching.					
65. When the assignments really get tough, many students just won't do them.					
66. Students are made to explain why they did something when the teacher doesn't like what they've done.					
67. Nearly everyone here tries to have a date for the weekend.					
68. Students here don't do much except go to classes, study and then go home again.					
69. Students who may say or do the first thing that occurs to them are likely to have a hard time here.					
70. The teachers really push each student to the limit of his ability.					
71. Everyone would rather have the easy teacher and tries hard to keep from getting the tough ones.					
72. Teachers ask a lot of very personal questions.					

	Never True	Seldom True	Sometimes True	Usually True	Always True
73. There are very few clubs and student group activities to which students may belong.					
74. Teachers here are truly concerned with student's feelings.					
75. No one here has much interest in courses of little usefulness, such as history or music.					
76. Students take a great deal of pride in their personal appearance.					
77. Most students like to clown around at this school.					
78. Teachers go out of their way to make sure that students speak to them with due respect.					
79. It is easy to make friends in this school because of the many things that are going on that anyone can take part in.					
80. Most teachers prefer that students work out their own problems.					
81. Many students enjoy working with their hands and are pretty good at making or repairing things.					
82. Looking and acting "right" is very important to teachers and students here.					
83. There is little interest here in student dramatic or musical activities.					
84. Most students look up to their teachers and think highly of them.					

	Never True	Seldom True	Sometimes True	Usually True	Always True
85. Few students stay around after school for different activities or sports.					
86. One nice thing about this school is the personal interest taken in the student.					
87. Many teachers here make the students aware of the usefulness of their subject in helping students to find jobs.					
88. Students who are not neatly dressed are likely to have this called to their attention.					
89. Students in this school like to do things that cause people to notice them.					
90. Students don't make fun of the teachers or the school.					
91. Many projects are assigned in which small groups of students work together (either in or out of school).					
92. It doesn't matter who you are, at this school you are expected to be "grown up" and able to handle your own affairs.					
93. Learning to work with others is stressed in this school.					
94. Good manners and causing people to think highly of you are important here.					
95. It is easy to obtain student speakers for activities or meetings.					
96. Teachers are not bothered when students disagree with them during classroom discussion.					

	Never True	Seldom True	Sometimes True	Usually True	Always True
97. Little damage is done to school property by students.					
98. There is a lot of concern given preparing for college.					
99. Many students enjoy reading and talking about scientific fiction.					
100. There is a lot of interest here in projects for collecting packages of food or clothing to help out others.					
101. Teachers here warn students to be down to earth in planning for their future, and discourage daydreaming about adventure and making a lot of money.					
102. There is a recognized group of student leaders at this school.					
103. Little physical punishment is used here by teachers.					
104. Teachers do little more than repeat what's in the textbook in most classes here.					
105. Teachers here like for students to use a lot of imagination when they write compositions, and they give good marks to those who do.					
106. Students try in all sorts of ways to be friendly, especially to newcomers.					
107. Most students are more concerned with the present than the future.					
108. Students are expected to let their teacher or principal know when any rules or regulations are broken.					

	Never True	Seldom True	Sometimes True	Usually True	Always True
109. Most students can easily keep out of trouble in this school.					
110. Clear and careful thinking are most important in getting a good mark on reports, papers, and discussions.					
111. Long serious discussions are common among the students.					
112. Students in this school are known for being very friendly with each other.					
113. Teachers encourage students to think about exciting and unusual careers.					
114. There are no favorites at this school; everyone gets treated alike.					
115. The washrooms are a mess because the students throw paper around.					
116. There is a lot of interest here in learning for its own sake, and not just for grades or for graduation credits.					
117. Teachers welcome the student's own ideas on serious matters.					
118. When someone is out sick for awhile, his classmates let him know that he is missed.					
119. For most students, their concerns for the future are such goals as job security, family happiness, and good citizenship.					
120. You have to act like all of the others in order to be in with the group.					

A. I.

Name _____ Birthdate _____

Boy _____ Girl _____ Age Last Birthday _____

Grade _____ Homeroom _____ School _____

The following phrases describe many things that school children do. We would like to know how true these things that children do are of you. You should enjoy responding to these phrases.

Please check the space near the answer that best tells how true you feel the phrase is of you.

YOU MAY SKIP ANY PHRASE YOU DO NOT WISH TO ANSWER.

NOTE: Your name is requested for research purposes only. None of your teachers will see your responses to these phrases. Therefore, feel absolutely free to check the answer which most accurately describes how true you feel each phrase is of you.

Thank you.

	Never True	Seldom True	Sometimes True	Usually True	Always True
1. Taking the blame for something done by someone I like.					
2. Reading articles that tell about new scientific developments, discoveries, or inventions.					
3. Paying no attention to omens, signs, or other forms of superstition.					
4. Diving off the tower or high board at a pool.					
5. Being a newspaper man (or woman) who works to improve the community.					
6. Being quite changeable in the things I like and dislike.					
7. Being willing to admit defeat.					

	Never True	Seldom True	Sometimes True	Usually True	Always True
8. Studying the stars and planets and learning to identify them.					
9. Avoiding things that might bring bad luck.					
10. Being careful to wear a raincoat and rubbers when it rains.					
11. Being an important person in politics during a time of trouble.					
12. Being generally the same and unchanging in my behavior.					
13. Accepting criticism without talking back.					
14. Going to scientific exhibits.					
15. Carrying a good luck charm like a rabbit's foot or four leaf clover.					
16. Crossing streets only at the corner with the light.					

	Never True	Seldom True	Sometimes True	Usually True	Always True
17. Living a life which is adventurous and dramatic.					
18. Avoiding regular or set ways of doing things.					
19. Making a fuss when someone seems to be taking advantage of me.					
20. Studing rock formations and learning how they developed.					
21. Going ahead with something important even though I've just accidently walked under a ladder, broken a mirror, etc.					
22. Playing rough games in which someone might get hurt.					
23. Being a foreign ambassador or diplomat for the government.					
24. Spending time with the same group of friends all of the time.					

	Never True	Seldom True	Sometimes True	Usually True	Always True
25. Setting higher standards for myself than anyone else would, and working hard to meet them.					
26. Eating after going to bed.					
27. Keeping my bureau drawers, desk, etc., in perfect order.					
28. Listening to TV or radio programs about the problems of people and government.					
29. Yelling with excitement at a ball game, horse race, or other public event.					
30. Putting off something I don't like doing eventhough I know it has to be done.					
31. Being in a contest with others for a prize or goal.					
32. Sleeping in a very soft bed.					
33. Arranging my clothes neatly before going to bed.					
34. Studying the music of a particular composer such as Bach, Beethoven, etc.					
35. Avoiding things that excite me or make me nervous and upset.					
36. Finishing something I've begun even if it is no longer enjoyable.					

	Never True	Seldom True	Sometimes True	Usually True	Always True
37. Doing something that is very hard just to prove that I can do it.					
38. Chewing or popping gum.					
39. Making my bed and putting things away everyday before I leave the house.					
40. Learning more about the work of different painters and sculptors.					
41. Letting myself go and having a good cry.					
42. Keeping a regular schedule, even if this sometimes means working when I don't really like it.					
43. Giving up everything else in order to gain something outstanding.					
44. Eating so much I can't take another bite.					
45. Having a special place for everything and seeing that each thing is in its place.					
46. Reading headline articles in the paper and magazines about important things taking plaee in the world that affect people.					
47. Being with people who always seem calm, and never get excited or upset.					
48. Doing things according to how I feel without following any plan.					

	Never True	Seldom True	Sometimes True	Usually True	Always True
49. Being ready with an excuse or explanation when criticised, or corrected.					
50. Talking about who is in love with whom.					
51. Doing something serious with my spare time instead of just playing around with the crowd.					
52. Doing things on the spur of the moment.					
53. Sleeping long hours every night in order to have lots of rest.					
54. Working twice as hard at a problem when it looks as if I don't know the answer.					
55. Admitting when I'm wrong.					
56. Seeing love stories in the movies.					
57. Getting as much fun as I can out of life, even if it sometimes means letting more serious things go.					
58. Doing whatever I feel like doing.					
59. Taking several rest periods when working on any project.					
60. Doing something over again just to get it right.					

	Never True	Seldom True	Sometimes True	Usually True	Always True
61. Being corrected when I'm doing something the wrong way.					
62. Reading novels and magazine stories about love.					
63. Being with people who are always joking, laughing, and out for a good time.					
64. Controlling my feelings rather than expressing myself on the spur of the moment without thinking.					
65. Having something to do every minute of the day.					
66. Staying away from activities which I don't do well.					
67. Pointing out someone else's mistakes when they point out mine.					
68. Daydreaming about being in love with a particular movie star or entertainer.					
69. Leaving off some of my pleasures so that I can spend all of my time usefully.					
70. Making up my mind slowly, after thinking a thing through carefully.					
71. Doing things that are fun but require lots of physical energy.					
72. Avoiding some things because I'm not sure I'll be successful at them.					

	Never True	Seldom True	Sometimes True	Usually True	Always True
73. Having other people leave me alone.					
74. Having someone in the family help me out when I'm in trouble.					
75. Being good at such practical skills as, typewriting, knitting, and carpentry.					
76. Stopping for a moment to look at myself in a mirror each time I pass one.					
77. Keeping in the background when I'm with a group of wild funloving noisy people.					
78. Going along with a decision made by a supervisor or leader rather than starting an argument.					
79. Meeting a lot of people.					
80. Being a lone wolf free of family and friends.					
81. Helping to direct a drive to raise money for the Red Cross, Community Chest, or other organization.					
82. Daydreaming about what I would do if I could live my life the way I wanted.					
83. Wearing clothes that will cause people to notice me.					
84. Turning over the leadership of a group to someone who is better for the job than I.					

	Never True	Seldom True	Sometimes True	Usually True	Always True
85. Going to the park or beach only at times when no one else is likely to be there.					
86. Having others offer their ideas, or opinions when I have to make a decision.					
87. Running a store or business concern.					
88. Having a lot of time to take care of my hair, hands, face, clothing, etc.					
89. Playing music, dancing, or acting in a play before a large group, or audience.					
90. Doing what most people tell me to do to the best of my ability.					
91. Going on vacation to a place where there are lots of people.					
92. Having people talk to me about some personal problem of mine.					
93. Fixing light sockets, making curtains, painting things, etc., around the house.					
94. Dressing carefully, being sure that the colors match and details of dress are exactly right.					
95. Speaking before a larger group or audience					
96. Having friends who are above me or better than me in ability.					

	Never True	Seldom True	Sometimes True	Usually True	Always True
97. Getting what is coming to me even if I have to fight for it.					
98. Thinking deeply on a problem.					
99. Understanding myself better.					
100. Helping to collect money for poor people.					
101. Thinking of myself as president of the United States					
102. Having other people depend on me for ideas or opinions.					
103. Proving that an instructor or supervisor is wrong.					
104. Finding the meaning of unusual words, or words that are not used too often.					
105. Thinking about different kinds of unusual behavior, like insanity, drug addiction, crime, etc.					
106. Feeding a stray dog or cat.					
107. Thinking about what I could do that would make me famous, or well known.					
108. Getting my friends to do what I want to do.					
109. Arguing with an instructor or supervisor.					

	Never True	Seldom True	Sometimes True	Usually True	Always True
110. Working crossword puzzles, figuring out movies, checkers, and chess, playing anagrams and scrabble, etc.					
111. Thinking about life on other planets.					
112. Lending my things to other people.					
113. Thinking about situations in which I am a great hero.					
114. Being an official or a leader.					
115. Questioning the decision of people who are supposed to know what they are talking about.					
116. Solving puzzles that involve numbers or figures.					
117. Thinking about what it will be like when rocket ships carry people through space.					
118. Taking care of someone who is ill.					
119. Thinking about how it would feel to be rich and famous.					
120. Directing other peoples work.					

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