

MOTIVATIONAL PATTERNS IN THE EDUCATIONAL
ASPIRATIONS OF SELECTED ECONOMICALLY
DEPRIVED YOUTH IN THE GUTHRIE
PUBLIC HIGH SCHOOL

By

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CHAPTER I

THE PROBLEM

Introduction to the Problem

The problem of the disadvantaged arises because their cultures are often considered less compatible with modern life. One of the greatest challenges facing the United States today is that of giving all Americans a basis for living constructively and independently in the modern age. To attempt making all people completely uniform would be highly impracticable and is not a requirement for futhering ideals. To give all people a fair chance to meet the challenge of life is both practicable and American.

The school faces an exceedingly difficult challenge in educating disadvantaged children. The educated man, the American ideal, possesses motivation and a developed mind sufficient to dignify his life and to enhance contribution to society, and he views learning as a life-long process. Some children presently are so far from this ideal as to raise doubts about their ability to even approach it. For several reasons these doubts arise most often in reference to children from deprived backgrounds.

Ideally, the family provides for the physical and emotional well-being of children and raises them to levels of understanding, expectation, and aspiration which supports the school's effort to

promote intellectual growth. But these foundations are often lacking in the case of a disadvantaged child.

The forces that cause students to drop out of school are especially prevalent among the economically deprived. The need to earn money, family mobility, and lack of academic ability are among causes most frequently cited.

Disadvantaged children and youths are defined and described in various ways for even more varying purposes. Such children often suffer background and characteristics such as to cause them to be deprived of some or many of the supportive and contributive factors which make for the level of school achievement and school adjustment needed.

Classification of "disadvantaged children and youth" is fraught with difficulties. Four groups, however, are presently the focus of special attention in the public school. The four groups are:

1. Children and youths of minority racial and ethnic backgrounds which lead to discrimination against them.
2. Children and youths whose experiences and learnings have resulted in behavior which characterizes them as deviates.
3. Children and youths who are potential dropouts and who leave school early.
4. Children and youths who possess handicaps in physical and intellectual abilities making it difficult for them to meet the common demands of the school learning situation. Many programs for children and youths in depressed areas attempt to make-up for educational deficits that lead to drop outs. Among the more fully developed offerings are those designed for four and five year olds. The counselor must never fail to recognize that, like all students, each disadvantaged child is a unique person, with his own peculiar pattern of experiences, characteristics and needs. Perhaps the most common characteristic of more disadvantaged students than any other is the presence of economic and related

disadvantages. It is wise then to study with care the values and expectations of people whose socio-economic status is low.¹

Students of low-income families are motivated in many ways to continue or complete their education. Teachers, peers and parents wishing them to exert themselves towards a brighter future than they have experienced in their past home or dwelling environment are readily desirable. Due to the fact many are on welfare, the student is constantly reminded concerning his school attendance which would result in a drastic cut in the family's monthly welfare check if the student drops out of school. There are other aids that have a tendency to help hold the students in school at the high school level, and further, allow youth to qualify for work under a work-study program operated and funded by the local, state and federal governments.

Today it is fashionable to say that children of the poor are not properly motivated, that they need to be given greater hope and tangible reward for applying themselves diligently to school work. This sounds humane and reasonable but, the last analysis often fails to provide an incentive for sustaining hope. The school system escapes intact, as does society.

Psychologically, the limited world of experience of the economically deprived child results in conditions of stimulus deprivation. That is, his restricted environment greatly limits the variety of stimuli potentials to him.

¹Martin Deutsch and Associates. The Disadvantaged Child, selected papers. New York: Basic Books, Inc. 1967, p. 163.

Need for the Study

The study was needed to determine some of the factors motivating certain economically deprived students enrolled in high school to finish and to aspire to further education or determine their reasons for dropping out of school.

More importance should be placed upon preparing one's life for earning a decent living and playing a vital role in helping to improve his own society. Studies indicate the drop-out rate is highest in areas with a high percentage of low-income families, and the subjects in this study do have a very low level of school attainment as compared to many other areas of Oklahoma. To be included when considering aid for the economically deprived child, there must be a clear understanding of the parents' aspirational feelings.

The school is the only social agency to date that attempts to serve almost all American children. The free public school system, which is interwoven into almost every community throughout the country, is charged by the public to provide equality of instruction and to educate students from every socio-economic level. Few people deny that the task of providing adequate educational programs is a challenging, albeit a formidable one.

With respect to educational innovations and research that is an age of experimental studies and pilot programs, few of which examine the school, more of which examine the student and his family. In a program to provide compensatory training for the children of the poor, the approach often involves orienting the parent toward assessment of

quality of educational endeavors.

Raising the level of aspiration of a disadvantaged youth who would enter the world of work may well be a long-term endeavor. He must be shown that the world can be friendly, that people do want to help him. He must realize the climb upward is made one step at a time and that every bit of work experience will add to his total attainment of skill and knowledge.

Statement of Problem

The problem with which this study was concerned was to identify and assess the role which selected factors of motivation play in terms of achievement and educational aspirations of the economically deprived youth.

Research has indicated that level of aspiration is affected by various social factors. Parental influence plays an important role in determining the child's level of aspiration and future achievement for it is the first social unit that the child encounters. Values and attitudes formulated in early life under the influence of the family continue to be a part of the personality throughout life. Family structure and status greatly affect the level of aspiration of the child largely through its emphasis upon social class position and related attitudes. Other factors of the family related to the level of aspiration appear to be size of community of residence, racial composition of the family, and the intra-family relationships.

In order to achieve some evaluation, the investigator chose a low income area where many of the selected students are from homes whose parents are divorced, separated, or have moved into the area

mainly for the purpose of employment, thus leading to the belief that insecurity and disorganization of the family cause disinterest in achievement and aimlessness in such deprived youth. Research indicates value in an involvement in as many types of guidance and curriculum as feasible, as well as attempting to obtain the cooperation of all home and family members whenever possible. This may result in higher educational aspirations on the part of many deprived youth.

The problems are:

1. Where do the socio-economically deprived students get their motivation from that makes them want to continue their education?
2. What forces were used on the students in the small low economic group to arouse in them an interest in furthering their education with a goal in mind?
3. How are some of the students with financial family difficulties able to meet their academic school and financial needs?

Definition of Terms

The terms that will be used in this study will be those of persons who should be made aware of some problems of low income people and what they have done as researchers in that field. The following terms will be used as defined:

Economically deprived refers to students that are financially handicapped because of low family income.

Parents include the mother, father, or the guardian in household that is legally responsible for the child.

Drop out describes any youth who for any reason except death, has left school before graduating from high school and without transferring to another school.

Future outlook refers to the student's attitude and feeling towards the category or type of work they plan to do in life.

Design and Conduct of Study

The basic research instrument was comprised of questionnaires administered to each student. The questionnaire as designed and perfected is shown in Appendix A. The student questionnaire was administered by the investigator and the Guthrie High School counselor as it was felt that the student response would be more readily given because the administrators were not strangers.

Collation and Statistical Treatment

Completed questionnaires obtained from the students were assembled and data organized. Data collected through use of questionnaires were coded into thirty items on IBM data cards. The coded material was then key punched and subjected to appropriate treatment by use of the IBM computer. The program was machine processed on a IBM #029 at the Data Processing Center at Oklahoma State University. Data were subjected to Chi-square and/or the four-fold coefficient of Phi, as deemed appropriate. The Phi coefficient was used because it was recognized that each of the variables was a dichotomy.²

However, many of the "cells" were so small that few if any significant differences were discovered as data were subjected to treatment. Therefore, percentages were determined and these were used as a basis for designating meaningful differences; a percentage difference of 15 per cent or more was considered worthy of note.

²Downie, N. M. and Heath, R. W. Basic Statistical Methods, 2nd ed. New York: Harper and Row, 1965.

CHAPTER II

REVIEW OF LITERATURE

The often sub-standard quality of educational opportunities provided for the children living in lower class school districts is the result of many factors. A constant barrier to equalizing learning opportunities for both rural and urban ghetto children is the difficulty of recruiting and retaining capable teachers. Educators such as Conant,¹ Merrill,² and Miller³ are identifying and suggesting new programs, materials, and methods geared to the learning needs and patterns of the culturally deprived student. But, if lasting and significant changes are to be made in the education of disadvantaged groups, thoroughly committed teachers must be involved.

Noar⁴ tells us that the teacher is the key to improved educational opportunities for the disadvantaged child. He affirms that it is the teacher who interprets new programs and approaches to the child; it is

¹James B. Conant. Slums and Suburbs: A commentary on schools in metropolitan areas, New York: McGraw-Hill Book Company, Inc., 1961.

²Francis E. Merrill. Society and Culture, Second Edition. Herbert Blumer, ed. Englewood Cliffs: Prentice Hall, Inc. 1961.

³Harry L. Miller. Education for the Disadvantaged, New York: The Free Press, 1967.

⁴Gertrude, Noar. "Times Call for Courage," Journal of Teacher Education, XV (December, 1964), pp. 365-71.

he who organizes materials and activities into an orderly learning environment. He also designs the learning experiences which stimulate or which stifle thinking.

In a 1960 study, Washburn and Heil⁵ found evidence to indicate that the teacher's personality had a clear and measurable effect on the academic as well as the social and emotional growth of his students.

Among the educationally-deprived groups, Shaw⁶ noted lower achievement motivation and proportionately fewer persons with achievement-oriented values than among the middle classes.

In describing the disadvantaged, Bloom⁷ noted their difficulty in achieving perspective, particularly in learning for its' own sake, or learning in order to please an adult.

Responses of 294 teachers working in schools serving Negro and/or Mexican-American districts in Los Angeles follow a pattern similar to responses of Becker's Chicago teachers. Of the 294 teachers responding, forty percent pointed to "personal peculiarities" of the students as the major source of job dissatisfaction, according to Groff.⁸

⁵C. Washburne, and L. M. Heil. "What Characteristics of Teachers Affect Children's Growth?" School Review, LXVIII (Winter, 1960), pp. 420-28.

⁶M. C. Shaw. Parent Attitude Toward Independent Training and Academic Achievement of Their Children," Journal of Educational Psychology, LV (December, 1964), pp. 371-74.

⁷Benjamin S. Bloom, Allison Davis and Robert Hess. Compensatory Education for Cultural Deprivation, New York: Holt, Rinehart and Winston, Inc., 1965.

⁸Patrick J. Groff. "Dissatisfaction in Teaching the CD Child," Phi Delta Kappan, XLV (November, 1963), p. 76.

Current teacher education programs designed for overcrowded centers of large cities reflect the expressed need for special training for teachers of disadvantaged groups. The characteristics which seem to be stressed in most programs might be placed in four categories:

(1) the teacher's understanding of himself, his values, motivation, and aspirations; (2) the teacher's understanding and attitudes toward the student, the student's background, aspirations, fears, talents, habits and values; (3) the teacher's knowledge of specific ways of guiding the learning of the disadvantaged student and (4) the skill of the teacher in handling human relations in the classroom; these were aptly identified and described by Ravitz,⁹ Schueler,¹⁰ and Thompson.¹¹

While teacher attitudes and abilities to influence human relations in the classroom affect all the students, some would agree that a positive teacher influence is more needed among the disadvantaged than among any other group. Becker¹² and Berg¹³ feel that it is unfortunate

⁹Mel Ravitz. "The Role of the School in the Urban Setting, in Education in Depressed Areas. A. Harry Passow, ed. New York: Bureau of Publications, Teachers College, Columbia University, 6 23.

¹⁰Herbert Schueler. "The Teacher of the Disadvantaged," Journal of Teacher Education, XVI (June, 1965), pp. 174-80.

¹¹Daniel C. Thompson. "Our Wasted Potential," Integrating the Urban School: Proceedings of the conference on integration in the New York City Public Schools, New York: Bureau of Publications, Teachers College, Columbia University, 1963, pp. 13-28.

¹²H. S. Becker. "The Career of the Chicago Public School Teacher," American Journal of Sociology, LVII (1952), pp. 470-77.

¹³Paul Conrad Berg. "The Culturally Disadvantaged Student and Reading Instruction: Supplementary Monograph Series, XXVI (1964), pp. 111-19.

that the attitude of teachers toward the educationally-deprived student often appears to be somewhat negative.

Failure to provide adequate educational opportunities for the lower-class child has resulted in the loss of untapped intellectual potential.¹⁴

Riessman¹⁵ points out that in 1960, one child out of every three in the fourteen largest cities in the United States was culturally deprived. By 1972, this number may increase to one deprived child for every two enrolled in the schools of the largest cities. The higher percentages of children in our society who are classified as culturally deprived represent increased losses in human resources. Means must be found to preserve, nurture, and utilize their talents. Surely a progressive nation cannot afford to waste such potentials.

Testimony before the Supreme Court of the United States indicated a lack of opportunity for children in segregated schools to understand and value students of dissimilar backgrounds; consequently the Supreme Court rules that separate schools can not be equal.¹⁶ The lack of equal opportunities represents lessened opportunities for social and economic advancement as well as stunted intellectual growth for the individual and, consequently, for the entire nation. Furthermore, those who have

¹⁴Martin Deutsch and Associates. The Disadvantaged Child, New York: Basic Books, Inc. 1967. pp. 116.

¹⁵Frank Riessman. The Culturally Deprived Child. New York: Harper and Row, 1962.

¹⁶Allan C. Ornstein. "Effective Schools For Disadvantaged Children," Journal of Secondary Education, XL (March, 1965), pp. 105-9.

suffered the greatest inequities through spending their formative years in a deprived community environment have also brooked the injustice of educational neglect in the public schools.

Whether practiced knowingly or unwittingly, educational discrimination favoring children from the middle-and-upper-socio-economic classes seem to be widespread and occur in many forms. Many discriminatory practices can be readily seen in the facilities and materials provided in lower class neighborhoods as suggested by Sexton.¹⁷

Who Are the Disadvantaged?

Most of Us.

This may be difficult to believe, but consider for a minute what disadvantaged has come to mean. "The slum child," writes Bernard Asbell in *The New Improved American*,

....is a child of another world, our laws do not bind him, our standard middle-class ambitions do not inspire him...Teachers in first to third grades feel the child slipping away. By the fourth grade he has fallen behind. By the eighth grade he may be as many as three years back, his mind closed, his behavior rebellious. By high school age he is more than likely a dropout, headed for chronic unemployment, disdaining, the 'outside' middle-class world that already disdains him, secretly contemptuous of himself, a waste of a human being. - A failure.¹⁸

¹⁷Patricia Cayo Sexton. Education and Income, New York: The Viking Press, 1961.

¹⁸Bernard Asbell. The New Improved American, New York: McGraw-Hill (1965), pp. 82.

This is a vivid description of the pupils that teachers confront in poor depressed neighborhoods. Disadvantage is a matter of degree. The poor suffer so greatly because they are on the bottom rung of an educational ladder which, even at the very top, is inadequate. It appears that the disadvantaged cannot be defined by race, residence, jobs, or behavior alone. The disadvantaged are to be found in small towns, in rural slums of backwoods - or on the fashionable streets of New York. They are black, white, red and yellow; with or without parents; hungry or overfed; the children of jobless, the migrant workers or the employed. The only thing they have in common is that all are left out of the process which purports to carry all humankind, regardless of background, towards the same basic goals; physical comfort and survival and the feelings of potency, self-worth, connection with others, and concern for the common good. Let us say then that anyone deprived of the means to reach any of these human goals is disadvantaged, for it is the purpose of our social institutions to advance the development of these human goals for all people.

Riessman¹⁹ explains that the terms culturally deprived, educationally deprived, deprived, underprivileged, disadvantaged, lower-class, and lower socio-economic groups are synonymous.

¹⁹Frank Riessman. The Culturally Deprived Child, New York: Harper and Row (1962), p. 6.

An Expanded Concept of the Disadvantaged

There is a formal process through which we send our children, for the culture to which a child is exposed also provides him with an education, and with experiences. Any child's experiences are many and varied, but they are not necessarily those experiences which the formal educational process recognizes, or which are valued by the cultural society. We should accept the fact that disadvantaged children do have experiences, and that these experiences arise from a very real culture, although they may be quite different from those of society in general. It has become quite accepted to look at the problem of educating the disadvantaged as a problem quite apart from the education of children generally.

Inadequate preparation for school whether it arises from "inappropriate experience" or from actual "deprivation of experience" often results in traits that are labeled by educators as "unmotivated" or "alienated." Riessman²⁰ points out that most attempts at classifying the disadvantaged have focused on what is "wrong" or "weak" about a group and that not enough attention has been paid to its strengths.

"Disadvantaged applies in some way to most children - to most adults as well - and traditional definitions of the term, restricted to people from low socio-economic groups, must be enlarged to encompass most of the school population.

²⁰Ibid., p. 3.

The Economically Disadvantaged

Economic hardship constitutes a basic disadvantage for many of the seventy-seven million Americans who are considered "deprived." These people lack money to buy adequate food, shelter, or clothing. Minimal physical comfort and security are denied them. Most poor children live meanly, in tenements, shacks, ramshackle apartments, or in single homes with peeling paint on unpaved streets. Often times one or the other parent is absent from the home or adequate supervision is unavailable. This low-income, low rent, slum environment leads to low achievement, poor motivation, drop out and finally to a low paying job or unemployment of the deprived youth.

As important as economic deprivation is, there are other important factors that intervene, and we must take all facts into consideration. The family is often times economically disadvantaged because of instability. Family stability has a substantially greater effect on a child than does the economic hardship alone. To say the least, when a family has to worry about money matters and low income, it may have difficulty in meeting various emotional demands of the developing children, yet emotional solidarity within the family can offset significantly the adverse effect of poverty on a child's personality development.

Urban vs. Rural Disadvantaged

The problems of rural youths are the concern of all areas of society, both rural and urban. It is in the rural, poverty areas that the heaviest out-migration to the urban areas is noted. The problems

encountered in the rural areas are transformed and multiplied when the migrants move to the cities. The President's National Advisory Commission on Rural Poverty stressed this point:

Rural poverty is so widespread, and so acute, as to be a national disgrace, and its consequences have swept into our cities, violently. The urban riots had their roots, in considerable part, in rural poverty..... This fact alone makes clear how large a stake the people of this nation have in an attack on rural poverty.²¹

It is not to be forgotten that the children living in rural areas "share in common" their parents' long working hours and hazardous working conditions. Child labor laws are difficult to enforce with this rootless population and the rural child's education is often times irregular and constantly interrupted.

Cultural Orientation

All groups of people have a culture of some sort. Although culture is not identical with environment, it is certainly a part of the environment to which the young are exposed.

Each group has a culture status symbol of its own. Cultural disadvantage in the United States has a geographical pattern. For instance, in the South, and in most of the urban areas of the North, cultural disadvantage is primarily a Negro problem. Other groups - Mexican-American along the border states and in California, American Indians, in the Southwest and the indigent whites in the rural South.

²¹The People Left Behind. A report by the President's National Advisory Commission on Rural Poverty (Washington, 1967), p. ix.

Minority Groups

The Negro

Most disadvantaged minority groups are also segregated. Many educators and other professionals who work with the disadvantaged are fully sympathetic with the Negro's social reality and are keenly aware of the social destructiveness of poverty, slum life or unemployment which forced these conditions upon the Negro; yet, in attempting to help the Negro to lift himself above these conditions, they complain that the Negro is unwilling to help himself. Few realize that the Negro too often fails to see that such self-aid is possible or even morally right in the scheme of things, so ingrained has he become with a basic feeling of worthlessness and so accustomed is he to the notion of being unmotivated.

The Spanish-speaking minority

Spanish-speaking minority groups have been an American social problem for a good portion of the nation's history. In both the Mexican and Puerto Rican tradition, the family (usually a large one), is a closely knit unit in which loyalty is not only encouraged, but demanded.

The American Indian

The modern American Indian poses one of our gravest cultural minority problems and is "perhaps on the average the most impoverished and poorest prepared of all our minority groups."²² Attempts to train

²²W. T. Hagen. American Indians, Chicago: University of Chicago Press, 1961.

the Indian in industrial skills and to acculturate him into a highly technological society have been, in the main unsuccessful. One reason is the tenacity with which the Indian himself clings to his proud heritage of tradition, another closely related, is the general approach used in such efforts.

The disadvantaged need more than the most skilled educators, psychologists, and social workers can offer. Not until the invisible but long-impregnable walls of the ghettos come down, and not until economic equality is achieved, and not until nutritional deficiencies are corrected, and not until pride and dignity can be felt and maintained - not, in sum, until our society becomes far greater than it is - will the disadvantaged child become the child of the century. But we can at least begin. And by beginning we are learning more about helping.

Underachievement and the Disadvantaged

Some recent research in the area of underachievement has been reported by the Portland Public Schools.²³ As a part of their research on self concept and their development program for children of exceptional endowment, they compared forty-nine high-achieving boys with forty-nine under-achieving boys. The groups were matched by grade in school, socio economic status, and intelligence. Three areas were studied:

²³Portland Public Schools, Portland, Oregon: The Gifted Child in Portland, 1959.

1. Educational adjustment and vocational outlook.
2. Personal and social adjustment.
3. Self concept as related to family relations.

The high-achieving boys were found to have positive attitudes toward themselves, toward school and higher educational-occupational aspirations. The high achievers were found to be somewhat more stable and were more self-confident. In the area of boy-girl relations, the underachievers appeared to be better adjusted, and they dated more. The underachievers tended to associate with peer cliques which they described as negative toward school. In the area of self-concept as related to family relations, the parents of high achievers tended to be somewhat less authoritarian and to have experienced fewer difficulties in bringing up their children. The parents of the high achievers were also more supportive emotionally. Significance levels for differences were not reported.

The above references point out that non-intellectual factors are important determiners in achievement behavior and among them motivational factors receive the major emphasis.

Regardless of an intention of strive for educational 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 the beginning of college.

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.

Achievers exhibit an intention to strive for scholastic achievement as a prime goal, underachievers have a more pessimistic conception of themselves as students than do achievers prior to their actual scholastic performance.

Where educational 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 self-assessment.

Self-Concept as it Relates to the Underachiever and the Disadvantaged

An adequate self-concept is related to high achievement and an inadequate self-concept is related to low achievement (underachievement). Academic underachievers often obtain average or better scores on tests of intelligence which would appear to indicate that the primary operant factor in academic underachievement is not intelligence alone. In previous chapters in this study, academic underachievement has been discussed and can relate that underachievement to some extent is due to emotional disturbances, poor home background, low socio economic level, poor teaching or inadequate school facilities. These explanations of academic underachievement often appear to be too superficial, too fragmentary, or in many cases they do not appear to apply as shown very definitely in the analysis data of this study. It is suggested therefore, that the problem is based on a central rather than a peripheral motivating force and further than this force is essentially molar rather than molecular.

The conceptualization that appears to satisfy best the above

requirements is that of the concept of self. For the purpose of this study, self-concept is defined as the attitudes and feelings that a person has regarding himself. It is implicit in this definition that these attitudes and feelings lead to attempts on the part of the individual through various actions to enhance or defend himself.

The Concept of Motivation

No matter where we might begin the study after realizing that a problem exists concerning the disadvantaged, whether it be through the analysis of data and the study of who are the disadvantaged, or determining the evaluative measures to help the disadvantaged youth or considering the self-concept of the disadvantaged, we must sooner or later deal with the problem of motivation and its place in this program. The literature of experimental psychology - whether of learning or of perceptual processes, of animal or human behavior is replete with assumptions and hypotheses about the underlying motivational principles.

A scientific study of behavior must either stem from or arrive at a set of principles (or a system) in the context of which individual events are predictable. Both behavior theory and personality theory are replete with assumptions and hypotheses about underlying motivational principles. It is the author's impression that these principles were developed to account for variability which was left unexplained by the concepts of perception, habit and personality structure.

Motivation stems from man's needs, it may be agreed and are body-bound. But man's wants, some would argue, soar beyond these needs.

Motives may be seen as energy arising from unfulfillment and directed toward gratification. Here is where the disadvantaged youth must be motivated to set his goals.

The concept of motivation is exceedingly broad - so broad, in fact, that psychologists have attempted to narrow it down, singling out one aspect or another of the complex processes of determination. The two most important aspects are the energetic aspect, regulation and direction.

Beginning with Thorndike's studies which led him to propose the law of effect, there has been a close and continuous relationship between motivation and learning, and it is sometimes very difficult to untangle one from the other. Motivation seems important as a factor in the instigation of behavior, essential for an organism to learn. Motivational states also may determine the effectiveness of "rewards" for what the organism does, again an apparently influential factor for learning. Motivation may have something to do with what learned acts will be exhibited in a given situation, that is what features of the organism's acquired repertory will be displayed or performed. Motivation thus may contribute to the instigation, the reward and the display of behavior, and in all these aspects it is intimately related to the learning process.

On the other hand, learning may have the greatest significance to motivation. Motives are learned and many apparently innate behavior patterns are also in fact learned. The theoretical development and experimental investigation of these assertions, have of course, provided many problems for study, and much motivation literature has been concerned with them. If motives really are learned, then learning

contributes to motivation.

Parental Participation

To enlist the interest, support and cooperation of the parents in helping to motivate the child to develop his interests and abilities is one of the most important objectives in aspiring the disadvantaged youth toward education. Parental involvement is a major objective because the use of whatever intellectual potential exists is determined by the child's environment, and the most potent part of that environment is his family. During the most formative years in life, parents have a tremendous influence on the child's definition of the world and his place in it. It is here that the child learns to trust or fear, to approach or withdraw from new persons or situations; no one else has as strong an influence on a child's motivation, his value system, his view of himself and his place in the world. The child who spends his pre-school years in a home without love or without books will not be as ready for school and will not achieve as easily as one who enters the world of adult-directed learning with a desire for knowledge and a belief that the world is friendly, understandable, and controllable.

A family is more than a group of people, more or less related to one another, it is in a sense a vibrant living organism who must constantly interact for the mutual health and equilibrium of one another and of the family as a whole. When these interactions break down or become in some way destructive, the family unit and each of its members will suffer. Therefore, the family is of vital importance to the developing child.

Teachers for the Culturally Disadvantaged

The teacher of the disadvantaged is a member of a team. Where the family stops (to a certain degree) the teacher picks up. The teacher plays many different roles in the lives of the disadvantaged youth, that of mother, friend and confidant.

The teacher of the disadvantaged must know his subject. That is his subject of the social and emotional problems of the inner city; one could forget that no one needs to have knowledge and control of the things he teaches than those who teach the socially needful.

In developing positive school programs in disadvantaged communities, the teacher indeed must be a leader. The teacher must provide emotional security for the youth. He must put forth the consistent effort that learning is a must and give these youth the value of a positive attitude.

The learning needs of the disadvantaged child basically centers around the reading program and language. Therefore, special reading classes and remedial sessions on a small group or individualized basic program, contingent on school organization.

The teacher too must handle disciplinary problems and often times schools serving culturally disadvantaged children seem more severe because of the conflict in value systems between the expectancies of the middle class school and the realities of community life.

The following subject material discusses further the programs and projects which a teacher can become involved in teaching the disadvantaged child.

Programs and Projects

Criticisms of programs for the disadvantaged on the grounds that they do not emphasize what should be emphasized, or are uncreative, do not constitute the most serious charge that can be leveled at them. Educators appear, by nature, to be a sanguine lot; perhaps they must be, in an enterprise whose outcomes are so long delayed or unmeasurable. Those who develop and operate experimental programs are often anxious to see success for efforts to which they are strongly and personally committed. Agency personnel responsible for large grants of money are also strongly desirous for any results that may be interpreted as successful. As a result, one is accustomed to hearing closing reports about the effectiveness of some experimental program for the disadvantaged, but generally one looks in vain for any evidence other than the most subjective kind for actual changes in the behavior of the target group.

Most educational researchers in this field take the trouble to build some kind of evaluation into their programs, but few of them have very sophisticated ideas of what constitutes valid evidence that the changes that occur in the learner are due solely to what happened to him as a result of the program. Few teachers or school administrators, for example, seem prepared to believe that the most common form of program evaluation, the "one'group" procedure, constitutes very poor evidence of program effectiveness. There are no reasonable grounds for claiming any casual connection at all between the improvement and the procedure, so long as so many alternate possibilities remain open.

To control these loose ends in an evaluation of a program requires not only a comparison group but also very careful elimination of alternative causes for the change one hopes to produce. Few program evaluations make the considerable necessary effort, as Wilkerson²⁴ points out in the review of program evaluations. Wilkerson is a highly respected Negro educator whose natural impulse must surely have been to hope for the effectiveness of the programs he examines; the rigor of his examination is thus all the more admirable. It is a piece of technical writing intended for research experts, but a careful reading will reward the uninitiated.

No project for the disadvantaged children has received the public attention given to Head Start, a program for preschool children developed and funded by the Office of Economic Opportunity. The idea of creating a special experience for very young children to overcome the deficiencies due to early environment holds a commanding position.

Special Classes

The urgent need for the provision of meaningful curricular offerings in educating youth for democracy has been well expressed

²⁴Doxey A. Wilkerson. "Programs and Practices in Compensatory Education for Disadvantaged Children," Review of Educational Research (December, 1965), pp. 426-440.

by Gross and Zeleny.

"....The curriculum and youth must be so correlated that the needs of society and of youth become satisfied in one living process. The two, that is, the curriculum (reflecting society) and youth, cannot be considered as two separate things. The individual and his school environment are one."²⁵

The Milwaukee Public Schools Orientation for In-migrant and Transient Children is an example of what can be accomplished for the culturally disadvantaged by way of special classes. In the Milwaukee Project of Orientation of In-migrant and Transient Children, there has been an assignment of a full-time social worker and a school psychologist who devotes 80 percent of his time to the project. This system allows, among other factors, for "continuous assistance in mutually interpreting the contributing social, emotional, and educational factors influencing each child's progress."²⁶

Summer School

Another procedure used in the education of the culturally deprived is attendance during summer school classes. Variation exist, of course, but there is a definite emphasis on improvement in reading and arithmetic in a large number of summer school programs.

²⁵E. Gross and L. D. Zeleny. Educating Citizens for Democracy, New York: Oxford University Press (1958), p. 12.

²⁶The Research Council of the Great Cities Program for School Improvement. Milwaukee: Phamplét published by Milwaukee Public Schools (1961), p. 45.

Affording the culturally disadvantaged with additional weeks in school during the summer months is one way of implementing a suggestion of Conant:

"In the slum school, the development of reading skill is obviously of first importance. The earlier the slow readers are spotted and remedial measures instituted, the better."²⁷

The advantage of summer school educational opportunities to the disadvantaged child and the necessity for the continuance of such programs are inferred in the following excerpt from a report published by the Chicago schools:

"As has been noted, many environmental factors interfere with the educational progress of the culturally disadvantaged child. These have produced a pupil who is often overage and retarded in his grade placement. Unless this pupil is afforded the opportunity to catch up, he frequently becomes an early school leaver. The summer school provides a special compensatory opportunity for the child with a disadvantaged background."²⁸

The Effects of Group Counseling

Group counseling is particularly appropriate for the disadvantaged youth. So often they are made to feel that they are outcasts, therefore group treatment is especially appropriate for them in the fact that

²⁷James B. Conant. Slums and Suburbs: A commentary on schools in metropolitan areas, New York: McGraw-Hill Book Co., Inc., 1961.

²⁸Chicago Public Schools, Compensatory Education in the Chicago Public Schools, Study Report No. 4. Chicago: Chicago Public Schools (August, 1964), p. lll.

they learn that others are "just like me" even to the extent of their peers. Because the disadvantaged often use peers as models and they want to win peers' acceptance, adolescence appreciate the opportunity to exchange ideas with peers in a permissive and accepting group.

The motivation processes vary considerably in each individual and behavior unfolds from a series of innate drives or instincts into a pattern determined by cultural forces. Motives may be seen to be conscious or unconscious, pushed inexorably by urges, drives, and instincts or pulled inevitably by incentives, goals, purposes, and values and it is up to the peers of the disadvantaged to incite them with educational aspirations.

Too many people when they think of education, assume that education is the monopoly of a school, that all education goes on in a school. Too few people give due consideration to the tremendous educational potentialities of all social agencies working together - if education were conceived as a co-operative venture of the entire community.

The school is only one of the numerous institutions of society. At one time, schools were not considered social in the sense used today. Education was the province of the school and education was thought of as being for self-aggrandizement. Later, the social potentialities of the school were recognized; and it became a social agency set up and administered by the government.

To name a few motivation processes, the home is potentially the most effective agency for education as mentioned in preceding chapters. Admittedly it would not be in many cases, the most effective educative agency if education were narrowly defined to include only,

or mainly the imparting of knowledge. But if education includes, as it does the development of social attitudes and of correct ways of carrying on our relations with each other, if it includes, for instance, learning to be cooperative by the practice of co-operation, then the home is potentially one of our most significant educational agencies. The home in which amicable relations exist, in which there is co-operative planning, in which there is a sharing of responsibilities, it is education in a sense that a large school may seldom become.

The church has always been a potent influence on the feelings, thoughts, and actions of all. Most people have automatically inherited an allegiance to religious sect or denomination, and retain a reverence toward it, receiving an emotional satisfaction. This can do a great deal for the disadvantaged and again is tied in with family.

Sharing the religious impulse with the family gives the disadvantaged youth the security that he needs in this area.

The press, the radio, the television, the movies and many, many other outside influences capture the support of forces at work for a program of social cooperation in the development of a social educational program in a forward movement to present to the disadvantaged youth the good way of life.

The Challenge or the Balance Sheet

The educator of the disadvantaged youth is at the crossroads. While the old road made him the follower, the new road calls for leadership. His inability to act when confronted with the issues of

the disadvantaged has been seen by some as a default in leadership.

Yet as Kenneth Clark points out:

Such a default in leadership by professional educators can only reduce their total influence in the community at large....Yet in matters of health, the medical profession submits to the fears and anxieties of the uninformed or to the pressures of vested interests. Can educational leadership consider the educational health of a community to be less important.....If educators, respond merely to pressure, whether it is against integration, like the Parents and Taxpayers group, or for it, as in the case of the civil rights boycotts, they have abdicated their right to decision on the basis of their knowledge and insight as educators....This is a passive rather than a dynamic, socially responsible role....It is the responsibility of strong leadership to represent the common good-not only because it is right, but because the despair of the weak in the end threatens the stability of the whole.²⁹

If the educator is to fulfill his role of leadership in the disadvantaged motivation, he must develop a new orientation. This may mean giving up the comforts of a familiar system but he must find the right direction and follow it.

Diversity

Variety is the spice of life, or so they say. We do live in a nation of cultural diversity. Historically speaking, it is a land composed first of a variety of culturally different American Indian tribes which even today are not culturally integrated into modern American life. It is a land composed of the various and culturally different European settlers, who, loosely speaking, established the

²⁹K. B. Clark. Dark Ghetto, New York: Harper and Row (1965), p. 152.

cultural basis of the nation as it exists today. It is a land of African Negroes who were imported as African culture, but also developed their own distinct cultural system. There are other minority groups, the Chinese, the Japanese, the Germans, Swedes, Italian, Irish, the European Jews, the Puerto Ricans. We must remember that each group and each person in each group is a distinct and unique individual with different potentials, interests, talents and aptitudes and we must accommodate the cultural and individual diversity that exists in our population, including the disadvantaged.

The disadvantaged youth must be encouraged to be himself and the best self that he can be and his uniqueness as an individual person must be cultivated.

Diversity is an objective of the new educational system for the disadvantaged. Cultural and individual differences should stand as basic attributes of the products turned out at the end of the educational process. This is perhaps a more difficult objective in a mass-production society where even our educational products are mass produced; nevertheless, a carefully organized, highly coordinated new educational process which is flexible enough to meet the facts of existing diversity should have little difficulty in achieving this aim as well.

The Citizen Career

In a society predicated upon rule by the people, the role of a citizen is of utmost importance. We pride ourselves in the fact that our leaders, including our highest government officials, come from the ranks of ordinary citizens, and often times from the so-called

"disadvantaged group."

The conventional educational process has always officially accepted the goal of producing critically thinking citizens, but in assuming that a learner who has mastered academic content - and who, through a process of "studying about," has covered the required subject matter - would be a critical thinker, it has fallen far short of this goal.

Real citizenship training must recognize the need young people have for acquiring the skills which will enable them to influence constructively our social institutions so that these institutions can confront public issues more effectively. Here again, we must reorganize the educational process to accommodate training in citizenship, even more so than is being done.

A Career in Self-Development

The basic questions faced by every individual are: Who am I? Where am I going? How do I get there? What role will I play, and How will it be received by others? The answers provided by the conventional educational system are: "You are white or black, clean and neat and good; you speak very good English (or should). If you are not these things - oh well, we'll do the best we can until, - poor deprived creature, you finally drop out." And, "you are going to grow up to be gainfully employed and have a nice home in the suburbs with a washing machine and the rest; be a good voting citizen, a loyal husband or wife, and a loving parent - but only if you learn what we tell you to learn, and the way that it should be learned. If you don't; oh well, you can't say we didn't try." The result for the

lower socio economic groups and for the dropouts is a lack of the intellectual and emotional skills necessary to further self-development.

The orientation, attitudes, concepts, and skills required to enable the individual to continue his own development after he had the formal educational system can be initiated early in his formal training. A good part of self-development lies in the development of self-awareness and empathetic understanding of others.

We simply do not know, whether "the economic opportunities of the disadvantaged youth has increased or decreased since the turn of the century."³⁰

Various studies throw considerable light on this question. We should perhaps turn away from the quest for more education for the disadvantaged per se and concern ourselves with the conditions under which men acquire motivation for these aspirations for the disadvantaged youth.

³⁰Natalie Ragoff. Society and Culture, Second Edition, Herbert Blumer, ed. Englewood Cliffs: Prentice-Hall, Inc., 1961.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

The central purpose of the study was to attempt to identify some motivational factors associated with self-stated aspiration or purpose by poor or economically deprived high school students with regard to continuing their education as this might be directed toward occupational choice, whether a professional, skilled or unskilled job. Related to this purpose was an attempted determination of the extent these student aspirations might vary by race or family status.

Personal Characteristics of Eleventh Grade Students

Age - The thirty students comprising the sample ranged in age from fifteen to eighteen at the time data were gathered; one student was fifteen years of age; seventeen students were sixteen years of age; nine students were seventeen years of age; while three students were eighteen years of age. The age study was made in both the low-income group and above-income groups. As revealed in Table I, families of students of the above income level groups had less children, thus perhaps being able to provide for their educational needs more easily.

TABLE I
AGE OF ELEVENTH GRADE STUDENTS
FAMILY INCOME LEVEL
(N=30)

Age by years	<u>Low Income</u>		<u>Group</u>		<u>Above Low Income</u>		<u>Group</u>		<u>Total</u>	
	Boys		Girls		Boys		Girls		N	%
	N	%	N	%	N	%	N	%		
15	1	3.33	0	0.00	0	0.00	0	0.00	1	3.33
16	9	30.00	5	16.67	2	6.67	1	3.33	17	56.07
17	5	16.67	3	10.00	1	3.33	0	0.00	9	30.00
18	2	6.67	1	3.33	0	0.00	0	0.00	3	10.00
Total	17	56.67	9	30.00	3	10.00	1	3.33	30	100.00

Race and Sex - This category concerned selected biological factors as applied to the population. It is generally accepted that our nation races and groups have their own set of cultures and that race has an isolating effect upon social groups.

Data presented in Table II show that subjected to percentage treatment, a significant difference was determined as occurring between race and sex by level of income. Results revealed that there is a significant difference between race and level of income.

TABLE II
ASSOCIATION BETWEEN RACE, SEX AND
BY LEVEL OF INCOME

Family Income Level	Student Distribution									
	Negro				White				Total	
	Male		Female		Male		Female			
N	%	N	%	N	%	N	%	N	%	
Below \$3,000	10	33.33	3	10.00	4	13.34	9	30.00	26	86.67
Above \$3,000	<u>3</u>	<u>10.00</u>	<u>0</u>	<u>0.00</u>	<u>0</u>	<u>0.00</u>	<u>1</u>	<u>3.33</u>	<u>4</u>	<u>13.44</u>
Total	13	33.33	3	10.00	4	13.34	10	33.33	30	100.00

Data presented in Table III show only five parents having a sixth grade education or less. Findings also shown in the table reveal that there is slightly higher educational attainment among members of the white race, both mothers and fathers.

Findings presented in Table IV show that there is no significant difference in occupational status of parents. However, there is a slight difference in the technical and skilled status.

According to findings presented in Table V there appears to be no significant difference in the sibling status of students making up negro and white families.

TABLE III
PARENTS EDUCATIONAL ATTAINMENT

Level of Attainment	Student Distribution								Total	
	Negro				White					
	N	%	N	%	N	%	N	%	N	%
6th grade or less	1	1.667	3	5.000	0	0.00	1	1.667	5	8.333
7th-8th	1	1.667	4	6.667	2	3.333	3	5.00	10	16.667
9th-10th	4	6.667	1	1.667	2	3.333	1	1.667	8	13.333
11th-12th	7	11.667	4	6.667	7	11.667	7	11.67	25	41.667
Over 12th	0	0.000	1	1.667	2	3.333	3	3.00	6	10.000
Not Reporting	1	1.667	1	1.667	3	5.000	1	1.667	6	10.000
Total	14	23.333	14	23.33	16	26.65	16	26.65	60	100.00

TABLE IV
OCCUPATIONAL STATUS OF PARENTS
(N=53)

Occupational Status	Negro		White		Total	
	N	%	N	%	N	%
Professional	0	0.00	1	1.89	1	1.89
Semi-Professional	1	1.89	2	3.77	3	5.67
Technical	5	9.43	3	5.67	8	15.09
Skilled	3	5.67	11	20.75	14	26.41
Semi-skilled	1	1.89	2	3.77	3	5.67
Day Labor	14	26.42	10	18.86	24	45.28
Total	24	45.30	29	54.70	53	100.00

TABLE V
SIBLING STATUS OF STUDENTS
(N=142)

Number		Students						Total	
Brothers		Sisters		Negro		White			
N	%	N	%	N	%	N	%	N	%
0	.000	0	0.000	1	.704	0	.000	0	0.000
0	.000	2	1.408	1	.704	2	.408	6	4.225
0	.000	3	2.113	1	.704	0	.000	3	2.113
1	.704	0	0.000	0	.000	1	.704	1	.704
1	.704	2	1.408	1	.704	1	.704	6	4.225
1	.704	3	2.113	1	.704	1	.704	8	5.634
1	.704	4	2.817	0	.000	1	.704	5	3.521
1	.704	5	3.521	0	.000	1	.704	6	4.225
1	.704	6	4.225	1	.704	0	.000	7	4.930
2	1.408	0	0.000	1	.704	1	.704	4	2.817
2	1.408	1	0.704	2	1.408	1	.704	9	6.338
2	1.408	2	1.408	0	.000	2	1.408	8	5.634
3	2.113	1	.704	0	.000	1	.704	4	2.817
3	2.113	2	1.408	1	.704	0	.000	5	3.521
3	2.113	3	2.113	0	.000	1	.704	6	4.225
3	2.113	4	2.817	1	.704	0	.000	7	4.930
5	3.521	2	1.408	1	.704	0	.000	7	4.930
5	3.521	3	2.113	1	.704	0	.000	8	5.634
5	3.521	5	3.521	0	.000	1	.704	10	7.042
6	4.225	4	2.817	1	.704	0	.000	10	7.042
7	4.930	4	2.817	2	1.408	0	.000	22	15.493
<u>36.618</u>		<u>33.802</u>		<u>11.264</u>		<u>9.856</u>		<u>100.00</u>	
Total									

Family Marital Status

Data presented in Table VI reveal that with percentages determined for different categories there was discovered meaningful differences between the student's family marital status and family income.

TABLE VI
MARITAL STATUS OF THE STUDENT'S PARENTS
AS RELATED TO THEIR FAMILY INCOME

Marital Status	<u>Income Distribution</u>				Total	
	Above N	Average %	Below N	Average %	N	%
Living Together	3	10.00	17	56.67	20	66.67
Not Living Together	1	3.33	8	26.67	9	30.00
Not Reporting	<u>0</u>	<u>0.00</u>	<u>1</u>	<u>3.33</u>	<u>1</u>	<u>3.33</u>
Total	4	13.33	26	86.67	30	100.00

In this same family picture there appears to be a meaningful difference in the student's concept of their parents aspirations for the students future level of employment between different family status groups. Data as shown in Table VII reveal this difference.

TABLE VII

STUDENT VIEW OF PARENTAL ASPIRATION FOR HIS
FUTURE AS DISTRIBUTED BY FAMILY COMPOSITION

Student View of Parental Aspiration	<u>Family Composition Distribution</u>				Total	
	Only One Parent		Both Parents			
	N	%	N	%	N	%
Professional Future	5	16.67	13	43.33	18	60.00
Non-professional	2	6.67	7	23.33	9	30.00
Not Reporting	2	6.67	1	3.33	3	10.00
Total	9	30.01	21	69.99	30	100.00

Further study and analysis of data reveal that with the Chi-square test applied there was found no significant difference between family status and future outlook on college attendance on the part of their children. These findings are shown in Table VIII.

Data presented in Table IX indicate that there appears to be a definite association between which parent is head of household and student plans for attending college. Those who recognize fathers as head of household are more likely to be favorable toward attending college than those students recognizing their mothers as head of household. In fact the 66.67% of students recognizing the father as head of the household were favorable toward college attendance as contrasted to the 13.33% recognizing the mother as holding the position.

TABLE VIII

FAMILY MARITAL STATUS AS IT RELATES TO THE FUTURE
OUTLOOK FOR SCHOOLING ON THE PART OF THE STUDENT

Student response toward college work	<u>Family Marital Status</u>				N	Total %
	<u>Together</u>		<u>Separated</u>			
	N	%	N	%		
Favorable	15	50.00	5	16.67	20	66.67
Unfavorable	7	23.33	3	10.00	10	33.33
Total	22	73.33	8	26.67	30	100.00

TABLE IX

PARENTAL STATUS AS HEAD OF HOUSEHOLD AS AFFECTING
STUDENT OUTLOOK ON ATTENDING COLLEGE

Student's View of Parental Wishes	<u>Head of Household</u>				N	Total %
	<u>Mother</u>		<u>Father</u>			
	N	%	N	%		
Should Attend	3	10.00	20	66.67	23	76.67
Should Not Attend	2	6.67	4	13.33	6	20.00
Not Reporting	1	3.33	0	00.00	1	3.33
Total	6	20.00	24	80.00	30	100.00

It would seem that a relationship does exist between adequacy of self-concept and actual level of academic achievement. When a percentage contrast was employed as a test of significance, however the results indicated no significant difference to exist between how the students rated themselves and their composite ITED scores. Findings with regard to this comparison are presented in Table X.

TABLE X
STUDENT SELF-CONCEPT OF ACADEMIC PERFORMANCE
AS COMPARED TO INDIVIDUAL ITED SCORES

ITED Score	<u>Self-Concept of Academic Performance Distribution</u>				Total	
	Above Average		Below Average		N	%
	N	%	N	%		
Above Average	3	10.0	17	56.67	20	66.67
Below Average	1	3.3	8	26.67	9	30.00
Not Reporting	0	0.0	1	3.3	1	3.33
Total	4	13.3	26	86.64	30	100.00

A percentage comparison was employed in testing the significance of differences between the ITED scores achieved and the student's attitude toward further schooling. No meaningful differences were discovered although twice as many students with high aspiration scored below average as did those scoring above average. Data are presented regarding this item in Table XI.

TABLE XI
 SELF-CONCEPT OF ACADEMIC PERFORMANCE
 BY ITED SCORES

Student Response to Educational Aspirations Performance	<u>Student ITED Score</u> Above <u>Average</u>		<u>Distribution</u> Below <u>Average</u>		N	Total %
	Boys -4 Girls-5 N	%	Boys -13 Girls - 8 N	%		
High	13	43.33	8	23.33	21	70.00
Lower	4	13.33	5	16.67	9	30.00
Total	17	56.66	13	40.00	30	100.00

When the standard composite scores were interpreted by local percentile norms, again none of these students ranked in the highest quartile; and the same four students ranked in the third quartile. However, 17 of these students ranked in the second quartile locally and only 9 ranked in the lowest quartile locally as shown in Table XII.

Only five ranked in the third quartile, and only four students ranked in the second quartile. Most of these students, twenty-two in number, ranked in the first, or lowest quartile. Composite scores and distribution is also shown in Table XII.

TABLE XII

DISTRIBUTION OF STUDENTS BY COMPOSITE
STANDARD SCORE, NATIONAL PERCENTILE
AND LOCAL PERCENTILE ON ITED
(N=30)

Std. Score	Composite Scores		Distribution				Total	
	Nat'l Percentile	Local Perc't	Boys		Girls		N	Total %
			N	%	N	%		
20	71	75	1	3.33	0	0.00	1	3.33
19	66	74	1	3.33	0	0.00	1	3.33
18	60	64	1	3.33	0	0.00	1	3.33
17	55	60	0	0.00	1	3.33	1	3.33
14	38	46	0	0.00	1	3.33	1	3.33
12	27	38	1	3.33	2	6.67	3	10.00
11	22	33	0	0.00	1	3.33	1	3.33
10	18	26	8	26.67	4	13.33	12	40.00
9	14	20	1	3.33	1	3.33	2	6.67
8	11	15	2	6.67	1	3.33	3	10.00
7	8	10	0	0.00	1	3.33	1	3.33
5	4	4	0	0.00	1	3.33	1	3.33
4	3	3	1	3.33	0	0.00	1	3.33
3	2	1	1	3.33	0	0.00	1	3.33
Total			17	56.67	13	43.33	30	100.00

Although two-thirds of the students responding perceived college attendance as "helping my career," girls were found not as enthusiastic in their responses. Perhaps more of them were not aspiring to presently identified careers as was true of the boys. This data is reflected in Table XIII.

TABLE XIII
EFFECT OF COLLEGE ATTENDANCE UPON FUTURE
CAREER AS PERCEIVED BY THE STUDENT

Student Response to effect of college upon career	<u>Effect of College Attendance Distribution</u>				Total	
	Boys		Girls			
	N	%	N	%	N	%
Help my career	13	43.33	7	23.33	20	66.66
Will not help my career	2	6.67	6	20.00	8	26.67
No Response	1	3.33	1	3.33	2	6.67
Total	16	53.33	14	46.66	30	100.00

Student opinion as to a suitable time for earning extra income was preponderantly that of working after school rather than on week-ends. This might indicate that students prefer other activities for week-ends. Since the local high school counselor was involved in administering the test one would hardly expect student response to include a favorable comment toward absence from school for work. This

data is recorded in Table XIV, which shows 83.33 per cent favoring working after school while 16.67 per cent indicated a preference to work on week-ends.

TABLE XIV

STUDENTS' OPINION WITH REGARD TO MOST SUITABLE TIME
FOR EARNING EXTRA INCOME WHILE IN HIGH SCHOOL

Student Opinion As to Time	<u>Student Opinion Distribution</u>				Total	
	Boys		Girls			
	N	%	N	%	N	%
Work after school	14	46.66	11	36.67	25	83.33
Work on week-ends	3	10.00	2	6.67	5	16.67
Absent from school to work	0	0.00	0	0.00	0	0.00
Total	17	56.66	13	43.34	30	100.00

As shown by presentation in Table XV students responded overwhelmingly in terms of credit to parents for influencing their lives. Surprisingly only one student listed peers as being of most influence.

TABLE XV

SOURCE OF MOST EFFECTIVE INFLUENCE ON LIFE
AS PERCEIVED BY HIGH SCHOOL STUDENTS
(N=30)

Influencing Source	<u>Life Influence Distribution</u>				Total	
	Boys		Girls		N	%
	N	%	N	%	N	%
Parents	13	43.40	12	40.00	25	83.40
Peers or classmates	0	0.00	1	3.30	1	3.30
Society	4	13.30	0	0.00	4	13.30
Total	17	56.70	13	43.30	30	100.00

Of the total responses of students to the question as to the source of most effective influence on their lives, twenty-five out of the thirty students gave credit to their parents.

CHAPTER IV

SUMMARY AND CONCLUSIONS

This report has attempted to present a description of a primary investigation concerned with motivation toward educational aspirations of eleventh grade students coming from a culturally deprived background.

The major purpose was to identify, assemble, classify and verify relationships as existing between student aspirations and selected factors of economic, cultural and familial characteristics.

The objectives of the study included four preliminary phases which were presented within an extensive review of literature:

- (1) a general description of disadvantaged youth in terms of definition, sex, age and family status;
- (2) a treatise on the education process of the disadvantaged child with regard to environmental and psychological factors;
- (3) a discussion of the merits of various means of evaluating the program of instruction, teacher effectiveness and applied measurement methods;
- (4) a structured presentation of the student self-concept together with a review of motivational processes to help these children have a good way of life.

Data were accumulated through the administration of a questionnaire given to each selected eleventh grade student chosen on the basis of being above or below a family income bracket of \$3,000 per year and also from families of students who had either brothers

or sisters living at home. This choice was made with the hope that analysis of data would help in obtaining a clear picture of the effect of certain motivational patterns and situations prevalent among deprived youth.

A major assumption posited for the study lies in the fact that few valid research studies dealing with motivation and aspiration can be practically attempted without first acquiring an extensive foundation of basic knowledge. This study was designed as a beginning study to open the door to further research and to assist the investigator in becoming oriented to the need for objective approaches in both the gathering of data and the analysis of findings.

Findings

There is a slightly higher educational attainment among members of the white race, both mothers and fathers.

Research showed there was a failure among parents with regard to the association between marital status and family income. No significant difference was found for families with parents living together and those not living together.

The response of the student giving credit for influence of their lives to the parent was refreshing.

Of the total of thirty students comprising the population, only four, or 13.3 per cent, were determined as belonging to a sub-group with parental income above \$3,000.00. There was found to be a significant difference occurring between race and sex by level of income.

Between parents of children of the two races, there was found to be a slightly higher educational attainment among members of the white race as compared to that of the negro.

With regard to occupational status of parents, it was discovered that white parents occupied over three times as many skilled jobs as did negro parents, with only one parent, a white, being reported in a professional job.

Students responses as to the most suitable time for earning extra income while in school was preponderantly that of working after school rather than on week-ends.

When student composite scores on the Iowa Test of Educational Development were interpreted by local percentile norms, none of the students ranked in the highest quartile; however, only nine ranked in the lowest.

ITED scores and student self-concept data showed as many students with high aspirations scored below average as did those scoring above, thus no significant difference was noted.

There appears to be a definite association between which parent is head of household and student plans for attending college. Those who recognize fathers as head of household are more likely to be favorable toward attending college than those students recognizing mothers as head of household.

Data concerning college attendance showed that boys were more enthusiastic than girls in response to plans for college attendance.

Of the total responses of students to the question as to the source of most effective influence on their lives, twenty-five out of the thirty students gave credit to their parents.

Results

The results of the study were felt rewarding, however in brief there was found to be no meaningful association between the family's outlook on the student attending college or interest in job aspiration. Therefore, it is felt by the investigator that perhaps a major direction of effort should be that of motivating the parent or guardian, as well as securing teachers who really care for the welfare of disadvantaged youth.

Data also shows that the disadvantaged child does in fact, recognize his parent as influencing his life. Therefore, teachers might well attempt to work much closer with parents in planning for the child's welfare.

Suggestions for Further Study

Any study of a primary nature leads the researcher to discover a host of other possibilities for secondary research. However, as there had not been any research done in this particular deprived area, it was very difficult to get the students to really "think" on the questions asked, although they were generally very cooperative.

The investigator feels that the educator should place more emphasis on counseling and assisting the poor students or economically deprived than he has in the past. As was assumed at the beginning and implied throughout the study, the educator, the principal, the teacher or the counselor of a school constitute a second, but very important, group for children when they enter school and, therefore, teachers should at once consider the economy of the family of the

child since there is a significant association between the student and family on a background basis.

There should also be more emphasis put on the need for professional treatment of the disadvantaged youth. As a review of literature showed it takes a certain type of person to be successful teacher in a low-family-income level school. These teachers should have definite and committed aspirations to help these disadvantaged youth continue education endeavors.

Concluding Remarks

Helping the disadvantaged youth become interested in bettering himself is far from new, but doing something about it that is concrete and lasting is somewhat new. However, with each year, signs of progress appear on the horizon of striving to assist members of the low-income family. The trickle of advancement and gain becomes increasingly greater as more and more educators and government agencies aggressively pursue expanded programs resulting in growth in overcoming the problems of the disadvantaged. Financial aids and grants from the government and individuals have helped greatly.

It is hoped that findings of this study will aid those interested persons in better understanding the great need to motivate the disadvantaged child and parent, thus narrowing the cultural gap for all concerned.

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The Social Science
Program, University
March 10, 1970

Dear Mr. Washburne:
I have just received your letter of the 2nd of March regarding the article in the School Review which you have written on the characteristics of teachers which affect children's growth.

I am pleased to hear that you are interested in the article and that you have written to me regarding it. I am sure that your interest in the article is well founded and that you will find it of interest to you.

I am sure that your interest in the article is well founded and that you will find it of interest to you. I am sure that your interest in the article is well founded and that you will find it of interest to you.

I am sure that your interest in the article is well founded and that you will find it of interest to you. I am sure that your interest in the article is well founded and that you will find it of interest to you.

Sincerely,
L. M. Heil

Enclosure

Very truly yours,
L. M. Heil

APPENDIX

LETTER #1

102 Drexel Avenue
Langston, Oklahoma
March 10, 1970

Mr. Phillip Kirtley, Principal
Guthrie High School
200 Crooks Drive
Guthrie, Oklahoma

Dear Mr. Kirtley:

I am involved in a study at Oklahoma State University concerning the motivation and aspiration of selected low-economically family income students.

With your permission, I would like to visit your school and administer questionnaires to certain students that can furnish me valuable information concerning the subject matter.

The data gathered will not require that names of families be mentioned and perhaps I could furnish you with the results of the study to enable further improvements to be made.

Thank you kindly in advance.

Sincerely yours,

Milton D. Scott

MDS:hh

LETTER #2

102 Drexel Avenue
Langston, Oklahoma
March 10, 1970

Mr. Robert Ferris, Counselor
Guthrie High School
200 Crooks Drive
Guthrie, Oklahoma

Dear Mr. Ferris:

I am doing a study concerning students in a low family income category, and students at Guthrie High School appear to be good subject material.

I have prepared questionnaires for the students to complete which require a minimum of time. I would be happy to set-up a schedule convenient to school curriculum if permitted to administer these.

Would it be convenient to come by and visit with you concerning this matter? If so, please contact me at the above address.

Thank you in advance for your cooperation.

Sincerely yours,

MS:hh

Milton Scott

(other Mopit) status at

Register

File and

Carroll

QUESTIONNAIRE

Directions: Please write the correct answers to the following listed items. Where "other" is written, please explain.

1. Age_____
2. Sex: Male____Female____ Race_____
3. Year in School_____
4. Birthplace_____
5. Father's Occupation_____
6. Father's education in years (circle one)
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18+
7. Mother's Occupation_____
8. Mother's education in years (circle one)
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18+
9. Number of brothers_____, Ages_____
10. Number of sisters_____, Ages_____
11. Religious preference_____
12. In one year I plan to:
 - a. Finish school.
 - b. Quit School.
 - c. _____ (other).
13. Head of household is:
 - a. Father.
 - b. Mother.
 - c. _____ (other. Marital status of
parents: Together
Divorced
Separated

14. Family income annually is:

- a. \$1,000 - \$ 3,000
- b. \$3,000 - \$ 6,000
- c. \$6,000 - \$ 9,000
- d. \$9,000 - \$12,000
- e. _____ (other).

15. Importance of education is expressed more by:

- a. Mother _____.
- b. Father _____.
- c. Mother and Father _____.
- d. _____ (other).

16. Your rating in your class is:

- a. Excellent.
- b. Good.
- c. Fair.
- d. Poor.

17. Upon completion of high school I plan to:

- a. Work.
- b. Enroll in college.
- c. Marry.
- d. Do other things.
- e. _____ (other).

18. Attending college will

- a. Help my career.
- b. Not help my career.
- c. _____ (other).

19. The effective influence on your life came from:

- a. Parents
- b. Peers or classmates.
- c. Society.
- d. _____ (other).

20. Some factors causing a desire in you to further your education are:
- Family problems.
 - Financial problems.
 - Grades.
 - To improve myself.
21. Furthering education is necessary for your ideal future?
- Yes.
 - No.
 - Undecided.
22. My test score on the ITED examination was:
- Excellent.
 - Good.
 - Fair.
 - Poor.
23. My future outlook is:
- Professional.
 - A Trade School.
 - Non-professional.
 - _____ (other).
24. My opinion on earning extra income while in school is to:
- Work after school.
 - Work on week-ends.
 - Be absent from school to work.
 - _____ (other).
25. Standard of living in my household is:
- Satisfactory.
 - Unsatisfactory.
 - In need of change.
26. Earning a good living in the future
- Is important.
 - Is not important.
 - Will take care of itself when it comes.

VITA

~~8~~ 1
Milton David Scott

Candidate for the Degree of
Master of Science

Thesis: MOTIVATIONAL PATTERNS IN THE EDUCATIONAL ASPIRATIONS OF
SELECTED ECONOMICALLY DEPRIVED YOUTH IN THE GUTHRIE PUBLIC
HIGH SCHOOL

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Dalton, Georgia, April 8, 1933, the son
of Milton David and Lillian Wilkins Scott; married December
12, 1959 to Carolyn Lott.

Education: Attended grade school at Emery Street Public Schools,
Dalton, Georgia; was graduated from Emery High School in
1951; received the Bachelor of Science degree from the
Fort Valley State College, Fort Valley, Georgia, with a
major in Agricultural Education in May, 1961; received the
Master of Education degree from Tuskegee Institute in
Tuskegee, Alabama in 1965 with a major in Agricultural
Education; completed requirements for the degree of Master
of Science in Agricultural Education in May, 1970.

Professional Experience: Entered U. S. Army in 1953 to 1956;
taught Vocational Agriculture from 1961 to 1966 in the
Georgia Public School; taught in Guthrie Public School from
1967 to 1969; taught in Oklahoma City Public School from
1969 to 1970.

Professional Organizations: National Education Association,
Oklahoma Education Association, Collegiate Future Farmers
of America and Alpha Phi Alpha Fraternity.