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ATTITUDES TOWARD AND KNOWLEDGE OF LOWER
SOCIO-ECONOMIC AREA PEOPLE AS FACTORS
IN TEACHER EFFECTIVENESS.**

The University of Oklahoma, Ph.D., 1969
Education, administration

University Microfilms, Inc., Ann Arbor, Michigan

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

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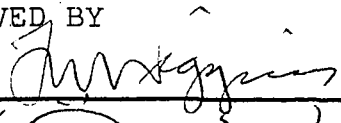
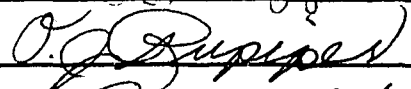
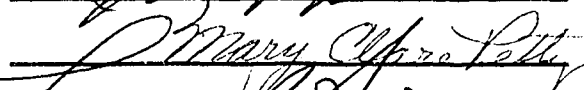
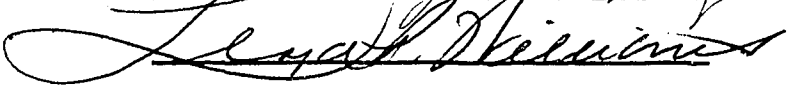
DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF PHILOSOPHY

BY
WILLIAM BLAIN POWERS
Norman, Oklahoma
1969

ATTITUDES TOWARD AND KNOWLEDGE OF LOWER SOCIO-ECONOMIC
AREA PEOPLE AS FACTORS IN TEACHER EFFECTIVENESS

APPROVED BY

DISSERTATION COMMITTEE

ACKNOWLEDGEMENTS

I am grateful to the many people who assisted in the implementation of this study and the preparation of this report. My special thanks go to my committee chairman, my committee members, my family, and my colleagues in the Oklahoma City Public Schools.

Dr. Thomas W. Wiggins, the chairman of my committee, was especially patient, supportive, and encouraging. His wisdom, understanding, and guidance were of immeasurable assistance. Dr. Omer J. Rupiper has my deep gratitude for the time, effort, and patience he expended in assisting with the statistical aspects of this study. Dr. Mary Clare Petty has been during the several years of our acquaintance a source of inspiration and guidance. Her assistance during this study was deeply appreciated. Dr. Lloyd P. Williams always inspires with his scholarship and warm humor. I was fortunate to have this resource available during this study. In addition, I am grateful to Dr. Fred A. Sloan who encouraged me to undertake graduate study and who served as my major advisor and committee chairman during the initial phase of this study.

My wife Helene Jane, and children Wilma Jane, Elinda Jean, and William Christopher are to be commended for their

patience, understanding, confidence, and assistance. They have exhibited all these characteristics in full measure.

Without the assistance and support of my colleagues in the Oklahoma City Public Schools, this study would have been much more difficult. I am grateful to each principal and each teacher who assisted in securing data for this study.

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CHAPTER I

REVIEW OF RELATED RESEARCH AND LITERATURE

There is evidence that teachers currently preparing to teach in elementary schools are receiving more extensive preparation than teachers have during any other period in American history. Teacher preparation programs have been extended in time as well as expanded in content. Dobson summarized research on teacher preparation programs in the following statement:

Descriptive research findings support the conclusions that the elementary school teacher of today is much better prepared than was her counterpart of a decade ago. On the basis of this information it can be assumed that recently prepared teachers are more sophisticated in their approach to the treatment of behavioral problems of all pupils.¹

The assumption that teachers are "better prepared" and "more sophisticated" in their approach to the treatment of behavioral problems does not support the inference that

¹Russell Lee Dobson, "The Perception and Treatment by Teachers of the Behavioral Problems of Elementary School Children in Culturally Deprived and Middle-Class Neighborhoods" (unpublished Ed.D. dissertation, Graduate College, University of Oklahoma, 1966), p. 9.

teachers are sufficiently prepared to cope with the needs of children who enter school today. There is a growing concern on the part of social scientists, educators, businessmen, and the public that many teachers are not effective with lower socio-economic area children due to their negative attitudes toward and lack of knowledge of the culture, ethos, and values of this subcultural group.¹

Teachers in lower socio-economic area schools are often depicted as middle-class oriented, harboring prejudice and bias toward children and parents with whom they work. They are described as being culturally shocked and either immobilized or punitive in the classroom, groping for safe berths where success in terms of pupils' achievement is likely.² Passow and Elliot stated that some teachers in lower socio-economic area schools behave in this way, but that not all teachers in these schools are hostile, vindictive, inept, or neurotic. Some are compassionate and skillful.³

The proposition that equality of educational opportunity is a necessary element of a democratic society has been

¹Henry M. Levin, "What's Ahead for City Schools?" Parents' Magazine, XLIV (January, 1969), p. 44.

²Jonathan Kozol, Death at an Early Age (New York: Houghton Mifflin, 1967), p. 7.

³A. Harry Passow and David L. Elliot, "The Disadvantaged in Depressed Areas," The Educationally Retarded and Disadvantaged, The Sixty-Sixth Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago Press, 1967), p. 38.

honored in word more than in deed. The educational programs in many schools in the lower socio-economic areas do not provide children with the opportunities to develop the knowledges, values, and skills necessary for effective participation in a democratic society.

Parents of children in lower socio-economic areas and others interested in their education have protested policies and practices of schools in these areas. The New York City teacher strike centered on this issue. It was the desire of parents in the Ocean Hill-Brownsville community to control their schools which precipitated the conflict. Parents in the community felt that the value systems of the teachers in the schools and their own value systems were variant to the degree that the education of their children was being adversely affected.¹

Other factors contribute to the incidence in lower socio-economic area schools of educational programs which fail to meet the needs of children. These factors are economic, philosophical, physical, and sociological in origin.

Geographic Mobility

Americans are rapidly becoming an urban people. It is estimated that by 1980, some seventy-five percent of the

¹Theodore R.Sizer, "The Case for a Free Market," Saturday Review, (January 11, 1969), p. 34.

population of the United States will be living in cities of fifty thousand or more.¹

A major ramification of this phenomenon is an increase in de facto segregation. As the population of the city increases, the slum belt around the central district of the city becomes thicker. The population of the city becomes stratified with a lower-class conglomerate at the center with successively higher socio-economic groups at greater distances from the central district and the upper-middle class largely in the suburbs.² The extent of this stratification is indicated by Riessman who calculated that by 1970, fifty percent of the school population in the fourteen largest cities in the United States will be socially, economically, and culturally deprived.³

Teacher Deployment

Teaching in lower socio-economic area schools is discouraging and potentially dangerous. Many teachers refuse to accept positions in these schools. Others accept positions in these schools with the intentions of transferring as soon as possible to schools in more desirable areas of the district.

¹Robert J. Havighurst, "Urban Development and the Educational System," Education in Depressed Areas, edited by A. Harry Passow (New York: Bureau of Publications, Teachers College, Columbia University, 1963), p. 24.

²Ibid.

³Frank Riessman, The Culturally Deprived Child (New York: Harper and Row, 1962), p. 1.

The results of deployment practices are that many positions in the lower socio-economic area schools go begging or are filled by teachers who are not attitudinally and intellectually competent to teach these children.¹

Another situation extant in the lower socio-economic area schools and seriously affecting education there is related to both the factors of population mobility and teacher deployment. As the slum area of the city extends outward from the central district, more schools are encompassed. The pupil population of many of these schools have recently been middle-class children who have deserted these schools in wake of the flight of the middle-class to the suburbs. Teachers in these schools who have dealt for many years with children who hold middle-class values, observe middle-class norms, and practice middle-class beliefs often reject the lower socio-economic area children whose values, norms, and beliefs differ from theirs.

Social Class and Values

Many sociologists separate the United States population into three classes: (1) the upper, (2) the middle, and (3) the lower. The members of the middle-class are characterized as ambitious, law abiding, community-conscious, rather

¹Walter J. Foley, "Teaching Disadvantaged Pupils," Teaching the Culturally Disadvantaged Pupil, edited by John M. Beck and Richard W. Saxe (Springfield, Ill.: Charles C. Thomas, 1965), p. 92.

self-conscious, valuing education highly, and having a hearty respect, by and large for the status quo. The members of the lower-class exist in an environment in which most of life's experiences are frustrating, insecurity is the established pattern, there is little hope of social or vocational climbing or of obtaining college degrees or professional status, where violence often occurs, and where sexual behavior is much more forthright than it is in the other two classes.¹

Teachers are basically middle-class while many of their students, especially in the lower socio-economic areas, are upper-lower or lower-lower class.² The difference in value systems of the middle-class teacher and the lower-class child may account for the conflict which occurs at times between the teacher and his students. McCandless indicated the differences which exist between teachers and children in the lower socio-economic area setting in the following passage:

The values of the middle and lower-class differ sharply, even dramatically. Middle-class people in general espouse hard work, ambition, cleanliness, and self-control (although their behavior is not always in line with their values); they tend to be inhibited in sexual and aggressive behavior. Lower-class individuals on the other hand, tend to be more open and uninhibited and, as a group, are inclined toward immediate gratification of needs and impulses.³

¹Boyd R. McCandless, Children and Adolescents (New York: Holt, Rinehart and Winston, 1961), p. 9.

²Ibid., p. 454.

³Ibid., p. 484.

Social Class and Conflict

Deutsch observed that middle-class teachers often fail because they make assumptions that have little relevance in the lower socio-economic subculture. He stated the causal factors of this situation and elaborated on it in the following passage:

Teachers are unprepared psychologically and intellectually to cope with the needs of the slum child. The middle-class teacher in the slum areas of cities often faces the unusual demands of her teaching situation with two debatable assumptions--assumptions which prevent her from empathizing with her students, particularly those from Negro or other minority group backgrounds. She assumes that the class system in America is truly an open system for anyone 'who has it in him to climb the ladder of success' and she assumes that the middle-class values which determine both the organization of the classroom and the content of the curriculum represent a standard of perfection, deviation from which is a moral, not an educational problem.¹

The teacher's assumption that "middle-class values . . . represent a standard of perfection, deviation from which is a moral, not an educational problem"² may prejudice the teacher against the lower socio-economic area child and prevent her from recognizing the strengths of these children.

Deutsch amplified this observation in the following statement:

The teacher's second assumption, that middle-class values are normative, often prevents her from appreciating the positive values which the slum child's

¹Martin P. Deutsch, "The Disadvantaged Child and the Learning Process," Learning Together: A Book on Integrated Education, edited by Meyer Weinberg (Chicago: Integrated-Education Associates, 1964), p. 38.

²Ibid.

environment may develop in him: greater responsibility toward siblings, greater independence in play activities. She may see these values as simply disruptive in the established routine in the classroom.¹

School staffs must comprehend the incongruities which exist between the world of the lower socio-economic area child and the essentially middle-class world of the school. Clark described the interactions which exist in the classrooms of many schools in lower socio-economic areas:

The 'clash of cultures' is essentially a class war, a socio-economic and racial warfare being waged on the battlegrounds of our schools, with middle-class and middle-class aspiring teachers provided with a powerful arsenal of half-truths, prejudices, and rationalizations, arrayed against the hopelessly outclassed workingclass youngsters. This is an uneven balance, particularly since, like most battles, it comes under the guise of righteousness.²

Passow supported Deutsch's and Clark's statements concerning the effects of conflict between teachers and children in lower socio-economic area schools. He predicted the outcome of this relationship in the following passage:

If the staff does not comprehend the social-psychological dynamics of cultural deprivation; if they are unwilling or unable to diagnose the specific nature of the cognitive deficit of the particular population; if the teacher fails to comprehend the significance of the emotional impact of poverty and minority group status; if they mistake severe academic retardation for mental retardation; if worst of all, educators perceive the disadvantaged as a stereotyped mass rather than a group of

¹Ibid.

²Kenneth B. Clark, Dark Ghetto: Dilemma of Social Power (New York: Harper and Row, 1965), p. 126.

youngsters displaying a wide range of differences, then the school will get failing marks for its performance.¹

The teacher in the lower socio-economic area school must comprehend and control his feelings toward the people with whom he works. In addition, he must understand and appreciate their strengths, weaknesses, aspirations, motivations, values, attitudes, and fears. His behavior, which will be based on these factors, will determine his effectiveness as a teacher.

Teacher Attitudes and Effectiveness

"An attitude is a set, a readiness, a predisposition to behave in certain ways toward things in the environment."² Teacher attitudes toward lower socio-economic area people culminate in behavior which affects either in a positive or negative manner the implementation of the educational program. Attitudes which are rigid and inflexible or sentimental and vacuous produce behavior which is ineffective, while attitudes which reflect acceptance and understanding of lower socio-economic area people result in behavior which is effective.³

¹A. Harry Passow, "Education of the Culturally Deprived Child," Disadvantaged Child, edited by Jerome Hellmuth (Seattle: Seattle Seguin School, Inc., 1967), p. 153.

²Fred N. Kerlinger, "Educational Attitudes and Perceptions of Teachers: Suggestions for Teacher Effectiveness Research," The School Review, LXXI (Spring, 1963), p. 5.

³Deutsch, "Disadvantaged," p. 38.

The proposition that each individual has worth and dignity is the cornerstone of democracy. The political, economic, and social institutions of the United States have not acknowledged this popular assumption to a marked degree. Examples of disregard for this principle are not difficult to locate.

The public schools because of compulsory attendance laws have greater access than other institutions to the total population. Thus, they have greater opportunity to violate human worth and dignity. Sexton documented the existence of disrespect in lower socio-economic area schools in the following statement describing teacher behavior in these schools. She stated:

(She) has frequently heard teachers say in private that the "others" usually children from the lower-income groups, aren't worth bothering much about and that the best you can do is to keep them quiet and busy.¹

Behavior such as that described above does not generate a mutual confidence and respect between teachers and children in lower socio-economic area schools. These characteristics seem to be essential ingredients of a teacher-pupil relationship which produces favorable results. Loretan and Umans seemed to think that teachers in lower socio-economic area schools will be less effective if they do not strive to develop these qualities in themselves and in the children with whom they work. They stated:

¹Patricia Cayo Sexton, Education and Income (New York: Viking Press, 1961), p. 7.

Teachers of the disadvantaged must have a feeling of confidence in their students. Teachers who have made up their minds that these children cannot learn, do not care to learn, and have parents who are not concerned are poor risks as teachers for the disadvantaged.¹

Failure of feelings of trust, respect, and confidence to develop between teacher and children can be extremely detrimental to the growth and development of the lower socio-economic area child. When failure occurs the causal factors are not always apparent. However, prejudice is oftentimes a factor in the failure. Overt prejudice has waned since 1954, but continues to exist in subtle forms and various guises with less emotion-laden names.

Prejudice often exerts itself in the form of discrimination. Riessman posited that discrimination in its pervasiveness and subtlety is as serious as prejudice. He suspected that discrimination exists in the school system to a far greater degree than is imagined and that it is unwittingly practiced even by the best intentioned people.² Some examples of discriminations, according to Riessman were:

The reading texts used in the schools, which typically contains materials far less attuned to the interests of the disadvantaged; the Parent-Teacher Associations which often patronize or ignore the parents of the underprivileged; the intelligence tests, the applicability of which to lower socio-economic groups is increasingly being questioned; the school psychologists and counselors, who frequently underestimate the possibility of the economically underprivileged child to go

¹Joseph O. Loretan and Shelly Umans, Teaching the Disadvantaged (New York: Teachers College Press, 1966), p. 26.

²Riessman, The Culturally Deprived Child, pp. 17-18.

to college; the friendship cliques and clubs which favor less the child from the poor neighborhood; the teachers' unfavorable image and expectations which militate against the respect and encouragement so needed by the child.¹

The classroom teacher cannot be held fully responsible for the operation of all the factors above, for some of them are not subject to his control, but he can manipulate many of them in a manner which will mitigate their debilitating effects on the child.

Another form of prejudice is patronization. Sympathy for lower socio-economic area people is in vogue and is not harmful unless it culminates in patronization. Practices in the schools which exemplify patronization are:

The tendency to talk down to the deprived child--to speak his language, to imitate his slang and speech inflections; the assumption that these children are lacking in intellectual curiosity and conceptual ability; the lowering of academic standards, and the failure to set high goals for the deprived; the too quick taking for granted that they are not interested in learning.²

Low achievement in children from lower socio-economic areas is encouraged by the low expectations held by teachers concerning their learning capacity. This attitude is fostered in many instances by the commitment of teachers to the principle of biological determinism. They view the child as being inherently inferior. Clark castigated teachers and

¹Ibid., p. 22.

²Ibid.

others who reject children on the basis of superficial criteria such as race, creed, or social or economic status.¹

From data gathered in a study of ghetto schools, Clark made the following statement concerning teachers' attitudes toward lower socio-economic area children:

Among many of the teachers required to teach children from deprived backgrounds there exists a pervasive negative attitude toward these children. These teachers say . . . that it is not possible to teach these children. They . . . offer the belief that these children cannot learn because of 'poor heredity,' 'poor home background,' 'cultural deprivation,' and 'low I.Q.'²

Lower socio-economic area children are hypersensitive and desperate in their desire for acceptance. As a result of this desire and a lack of other determinants of self respect, these children depend on their teachers for self-esteem, encouragement, and stimulation. Teachers, generally, are less favorably inclined toward lower socio-economic area children. This occurs even when the child's school achievement is good, according to the findings of a study by Davidson and Lang.³ They observed that the lower socio-economic area child accurately perceived the teacher's

¹Clark, Dark Ghetto: Dilemma of Social Power, p. 131.

²Kenneth B. Clark, "Educational Stimulation of Racially Disadvantaged Children," Education in Depressed Areas, edited by A. Harry Passow (New York: Bureau of Publications, Teachers College, Columbia University, 1963), pp. 148-149.

³Helen H. Davidson and Gerhard Lang, "Children's Perceptions of Their Teachers' Feelings Toward Them Related to Self-Perception, School Achievement and Behavior," Journal of Experimental Education, (December, 1960), pp. 107-118.

rejection of him. They found that the child's perception of the teacher's rejection of him resulted in a lowering of the child's self concept. The child's perception of this negative feeling by the teacher affected his academic achievement as well as his classroom behavior.

The assessment of performance in lower socio-economic area classrooms has long been a matter of discussion and controversy. Meaningful assessment of achievement is denied in classrooms where all pupils are urged and expected to reach identical goals. Competition becomes a farce in a situation where the range of variability in competency and potentiality is so great that a substantial number of participants are programmed to fail. With little hope to succeed and with the prospects of failure as the motivating force, the student lowers his aspirations hoping to avoid the inevitable. The result is an increase in the differential between his achievement and his potential achievement.

An important factor in this system of inequitable assessment is the ubiquitous I Q score. This measure as a register of potential seems to be losing some of its sanctity. It is being rejected as a result of the belief by many people that the tests are biased in favor of the middle-class child.¹ The I Q score is losing popularity because the concept of a fixed and immutable cognitive structure has been proved to be

¹Sexton, Education and Income, pp. 38-53.

invalid. Bloom pointed out the invalidity of the concept in his observation that extreme environmental conditions can effect a differentiation of at least twenty points in the score when the extreme conditions persist over a period of several years during the child's early life.¹

In spite of the cultural bias present in the test, the child in the lower socio-economic area school is required to complete during his tenure in the schools several batteries of tests. Tyler made the following observations concerning the validity of the intelligence test for determining what children are capable of achieving:

So far as the problem solving exercises are concerned the typical intelligence test leans heavily on academic, school type problems, whereas lower-class children frequently have had more experience than have middle-class children in dealing with the kinds of practical problems encountered on the streets and in the playground. That is to say, it seems clear . . . that youngsters who do not show up well on intelligence tests do possess abilities that indicate some skills in solving practical problems and that suggest potentialities for further education if the school had broad enough goals to utilize talents of these kinds.²

Strom pointed out that the intelligence tests are depended on too much as a measure of mental retardation or giftedness. Often they are the sole instrument used in measuring intellectual potential and mental growth. Tests

¹Benjamin S. Bloom, Stability and Change in Human Characteristics (New York: John Wiley and Sons, 1964), p. 71.

²Ralph W. Tyler, "Can Intelligence Tests be Used to Predict Educability," Intelligence and Cultural Differences, edited by Kenneth Eells and Robert Havighurst, (Chicago: University of Chicago Press, 1951), p. 43.

are often used in a perfunctory manner to shape the child's destiny. Youngsters fortunate enough to score high on the intelligence test during their early school years will tend to be favored throughout their school careers because in many cases teacher expectation is derived from this singular source. Grading in the classroom is often a reflection of the scores made on tests. When a child who scores low on a test achieves well it is considered luck, but on the other hand a high scoring child will receive good grades although he is achieving at a low level.¹

Effective Instruction in Lower Socio-Economic Area Schools

The type of goals an individual sets for himself influences his behavior. Lower socio-economic area children tend to set goals which are more immediate. The middle-class value of doing something well today in order to obtain something in the future does not usually exist with lower socio-economic area people. Lewis discussed goal setting as it applies to the lower socio-economic area subculture in the following statement:

Long range goal setting is not part of this strata of society. Planning ahead implies hope, and when hope is limited only the present counts. Gratifications are not easily delayed; the rewards must be immediate. Inner-city children cannot always be expected to study today

¹Robert Strom, Teaching in the Slum School (Columbus, Ohio: Charles E. Merrill Books, Inc., 1965), pp. 90-93.

in order to get a job, enter college, or to do better on a final test.¹

The lower socio-economic area child is more oriented toward concrete objects than toward abstract ones. Bloom, Davis, and Hess discussed the implications this has for education in lower socio-economic area schools:

The culturally deprived child has difficulty in learning for its own sake and in learning for the approval of adults. He values things and activities which are concrete and have immediate and tangible rewards. He has difficulty in seeing the relevance of much of school learning since he is unable to comprehend fully or accept the deferred and symbolic gratifications that the middle-class child has come to accept.²

The lower socio-economic area child is motivated to a greater degree by material rewards than by non-material rewards. In a study of the effectiveness of different incentives on learning, Terrell, Durkin, and Wiesly found that middle-class children actually learned more quickly when offered non-material rewards while lower-class children learned more quickly when offered material rewards.³

The lower socio-economic area child is present rather than future oriented. However, contrary to what many people

¹Phyllis E. Lewis, "Instructional Materials for Inner-City Schools," The National Elementary Principal, XLIV (January, 1967), p. 22.

²Benjamin S. Bloom, Allison Davis, and Robert Hess, Compensatory Education for Cultural Deprivation (New York: Holt, Rinehart and Winston, Inc., 1965), p. 21.

³Glenn Terrell, Jr., Kathryn Durkin, and Melvin Wiesly, "Social Class and the Nature of the Incentive Discrimination Learning," Journal of Abnormal and Social Psychology, LIX (1959), pp. 270-272.

believe, he aspires to social and economic status that will provide him respect and a measure of affluency. His experiential background as well as social and economic discrimination militate against him as he seeks to achieve his goals.

Goff's study illustrated the feelings of inadequacy the school develops in the lower socio-economic area child. These feelings of inadequacy stifle his self-confidence and lessen the probability that his aspirations will become realities.¹ Sexton pointed out in her study of the schools of Big City that the economic and educational policies and practices of the school tended to stultify the ambitions and aspirations of the children in these schools.² Clark, in response to the lack of effort in many schools to assist children in the development and fulfillment of realistic aspirations, charged teachers with the responsibility of dealing with the problem. He suggested they begin by assisting the children in the development of self-esteem through encouragement and stimulation.³

"Children from underprivileged environments tend to come to school with a qualitatively different preparation

¹Regina M. Goff, "Some Educational Implications of the Influence of Rejection on Aspiration Levels of Minority Group Children," Education and Social Crisis, edited by Everett T. Keach, Robert Fulton, and William E. Gardner (New York: John Wiley and Sons, Inc., 1967), pp. 223-229.

²Sexton, Education and Income, pp. 21-113.

³Clark, "Educational Stimulation," p. 148.

for the demands of both the learning process and the behavioral requirements of the classroom."¹ The Educational Policies Commission of the National Education Association recognizing the intellectual and social deprivation of many lower socio-economic area children stated that children in these areas should be in school by the age of four years.² Projects such as Head Start have been initiated to reach children in lower socio-economic areas during their early years. The need to provide children with proper stimulation during their early years was stated by Barbara Biber:

What happens to children in the early years--how they feel about themselves, what ideas they get about people and the world--is basic and important for all the years to come. . . .³

Bloom's study of the development of certain human characteristics reported that fifty percent of the mature level of intelligence is achieved by age four while one-sixth of the potential academic achievement is reached by this age.⁴ These data challenge the society to provide programs which will assist the lower socio-economic area child in developing readiness for learning. There are several

¹Deutsch, "The Disadvantaged Child," p. 163.

²National Education Association, Universal Opportunity for Early Childhood Education, Report of Educational Policies Commission (Washington: National Education Association, 1966).

³Barbara Biber, "Emotional Needs of Young Deprived Children," Childhood Education, XLIV (September, 1967), p. 30.

⁴Bloom, Stability and Change, pp. 53, 110.

exemplary programs in progress, but the efforts now being made are too few.

Learning is a complex activity and involves more than readiness, although this is a prerequisite. Attention to styles of learning is an important function of the teacher of lower socio-economic area children. In any classroom may be found many styles of learning. Some children learn best through reading, while others gain more through listening or engaging in some type of physical activity. Some are motivated by pressures of deadlines and tests, while others are more efficient when operating at a leisurely pace. Some learn best by being helped, while others learn best as they help others.¹

Learning styles differ but they have certain common characteristics. Lower socio-economic area children have a characteristic style which is:

1. physical and visual rather than aural
2. content-centered rather than form centered
3. externally oriented rather than introspective
4. problem-centered rather than abstract-centered
5. inductive rather than deductive
6. spatial rather than temporal
7. slow, careful, patient, and persevering rather than quick, clever, facile, and flexible.²

The act of learning requires the reception of stimuli. The home and neighborhood of the lower socio-economic area

¹Frank Riessman, "Styles of Learning," Journal of the National Education Association, 55 (March, 1966), pp. 15-16.

²Riessman, The Culturally Deprived Child, p. 78.

child militates against him in the process of developing visual, tactile, and audile skills. In his setting, the lower socio-economic area child experiences little organized stimulation of the five senses, although there is a constant barrage of incoming stimuli. The feasible alternative for the child is to develop a selective inattentiveness to his surroundings and especially to the voices and commands of adults.¹ The implications for education are many.

If optimal learning is to occur, activities which are compatible with the learning styles of the child should be provided. Daniel suggested the following as useful and appropriate:

1. They appeal to the concern for the immediate benefit and the functional.
2. They use concrete examples, the vivid and striking, or the visual rather than the abstract.
3. They deal with the simple and the related rather than the difficult and subtle; there will be difficulties in seeing or establishing relationships, such as in classifying, categorizing or integrating knowledge.
4. They involve the learner in action and doing rather than speculating.
5. They are provided in a developmental sequence.
6. The experiences must be reinforced.
7. The experiences must be repeated and applied in a variety of ways.²

The learning processes of lower socio-economic area children are subject to the same general principles of

¹Riessman, "Styles of Learning," p. 16.

²Walter G. Daniel, "Some Essential Ingredients in Educational Programs for the Socially Disadvantaged," Disadvantaged Child, edited by Jerome Hellmuth (Seattle: Seattle Seguin School, Inc., 1967), p. 213.

learning as are the learning processes of other students with the exception that learning occurs at a less rapid rate.^{1 2 3}

Teaching in lower socio-economic area schools is a difficult and complex task. Teachers in these schools must work with students who suffer from many "academically handicapping problems arising from the cultural milieu in which they live: conceptual and, hence language-formation difficulties; autistic behavior at one extreme and restlessness at another; emotional instability; and deficiencies in such basic needs as sleep, diet and the like."⁴

Teaching strategies which provide optimum learning opportunities stress individualization of instruction. There are a number of organizational patterns such as team teaching, nongradedness, grouping, and programmed instruction which purport to implement this concept. Other considerations in an effective and appropriate teaching strategy are stated by Ausubel. These are summarized below:

¹Ibid.

²Biber, "Emotional Needs," p. 30.

³Hilda Taba and Deborah Elkins, Teaching Strategies for the Culturally Deprived (Chicago: Rand McNally, 1965), p. 65.

⁴Irving R. Melbo and David W. Martin, "Building Morale in Teachers of the Deprived," The Educationally Retarded and Disadvantaged, The Sixty-Sixth Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago Press, 1967), pp. 328-349.

1. Initial learning materials must be selected which are geared to the learner's existing state of readiness.
2. The mastery and consolidation of all on-going learning tasks before new tasks are introduced, so as to provide the necessary foundations for successful sequential learning and to prevent unreadiness for future learning tasks.
3. The use of unstructured learning materials optimally organized to facilitate efficient sequential learning.¹

Adequate instructional procedures in conjunction with appropriate curriculum content can form the nucleus of an educational program that meets the needs of lower socio-economic area children. Passow and Elliot made the following observations referent to the educational program in lower socio-economic area schools:

It is inappropriate to consider his (the inner-city child) goals as limited to the currently practical and utilitarian. . . . In addition to literacy and mathematics concepts . . . he needs experiences which contribute to: understanding of his own and other cultures and the relationship among them; establishment of sound citizenship and personal health habits; insights into the place of adolescents in society; understandings of ethical concepts of American society; appreciation and understanding of the social contributions and potential worth to American society of varied ethnic and racial groups, immigrants and in-migrants alike; insight into the world of work, requirements for finding and retaining a job; the meaning of mobility; awareness of economic developments which make employment contingent on continuing education both in and out of formal school; and orientation to the leisure resources of the urban community.²

¹David Ausubel, "A Teaching Strategy for Culturally Deprived Pupils: Cognitive and Motivational Considerations," Education and Social Crisis, edited by E. T. Keach, Robert Fulton, and William Gardner (New York: John Wiley and Sons, Inc., 1967), pp. 287-288.

²Passow and Elliot, "Disadvantaged," pp. 35-36.

Daniel seemed to agree with the above criteria when he observed that the curriculum in the lower socio-economic area schools should be planned in a manner which will provide the child with a balanced educational program.¹ Strodbeck used the recommendations of the Panel on Educational Research and Development of the President's Science Advisory Committee in establishing guidelines for an educational program for the lower socio-economic area child. His recommendations seemed to agree with those of Passow, Elliot, and Daniel except they are more specific.²

Strom proposed a curriculum that will be more realistic to the lower socio-economic area child, especially in those areas they indicate are least relevant and most difficult for them--reading, social studies, and arithmetic. He concluded that the lower socio-economic area child comes to school with a lack of readiness for reading. He recommended that these children be provided with many experiences in communication before they tackle the task of reading.³

In making recommendations concerning the social studies curriculum, Strom suggested activities similar to those suggested above by others. He warned against the tendency to

¹Daniel, "Essential Ingredients," p. 214.

²Fred L. Strodbeck, "The Hidden Curriculum in the Middle-Class Home," Learning and the Educational Process, edited by J. D. Krumboltz (Chicago: Rand McNally, 1965), pp. 91-101.

³Strom, Teaching in Slum Schools, pp. 85-86.

provide ready made explanations for the less able student because of the breadth of the content in this curriculum area.¹ In discussing the appropriate mathematics curriculum for the lower socio-economic area child, he stated that since learnings in this area are cumulative the child must be presented with materials for which he has a readiness. In addition, the child must be allowed to progress at his own rate of speed.²

The lower socio-economic area child is quite verbal, although he is often considered to be non-verbal. Eells and Havighurst pointed out that these children use a great number of words with a fair measure of precision, but these are not the words used in the schools. Success in school is based on facility with the middle-class vocabulary.³

Bernstein differentiated between the language patterns of the lower-class child and the middle-class child. The lower-class child is considerably more facile with a form of language which he calls "public language" but is deficient in formal language. Public language is characterized by short, grammatically simple, often unfinished sentences. In addition, there is a simple and repetitive use of

¹Ibid., p. 87.

²Ibid., p. 89.

³Kenneth Eells and Robert J. Havighurst, Intelligence and Cultural Difference (Chicago: University of Chicago Press, 1951), p. 43.

conjunctions and frequent use of short commands and questions.¹

Deutsch's studies of the language patterns of lower socio-economic area children provided the following generalizations:

1. Deprived children use descriptive adjectives much better than they do verbs.
2. The listening vocabulary of deprived children is much greater than the speaking vocabulary.
3. Deprived children project themselves best in fantasy situations.
4. Spontaneous and unstructured situations are more conducive to adequate expression by deprived children.²

The effective teacher is a member of a team. He frequently encounters obstacles to educational progress, barriers to pupil achievement that require the assistance of other professional and paraprofessional people. These specialists are in many situations able to handle issues which the teacher is unprepared to handle.

In order that resource persons of differing talents may make their unique contribution to the education of children, staff relations must of necessity be characterized by cooperation, interdependence, and mutual effort. The teachers must recognize the value of close rapport between themselves and other staff members who are equipped to render service.³

¹Basil Bernstein, "A Public Language," British Journal of Sociology, (December, 1959), pp. 311-323.

²Martin Deutsch, Mimeographed report from the Institute of Development Studies, Department of Psychiatry, New York Medical College.

³Strom, Teaching in Slum Schools, p. 48.

Teachers in lower socio-economic area schools are more dependent on supportive personnel than are teachers in middle-class schools. In the middle-class schools, many of the services which children need are provided by the family of the child, while in lower socio-economic area schools the provision of these services become the task of the schools. If these services are to be optimally effective the teacher must serve as a liaison person between the students he serves and the personnel who are provided to assist him with the problems outside his professional and legal jurisdiction.

The school must relate to the community if the educational program is to be effective. "School-community relations take on a positive tone only after school staffs demonstrate that they can empathize with the community residents and have professional competency to provide a top quality education. The staff must adopt an attitude that says, in effect 'we are here to receive you, to understand your cultural conditions, so that we can provide you with the best possible education.'"¹

When the above described conditions exist, interaction and involvement are much more likely to occur, but there are many ways to discourage the development of a positive relationship between the school and the community. Henderson pointed out one way the school goes about doing this:

¹George Henderson, "Black Nationalism and the Schools," The National Elementary Principal, XLVI (September, 1967), p. 14.

A visiting parent is first paralyzed by a series of unfamiliar four syllable words. This is followed by a recital of the children's test scores without explanation, and ended by the teacher asking the parent why she cannot do a better job in helping her child adjust to school. The last action is a verbal karate blow aimed at humbling and embarrassing the psychologically weakened parent.¹

Teacher education programs must be upgraded to prepare teachers to cope with the situations that arise in lower socio-economic area classrooms. The need for the services of specialists in these schools has been noted and discussed above. Their importance to the total educational program is acknowledged, but there are occasions when the teacher must make decisions that require reference to a particular area or field of competence. Teachers traditionally have had some preparation in the field of psychology and are able to make decisions based on psychological principles. In contrast, teachers have had little preparation in the areas of sociology and anthropology. This has resulted in their perceiving students' behavior as being "psychological." Actually, the problem may be a product of social conditions and may require reference to sociological or anthropological principles.²

Havighurst, who recently completed a comprehensive study of the Chicago Public Schools made the following statement referent to teacher preparation programs:

¹Ibid.

²Melbo and Martin, "Building Morale," p. 348.

Present curricula of the teacher institutions should be carefully reviewed and all teachers in training should be required to have at least a minimum requirement in social anthropology, sociology, and human relations. It is surprising how many teachers cite a sociology course as the one most helpful to them in their teaching in depressed neighborhoods. Such courses should involve actual experiences in such neighborhoods, in community agencies, and in schools themselves, culminating in practice teaching experience in these schools.¹

The successful teachers in lower socio-economic area schools are those who have developed a sensitivity to the unique needs of the children, understand their learning patterns, and are able to cope with the frustrations which come with slow and minimal academic achievement and non-conforming behavior. These teachers have developed a variety of instructional strategies and techniques which are sufficiently flexible to enable them to serve the broad range of needs existing in the lower socio-economic area subculture. They are idealistic without being sentimental and vacuous. They have acquired insights and understandings of the lower socio-economic area child which enables them to comprehend and deal with the various demands gripping the schools in the current social, economic and political turmoil. The effective teachers use the resources available to them in a manner which maximizes the strengths of the children they serve. They understand their own biases and their impact on the children with whom they work. Their most important

¹Robert J. Havighurst, The Public Schools of Chicago (Chicago: The Board of Education, 1964), pp. 69-70.

characteristic seems to be that they are committed to the principle that each child in the lower socio-economic area school has the same measure of worth and dignity as has any other child in any other school.^{1 2}

Statement of the Problem

The social class status of most teachers employed in lower socio-economic area schools is middle-class, while children in these schools are lower-class. The culture, ethos, and values of the teachers employed in lower socio-economic area schools differ from the culture, ethos, and values of children in these schools. The incongruency of the culture, ethos, and values of teachers and children in lower socio-economic area schools is the causal factor in the development of conflict and hostility between these groups. Conflict and hostility result in a mutual lack of understanding and acceptance between teachers and children in lower socio-economic area schools. This lack of understanding and acceptance affects the educational program in lower socio-economic area schools. Teachers who do not understand and accept the culture, ethos, and values of children in lower socio-economic area schools are less likely to

¹Edmund W. Gordon and Doxey A. Wilkerson, Compensatory Education for the Disadvantaged (New York: College Entrance Examination Board, 1966), p. 179.

²Passow and Elliot, "Disadvantaged," p. 38.

be effective teachers than those teachers who understand and accept the culture, ethos, and values of these children.

The task of this study is to determine if there is a significant difference in the attitudes toward and the knowledge of lower socio-economic area people of the least effective teachers employed in these schools and the most effective teachers employed there.

CHAPTER II

THEORETICAL FRAMEWORK OF STUDY

Social Class and the Society

The American people have, for the most part, been reluctant to admit that American communities are characterized by a definite hierarchy of social classes. Yet they will . . . acknowledge the existence of significant social gradations and locate with considerable precision the positions on the social scale of various members of the community.¹

Social stratification is a widespread phenomenon that emerged during the early years of ancient civilization. It has existed in various forms and in differing degrees in all societies since man began to live in groups. Social stratification has been maintained by systems ranging from the rigid caste system of India through the more democratic systems of Greece and Egypt to the alleged open society of the United States.²

The population of the United States though less rigidly and distinctly stratified than most societies is characterized by class divisions. Generally, social scientists

¹William O. Stanley, and others, Social Foundations of Education (New York: Holt, Rinehart and Winston, 1965), p. 130.

²Harold M. Hodges, Jr., Social Stratification (Cambridge: Schenkman Publishing Company, Inc., 1964), p. 11.

categorized the society into five or six classes based on characteristics of their life-style. One of the first of the social scientists to analyze the structure and folkways of the American society was W. Lloyd Warner who delineated six explicit social class levels which he identified as upper-upper, lower-upper, upper-middle, lower-middle, upper-lower, and lower-lower. Warner used four factors as a basis for classifying individuals as members of a specific social class. These factors were: occupation, income, type of house, and dwelling area.¹ Social class exists as a theoretical concept, but as Warner pointed out, social classes ". . . are not categories invented by social scientists to help explain what they have to say; they are groups recognized by the people of the community as being higher or lower in the life of the city."² Packard³ and Hodges⁴ discussed in some detail the life styles which identify individuals or groups as members of a specific social class.

The flexibility of class structure in the United States encourages mobility. Warner, Havighurst, and Loeb stated:

¹W. Lloyd Warner, American Life: Dream and Reality (Chicago: University of Chicago Press, 1953), pp. 55-60.

²W. Lloyd Warner, and others, Democracy in Jonesville (New York: Harper & Brothers, 1949), pp. 8-9.

³Vance Packard, The Status Seekers (New York: David McKay and Company, 1962).

⁴Hodges, Social Stratification, pp. 78-171.

Social mobility in a class system permits an individual during his lifetime to move up or down through the several social strata. A man may be born lower-class but climb into the upper range of society, . . .¹

Examples of upward social mobility are plenteous in the records of the past and the present. Horatio Algier's characters are fictional, but actual examples of individuals whose experiences parallel those of Algier's characters are not difficult to locate. The existence of an environment which facilitates the improvement of the individual's social and economic status is basic to the open society.

Social Class and the Schools

Factors such as race, occupation, and educational preparation affect social mobility. Of these factors, educational preparation ranks among the most important. With the opportunities which it makes available, educational preparation provides a strong deterrent against discrimination in the areas of employment, housing, and recreation. Although many lower-class people are not cognizant of this, some are taking advantage of the opportunities that are being provided to acquire an education.

There are many lower-class people who do not consider the educational system as an avenue along which they may move toward economic and social success. This attitude is

¹W. Lloyd Warner, Robert J. Havighurst, and Martin B. Loeb, Who Shall Be Educated? (New York: Harper & Brothers, 1944), p. 19.

not the result of a lack of faith in the potential of education, but to a lack of confidence in the concern of the social system for their education. Although lower-class people feel the need for education, they suspect that school personnel are not intellectually and attitudinally competent to provide an environment conducive to the growth and development of their children.¹ In many instances, this mistrust of the school is not based on evidence, but is a consequence of a lack of ongoing relationships between the teachers and the people with whom they work in lower socio-economic area schools. An assumption of this study and a suspected causal factor in the lack of development of meaningful relationships between teachers and people in lower socio-economic areas is: teachers in lower socio-economic area schools are middle-class or aspirants to middle-class status while the patrons and children of these schools are lower-class.²

Social Class and Conflict

Misunderstanding and mistrust often develop as a result of poor relationships between teachers and people in lower socio-economic areas. When misunderstanding and mistrust exist conflict is likely to occur.³ Warner, Havighurst, and Loeb suspected that misunderstanding, mistrust, and

¹Riessman, The Culturally Deprived Child, pp. 10-12.

²McCandless, Children and Adolescents, p. 454.

³Henderson, "Black Nationalism," p. 14.

subsequent conflict are inevitable since in lower socio-economic area schools many children are in direct relation with teachers whose culture, ethos, and values differ from their own.¹ The above statements suggested the following assumption: hostility, conflict, and resentment are likely to develop between teachers and people in lower socio-economic areas as a result of differences in culture, ethos, and values.

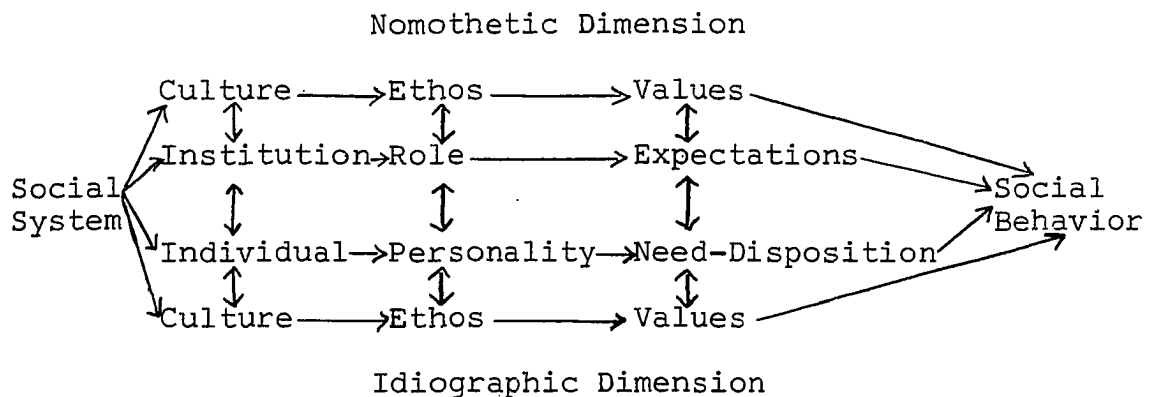
The attitudes and behaviors of lower socio-economic area people differ from those of other members of the society toward the social, political, cultural, and economic institutions of the society. Their expectations of and commitments to these institutions differ from those of the middle-class. Lower socio-economic area people tend to be suspicious of organized groups or institutions, especially those controlled by the middle or upper-class and are reluctant to become involved in the activities of the group or institution. Since most of the institutions are controlled by the middle or upper-class, lower-class people do not become involved except when compelled to do so. The apathy and unconcern which this behavior seems to represent is not conducive to the strengthening of relations between the middle-class teachers and the lower-class people. As relations deteriorate in the wake of this lack of communication between

¹Warner, Havighurst, and Loeb, Who Shall Be Educated?, p. 96.

teachers and the people of the community, the environment for conflict is developed. Suspicion was mentioned above as a causal factor in the failure of lower-class people to become involved in the activities of the institutions of this country, but there are other bases for this failure. These factors must be evaluated in relation to the culture, ethos, and values which have shaped the personality and need-disposition of the people.

Dimensions of Social Behavior

Social behavior is a complex phenomenon. It is motivated by causal variables which are both publicly mandatory and privately necessary. Getzels schematized the variables which effect social behavior in the following model:¹



The model indicates that social behavior is a product of the interaction of the variables of the nomothetic and

¹Jacob W. Getzels, "Conflict and Role Behavior in the Educational Setting," Readings in the Social Psychology of Education, edited by W. W. Charters and N. L. Gage (Boston: Allyn and Bacon, Inc., 1963), p. 310.

idiographic dimensions of the social system. The variables of the nomothetic dimension illustrate the sociological or nomothetic level of activity in the social system, while the variables of the idiographic dimension illustrate the psychological or personal level of activity.¹

A social system has institutions through which it carries on its functions. These are characterized by roles and expectations. Roles are occupied by individuals whose behavioral patterns are regulated by the expectations of the dominant culture. Both role position and role expectations are established and maintained in a manner congruent with the culture, ethos, and values to which the dominant societal group is committed. Since specific individuals who occupy the roles in an institution interpret the role position and role expectations in a manner congruent with their own needs, these variables change with changes in personnel, however, they are somewhat constant changing appreciably only as the culture, ethos, and values of the society change.²

The variables of the idiographic dimension are less well defined and more subject to change than the variables of the nomothetic dimension. The individual who participates in activities of the institution has a unique personality and

¹John R. Verduin, Jr., Conceptual Models in Teacher Education (Washington, D.C.: The American Association of Colleges for Teacher Education, 1967), pp. 55-66.

²Getzels, "Conflict and Role Behavior," pp. 310-312.

set of need-dispositions which are shaped in the culture, ethos, and value system of the individual's environment. The uniqueness of the personality and need-disposition of the individual interacting with the institution is responsible for the variety of human behavior present in the social system.¹

Cross-Cultural Interaction and Conflict

The public schools in America are primarily controlled by members of the middle-class. As noted above, teachers are predominately middle-class as are others who are in decision-making positions. Campbell noted:

A number of studies on the government of education . . . tend to find that the crucial decisions about education are made by a small group of leading community figures in cooperation with professional educators. This results in an educational system which reflects the interests of this elite and serves primarily the American middle-class.²

The school as an instrument of the middle-class, has its role and expectations dictated by the middle-class. The school's role and expectations are realized through activities that are congruent with the culture, ethos, and values of the middle-class.

The lower socio-economic area child with his personality and need-disposition is shaped by the culture, ethos,

¹ Ibid.

² Alan Campbell, "Who Governs the Schools?" Saturday Review, (December 21, 1968), p. 50.

and values of his subculture. The individual's personality and need-disposition are important factors in influencing behavior. Getzels pointed out that personality is the dynamic organization of those need-dispositions that govern his unique perceptions and reactions to the environment and its expectations.¹ He emphasized the influence of the personality and need-disposition on behavior when he cited Parsons' and Shils' definition of need-disposition as the central analytic unit of personality and a factor influencing individual tendencies to orient and act with respect to objects in certain manners and to expect certain consequences of these actions.²

The culture, ethos, and values of lower socio-economic area children differ from those of their middle-class teachers. The lower-class children have ways of perceiving and behaving which are different from the school culture. Their ambitions, hopes, desires, attitudes toward authority, fears, habits, basic orientations toward life are so different from those of the teacher, they do not understand the teacher nor does the teacher understand them.³

Teachers in lower socio-economic area schools find little incongruency between their culture, ethos, and values

¹Getzels, "Conflict and Role Behavior," pp. 310-312.

²T. Parsons and E. Shils, Toward a General Theory of Action (Cambridge: Harvard University Press, 1951), p. 114.

³James Olsen, "Challenge of the Poor to the Schools," Phi Delta Kappan, XLVII (October, 1965), p. 80.

and those advocated by the schools. Their commitment to middle-class principles and practices inhibits the development of conflict between themselves and the schools. This commitment, in many instances, is responsible for the lack of success of teachers of lower socio-economic area children. Because teachers are dedicated to middle-class principles and practices and view their role in the schools as one of inculcating middle-class culture, ethos, and values, they feel frustrated and angry when children in their charge fail to respond to their efforts. This attitude by the teacher tends to worsen the relationship between the teacher and the children and to emphasize more clearly the incongruities which exist between them.

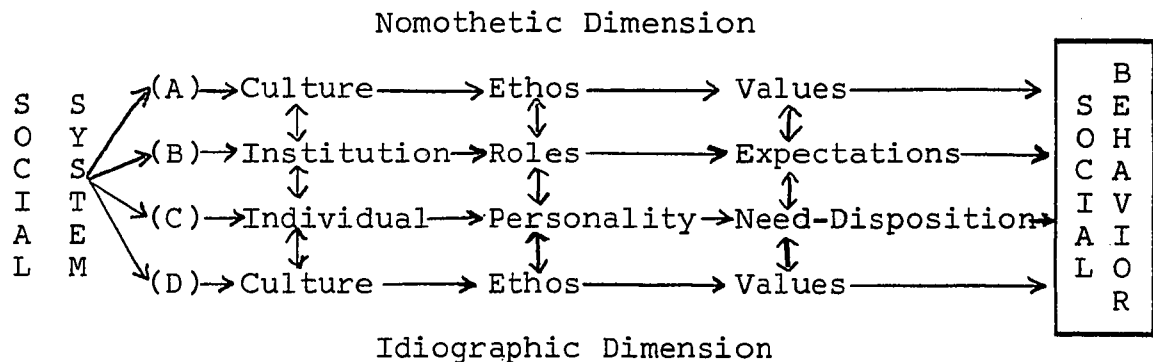
Lower socio-economic area children experience little conflict as they function in the social milieu outside the schools, for they are products of this subculture. They experience conflict when they attempt to function in the schools where the attitudes, value orientations, controls and rewards, teaching materials, personnel, and administrative practices are incongruent with their life-styles.¹

Conflict between teachers and children in lower socio-economic area schools results from inter-class incongruities which exist as a consequence of differences in culture, ethos, and values. Conflict between teachers and children lessens

¹Ibid.

the probability that teachers will be effective. An assumption of this study is: ineffective teachers in lower socio-economic area schools are those whose behavior toward children and patrons in these schools creates conflict, hostility, and resentment, and whose attitudes and competencies are not sufficient to enable them to deal with the total range of human needs represented in the school setting.

The concept of conflict as a consequence of incongruity between the middle-class teacher and lower socio-economic area children is schematized in the following model which is an elaboration of the model presented earlier in this chapter.



In the model, stratum B represents the schools in the lower socio-economic areas. Stratum A represents the middle-class culture, ethos, and values which influence the educational program in these schools. Stratum C represents the lower socio-economic individual who is shaped by the culture, ethos, and values of his subculture which is represented by stratum D.

Conflict exists in the social system as a result of incongruency in the culture, ethos, and values of the middle-class and lower-class. Using the model as a reference, it is hypothesized that stratum B will be congruent with stratum A, but incongruent with strata C and D. It is further hypothesized that stratum C will be congruent with stratum D.

Cross-Cultural Interaction and Effectiveness

Not every lower socio-economic area classroom is characterized by what Clark referred to as the "clash of culture."¹ Some teachers in these schools are successful in establishing meaningful relationships between themselves and the children in their classrooms. McCandless pointed out that teachers who are successful in working with children from lower socio-economic areas are those who succeed in bridging the value chasm between themselves and the children in their classes.² This suggested the following assumption: effective teachers in lower socio-economic area schools are those who understand and accept the children and their parents and whose attitudes and knowledge enable them to deal with the total range of human needs represented in the school setting in the lower socio-economic areas.

¹Clark, Dark Ghetto: Dilemma of Social Power, p. 126.

²McCandless, Children and Adolescents, p. 484.

Basic Hypotheses

This study was designed to test the following null hypotheses:

1. There is no statistically significant difference in the mean attitudes toward lower socio-economic area children and their parents of the least effective teachers and the most effective teachers employed in lower socio-economic area schools as measured by the Cultural Attitude Inventory.
2. There is no statistically significant difference in the mean knowledge of lower socio-economic area children and their parents of the least effective teachers and the most effective teachers employed in lower socio-economic area schools as measured by the test Knowledge of the Disadvantaged.
3. There is no statistically significant difference in the amount of preservice and inservice educational preparation of the least effective teachers and the most effective teachers employed in lower socio-economic area schools as measured by the questionnaire developed by the writer.

CHAPTER III

RESEARCH DESIGN

Definition of Variables

For this study, the following definitions of terms were used:

Lower socio-economic area children.--This term was used interchangeably with other terms such as culturally deprived, culturally disadvantaged, educationally disadvantaged, educationally disadvantaged, and economically disadvantaged to distinguish those children coming from homes in which for the most part the parents were included in the manual labor group in modern industrial society. They generally occupied the lower ranks among the classes in point of income, status, and surrounding conditions.¹

Lower socio-economic area schools.--This term was used to denote those schools in which a majority of the children in attendance were from homes in lower socio-economic areas. These schools were most often located in the urban areas of cities and were frequently referred to as urban schools.²

¹Dobson, "Behavioral Problems," p. 9.

²Ibid.

Most effective teachers.--This term was used to denote those teachers who were most effective in assisting their students in meeting their emotional, social, physical, and intellectual needs. The criteria for inclusion in this classification were established by the writer with judgements concerning teacher's qualifications for inclusion in this group made by the building principal of each school participating.

Least effective teachers.--This term was used to denote those teachers who are least effective in assisting their students in meeting their emotional, social, physical, and intellectual needs. The criteria for inclusion in this classification were established by the writer with judgements concerning teacher's qualifications for inclusion in this group made by the building principal of each school participating.

Teacher preparation.--This term was used to denote the formal aspects of meeting certification requirements and providing oneself with the supplementary knowledges, skills, and attitudes necessary in achieving competence in the development of the educational program.

Teacher attitudes.--The positive or negative mental and emotional set of a teacher with respect to a social subject such as a person, race, or trait.¹

¹Ibid.

Teacher competency.--This term was used to denote those skills, knowledges, and attitudes needed by the teacher to enable him to deal effectively with his students as they attempt to meet their emotional, social, physical, and intellectual needs.

Educational program.--This term was used to denote the total of the activities engaged in by children under the auspices or supervision of the schools.

Selection of Subjects

Subjects for the sample necessary to implement this study were selected from ten public schools located in the Oklahoma City School District. These schools were randomly selected from a list of schools in the District designated Title I schools by the Federal government.

Subjects for this study were selected from teachers who are regularly employed as classroom teachers of children in grades one through six in the above mentioned schools. Special education teachers and teachers of other special groups were excluded from participating in this study. The subjects of this study were sixty teachers chosen from the participating schools by the administrators of the schools. From each of the ten schools participating in this study, the administrator of the school selected three teachers whom he perceived to be the least effective teachers in his school to be included in a group referred to as "least effective teachers." In addition, the administrator of each school

selected three teachers whom he perceived to be the most effective teachers in his school to be included in a group referred to as "most effective teachers." The two groups comprising the sample were composed of sixty teachers as indicated by Table 1. The criteria for inclusion in a specific group were established by the writer with judgements concerning teacher's qualifications for inclusion in a group made by the building principal. Each principal was requested to observe the following areas of teacher behavior when selecting teachers for the sample:

1. Teacher preservice and inservice preparation
2. The quantitative and qualitative aspects of human relations activities
3. Curriculum and instructional techniques

TABLE 1.--Number of teachers in least effective and most effective teacher groups and total sample.

	Least Effective Teachers	Most Effective Teachers	Total
Number of Teachers	30	30	60

These factors were selected since they represented general areas of teacher behavior which influenced the educational program. A perusal of the literature dealing with urban education seemed to lend support to the thesis that the preservice and inservice preparation of teachers was an important factor in teacher effectiveness. The literature

selected three teachers whom he perceived to be the most effective teachers in his school to be included in a group referred to as "most effective teachers." The two groups comprising the sample were composed of sixty teachers as indicated by Table 1. The criteria for inclusion in a specific group were established by the writer with judgements concerning teacher's qualifications for inclusion in a group made by the building principal. Each principal was requested to observe the following areas of teacher behavior when selecting teachers for the sample:

1. Teacher preservice and inservice preparation
2. The quantitative and qualitative aspects of human relations activities
3. Curriculum and instructional practices

TABLE 1.--Number of teachers composing designated teacher groups and total number composing sample.

	Teacher Group		Total
	Least Effective Teachers	Most Effective Teachers	
Number of Teachers	30	30	60

These factors were selected since they represented general areas of teacher behavior which influenced the educational program. A perusal of the literature dealing with urban education seemed to lend support to the thesis that the preservice and inservice preparation of teachers was an important factor in teacher effectiveness. The literature

suggested that human relations activities were important in the development of an environment which encouraged the co-operation of children and teachers in lower socio-economic area schools. Sources cited in Chapter I stated that the curriculum and the instructional practices in lower socio-economic area schools were irrelevant to the needs and characteristics of children in the schools and should be adjusted to meet their needs and characteristics. Although teacher effectiveness was related to these factors, it was understood that there were other factors which affected effectiveness. Administrators participating in this study were expected, however, to make judgements within the limits of the above listed factors.

Schools from which the sample was drawn evidenced a varying degree of racial integration of teachers and children. Five schools had a preponderant ratio of children of Caucasoid extraction to children of Negroid origin, while five schools had a preponderant ratio of children of Negroid extraction to children of Caucasoid origin. Staffs in these schools were more nearly racially balanced in compliance with the court order stating that staffs must evince a white-black ratio approximating the white-black population of the Oklahoma City School District.¹

¹U.S. District Court for the Western District of Oklahoma, Case No. 9452, Section 7, August 16, 1967.

Instruments and Procedure for Collecting Data

To secure data for this study, several instruments were used. The Cultural Attitude Inventory developed by Dorothy J. Skeel was used to arrive at an estimate of the teachers' acceptance of people from diverse backgrounds. The inventory consisted of fifty statements describing the behavior of lower socio-economic area children. Teachers were required to make responses ranging from strongly agree to strongly disagree.¹ The Cultural Attitude Inventory with an answer sheet was included in this volume as Appendix A.

The Cultural Attitude Inventory was scored by assigning a numerical value to each response. A response which indicated a positive attitude toward lower socio-economic area people produced a high score while a response which suggested a negative attitude produced a low score. The total score for the test was the sum of the scores on the individual items.

The Cultural Attitude Inventory was chosen for this study because no other instrument with which to assess attitudes of this nature was available. No data on the reliability level of the instrument were available, but Skeel reported that the inventory had an internal consistency of .46 using

¹Dorothy J. Skeel, "Determining the Compatibility of Student Teachers for Culturally Deprived Schools by Means of a Cultural Attitude Inventory," (unpublished Ed.D. dissertation, Pennsylvania State University, 1967), p. 27.

the Kuder-Richardson Formula. Her study reported that the Cultural Attitude Inventory was found to be a reliable instrument for selecting effective student teachers for culturally deprived schools.¹

The test Knowledge of the Disadvantaged developed by Elizabeth Ray and A. Laverne Phillips was chosen for this study because it was the only instrument available which would serve the purpose of this study. It measured the teachers' understanding of specific and general concepts pertaining to the disadvantaged.² The form of the answer sheet for this test allowed teachers to respond negatively or positively to each concept. In addition, the degree of understanding of the concept was elicited. This instrument was scored by assigning a numerical value to each response. A positive response was assigned a high score while a negative response was assigned a low score. Scores ranged from one to six. The total score on the instrument was the sum of the scores of the individual items. The sixty-five item test had a reported reliability of .887. The instrument with an answer sheet was included in this volume as Appendix B.

Since no instrument was readily available with which to secure data concerning the preservice and inservice

¹Ibid.

²Ruby Lillian Meis, "Teachers' Attitudes Toward People of Diverse Backgrounds, Knowledge of the Disadvantaged, and Professional Commitment," (unpublished Ed.D. dissertation, Pennsylvania State University, 1967), p. 28.

educational preparation of teachers in lower socio-economic area schools, a questionnaire was developed by the writer. This instrument was exhibited as Appendix C.

The items included in this instrument were those which seemed to represent areas of activity or knowledge which affected teachers' attitudes toward and knowledge of lower socio-economic area children. These items were selected from the literature and research reviewed as part of this study.

Item one which was concerned with the number of years of teaching experience was included in the questionnaire because the findings of Dobson's study of the perception and treatment of behavioral problems indicated that teachers with a greater number of years of teaching experience were more accepting of aberrant behavior in children than were teachers with fewer years of teaching experience.¹ Item two which was concerned with the extent of teacher preparation was included because of the assumption that the desire to be an effective teacher would serve as motivation to teachers to increase their understanding of lower socio-economic area children through additional formal preparation. Item seven which was concerned with the number of college credits in educational sociology or sociology was included because Havighurst's study of the Chicago Public Schools stated that teachers

¹Dobson, "Behavioral Problems," p. 100.

cited "a sociology course as the one most helpful to them in their teaching in depressed neighborhoods."¹

Items three, four, five, six and eight were included because they represented activities which required involvement by teachers to a greater extent than required by terms of their contract. It was assumed that the most effective teachers would be involved in these activities more frequently than would the least effective teachers, because additional involvement indicated a commitment which seemed to be characteristic of effective teachers in lower socio-economic area schools.²

Item nine which was concerned with the development of a system of rotation of teachers was included to determine the attitudes of teachers toward their tasks as teachers of lower socio-economic area children. Since teaching in lower socio-economic area schools was considered to be a more difficult task than teaching in middle-class schools, it was assumed that the most effective teachers would disagree with the statement feeling that some teachers were not attitudinally and intellectually competent to work with children in these schools.

Item ten was included because some teachers presently employed in lower socio-economic area schools indicated that

¹Havighurst, "Chicago," p. 69.

²Meis, "Teachers' Attitudes," p. 54.

student teaching experiences were irrelevant to their educational preparation and that student teaching programs should be revised. The literature revealed that a number of efforts were being made to provide prospective teachers of lower socio-economic area children with experiences similar to those they were expected to encounter in teaching.

Permission to administer the data-gathering instruments was requested and obtained from the administrator of each participating school and from each teacher selected as a part of the sample. The instruments were delivered to each school by the writer and were distributed to the teachers by the administrator of the school.

In order to insure anonymity and encourage objectivity, the following procedure was carried out in securing the data for this study: The administrator in each school provided each subject with a set of the instruments with a numerical designation. He recorded the subject's name on a card provided by the writer beside the numeral representing the instrument received by the subject. The lists of names were not made available to the writer. The lists were designed to be used for reference purposes should any of the instruments not be returned. As an added precaution, each subject was requested to return his instrument to the writer under separate cover. After all the instruments were returned, the administrators were requested to destroy the lists. Letters

through which correspondence with the participating teachers was carried out are exhibited as Appendix D.

Treatment of Data

The analysis of the data secured from the Cultural Attitude Inventory, the test Knowledge of the Disadvantaged, and the questionnaire was accomplished through the use of several statistical measures. To test hypothesis 1, that there is no significant difference in the attitude toward lower socio-economic area people of least effective teachers and most effective teachers, the t test was used to compute the difference of the means of the scores of the least effective teachers and the most effective teachers on the Cultural Attitude Inventory. To test hypothesis 2, that there is no significant difference in the understanding and knowledge of lower socio-economic area people by the least effective teachers and the most effective teachers, the t test was employed in a manner similar to that used above in the analysis of the data obtained from the test Knowledge of the Disadvantaged.

To ascertain whether an intragroup relationship existed between scores on the Cultural Attitude Inventory and the test Knowledge of the Disadvantaged, a Pearson Product-Moment Correlation was computed on the scores of the least effective teachers on the Cultural Attitude Inventory and the test Knowledge of the Disadvantaged. A similar

operation was performed on the scores of the most effective teachers on these instruments. A z score was computed to determine the significance of the difference of the correlation coefficient.

Chi-square tests were used to test hypothesis 3 of no significant difference in the amount of preservice and inservice preparation of the most effective teachers and the least effective teachers employed in lower socio-economic area schools. For the purpose of testing this hypothesis as well as hypotheses 1 and 2, the level of confidence for establishing significance was set at .05.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the tabulated results of the analytical treatment of data obtained from the research instruments used in this study. The data gathered were used to test the following null hypotheses: (1) the attitudes of the least effective teachers working in lower socio-economic area schools do not differ significantly from the attitudes of the most effective teachers working in these schools, (2) the knowledges and understandings of lower socio-economic area people by the least effective teachers working in lower socio-economic area schools do not differ significantly from the knowledges and understandings of the most effective teachers working in these schools, and (3) the inservice and preservice educational preparation of the least effective teachers working in lower socio-economic area schools do not differ significantly from the inservice and preservice educational preparation of the most effective teachers working in these schools.

Data were collected through the use of an inventory, a test, and a questionnaire. These instruments were administered to teachers in ten public elementary schools in the

Oklahoma City Public School System. Schools from which the sample was drawn were randomly selected from schools in the Oklahoma City Public School System designated Title I schools by the Federal Government. Randomness was accomplished by writing the name of each school which satisfied the criteria stated above on a card, placing the cards in a box, and withdrawing ten cards. Sixty teachers participated as subjects for the study. The data obtained were analyzed through the use of the t test, Pearson Product-Moment Correlation and the χ^2 test. The level of significance was set at .05.

Data obtained from the Cultural Attitude Inventory and the test Knowledge of the Disadvantaged are exhibited as Appendices E, F, G, and H. The data from the Cultural Attitude Inventory and the test Knowledge of the Disadvantaged presented as Appendices E and F respectively were analyzed by means of t tests. In order to facilitate the presentation of the data and its substitution into the t test formulas, the following codes were used:

- X_1 Raw scores of most effective teachers employed in lower socio-economic area schools
- X_2 Raw scores of least effective teachers employed in lower socio-economic area schools
- x_1 Deviations from the mean of the scores of most effective teachers employed in lower socio-economic area schools
- x_2 Deviations from the mean of the scores of least effective teachers employed in lower socio-economic area schools.

A Pearson Product-Moment Correlation Coefficient was computed on the scores of the most effective teachers on the Cultural Attitude Inventory and the test Knowledge of the Disadvantaged. The scores of the least effective teachers on these instruments were analyzed in a similar manner. The data from the above instruments were presented respectively as Appendices G and H. The following system of coding was used:

- X_M Raw scores of most effective teachers employed in lower socio-economic area schools on the Cultural Attitude Inventory
- Y_M Raw scores of most effective teachers employed in lower socio-economic area schools on the test Knowledge of the Disadvantaged
- X_L Raw scores of least effective teachers employed in lower socio-economic area schools on the Cultural Attitude Inventory
- Y_L Raw scores of least effective teachers employed in lower socio-economic area schools on the test Knowledge of the Disadvantaged
- x Deviations from the means of the scores of most effective teachers and least effective teachers employed in lower socio-economic area schools on the Cultural Attitude Inventory
- y Deviations from the means of the scores of the most effective teachers and the least effective teachers employed in lower socio-economic area schools on the test Knowledge of the Disadvantaged

Table 2 summarized the results of the computation of t values from the scores of most effective teachers and least effective teachers employed in lower socio-economic area schools from the Cultural Attitude Inventory and the test Knowledge of the Disadvantaged. The raw data used in the

computation of the values presented in Table 2 were exhibited as Appendices E and F.

TABLE 2.--Values of t of designated teacher groups on the Cultural Attitude Inventory and the test Knowledge of the Disadvantaged

		\bar{X}	s	$s\bar{x}_1 - \bar{x}_2$	t
<u>Cultural</u> <u>Attitude</u> <u>Inventory</u>	Most Effective Teachers	191	15.23		
	Least Effective Teachers	187	13.89	3.77	1.06
<u>Knowledge</u> <u>of the</u> <u>Disadvantaged</u>	Most Effective Teachers	259	15.91		
	Least Effective Teachers	251	19.03	4.53	1.77

The Cultural Attitude Inventory was used to gather data to test the null hypothesis of no significant difference in the attitudes toward lower socio-economic area people of the most effective teachers and the least effective teachers employed in lower socio-economic area schools. The data secured through the administration of the Cultural Attitude Inventory did not permit rejection of the null hypothesis since the t value of 1.06 with fifty-eight degrees of freedom was not significant at the .05 level of significance.

The test Knowledge of the Disadvantaged was used to test the null hypothesis of no significant difference in the knowledge and understanding of lower socio-economic area

people by the most effective teachers and the least effective teachers employed in lower socio-economic area schools. The data secured through the administration of the test Knowledge of the Disadvantaged did not permit the rejection of the null hypothesis since the t value of 1.77 with fifty-eight degrees of freedom was not significant at the .05 level of significance.

Table 3 summarized the results of the computations of correlation coefficients of the scores on the Cultural Attitude Inventory and the test Knowledge of the Disadvantaged of most effective teachers employed in lower socio-economic area schools. Also, correlation coefficients were presented for scores on the Cultural Attitude Inventory and the test Knowledge of the Disadvantaged for the least effective teachers employed in lower socio-economic area schools. A z score was computed for both teacher groups to determine whether the derived correlation coefficient was significantly far from zero to indicate a significant relationship between the scores on the Cultural Attitude Inventory and the scores on the test Knowledge of the Disadvantaged.

The Pearson Product-Moment Correlation was used to compute correlation coefficients from the scores on the Cultural Attitude Inventory and the test Knowledge of the Disadvantaged of the most effective teachers employed in lower socio-economic area schools. The correlation coefficient obtained from the computation was +.52. The z score value

of 2.80 derived from the correlation coefficient indicated that the r value of $+.52$ was sufficiently far from zero to be considered significant at the .05 level of significance.

TABLE 3.--Correlation coefficients of designated teacher groups on the Cultural Attitude Inventory and the test Knowledge of the Disadvantaged

		\bar{X}	r
Most Effective Teachers	<u>Cultural Attitude Inventory</u>	191	$+.52^*$
	<u>Knowledge of the Disadvantaged</u>	259	
Least Effective Teachers	<u>Cultural Attitude Inventory</u>	187	$+.29$
	<u>Knowledge of the Disadvantaged</u>	251	

*Significant at the .05 level of significance.

The Pearson Product-Moment Correlation was used to compute correlation coefficients from the scores on the Cultural Attitude Inventory and the test Knowledge of the Disadvantaged of the least effective teachers employed in lower socio-economic area schools. From this computation, a correlation coefficient of $+.29$ was obtained. A z score was computed to determine whether the obtained coefficient of $+.29$ was sufficiently far from zero to indicate a significant relationship between the scores on the Cultural Attitude Inventory and the scores on the test Knowledge of the

Disadvantaged. The derived value of 1.56 was not significant at the .05 level of significance.

To test the null hypothesis of no significant difference in the inservice and preservice educational preparation of most effective teachers and least effective teachers employed in lower socio-economic area schools χ^2 tests were used. Each of the items on the questionnaire was analyzed to determine whether a significant difference existed between teacher groups in the areas investigated by the instrument. Table 4 presented a summary of the results of the analysis of the data secured from the questionnaire. The data secured through the administration of the questionnaire were presented with the χ^2 values obtained from the computations as Appendix I.

The data presented in Table 4 indicated that a statistically significant difference existed between teacher groups in only two areas investigated by the questionnaire. The χ^2 value of 4.58 obtained from analyzing the data secured in response to the item concerning years of teaching experience was significant at the .05 level of significance with one degree of freedom. The data indicated a statistically significant difference between teacher groups in the amount of preparation in educational sociology or sociology. With one degree of freedom, the difference was significant at the .05 level of significance. The null hypotheses of no significant difference between groups was rejected in both cases.

TABLE 4.-- χ^2 values obtained from the analysis of questionnaire items

Questionnaire Item	χ^2 value
Years of teaching experience	4.58*
Extent of educational preparation	.076
Latest enrollment in college courses for credit	.58
Number of workshops, conferences, and seminars attended during the last year	2.18
Teachers' estimation of the value of inservice education by television	not computed
Number of books related to education read during the last year	.09
Number of college credits in educational sociology or sociology	6.24*
Number of committees served on during the last two years	2.02
Teachers' opinions concerning the desirability of establishing a system of teacher rotation	2.24
Comparability of economic status of families in designated school communities	.08
Comparability of social status of families in designated school communities	.88
Comparability of intellectual level of children in designated communities	.08
Comparability of racial composition of pupil populations in designated schools	3.30
Comparability of achievement of pupils in designated schools	.80

*Significant at the .05 level.

The questionnaire item concerning teachers' estimation of the value of inservice education was not analyzed. The data secured from the instrument did not permit the assumptions necessary for the calculation of the χ^2 value to be met.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

This study was designed to determine whether a significant difference existed in the attitudes and knowledges toward lower socio-economic area people of teachers working in lower socio-economic area schools who were perceived as most effective teachers by their principal and teachers working in these schools who were perceived as least effective teachers by their principal.

Summary

A review of the related literature and research seemed to indicate that, generally, teachers were middle-class in social status, while children in lower socio-economic area schools were lower-class. The literature indicated the culture, ethos, and the values of the middle-class teachers differ markedly from the culture, ethos, and values of the children from the lower socio-economic area schools. In addition, the literature indicated that the educational program in lower socio-economic area schools was being improved through changes in teacher preparation programs, through the

introduction of instructional strategies geared to the unique needs of lower socio-economic area children, and through the implementation of curriculum changes designed to motivate and stimulate children. Increased efforts were being made to improve the relations between the schools and the community. The involvement of parents in the operation of the schools was viewed as a means of helping lower socio-economic area people realize the value of education.

This study investigated the effects on the educational program of the difference in social status of teachers and children in lower socio-economic area schools. Getzels' model of social behavior was used as a theoretical framework for this study. Getzels' model was used to illustrate the manner in which the personal, sociological, and anthropological levels of activities interacted in the social system to produce behavior. A premise of this study was that the lower socio-economic area individual with his personality and need-disposition developed in the culture, ethos, and value system of the lower socio-economic subculture would experience conflict as he interacted with the institutions of the social system with their roles and expectations established by the middle-class culture, ethos, and values.

A hypothesis of this study was that the incongruency of the middle-class culture, ethos, and values, and the lower-class culture, ethos, and values would affect the educational program in lower socio-economic area schools. It was further

hypothesized that some teachers in lower socio-economic area schools were able to bridge the gap of social class difference and develop effective educational programs, while other teachers would allow the conflict which developed as a consequence of social class difference to result in ineffective educational programs.

Data necessary for the implementation of this study were gathered from ten Title I schools in the Oklahoma City Public School System. The sample for this study was composed of six teachers from each of the ten schools. Three teachers from each school composed a group identified as "most effective teachers" while three teachers from each school composed a group identified as "least effective teachers." The principal of each participating school made the selection of teachers for each group based on his perception of the teachers' effectiveness. Criteria for making selections were provided by the writer.

Three instruments were used to gather data for this study: the Cultural Attitude Inventory was used to arrive at an estimate of the teachers' acceptance of people from diverse backgrounds; the test Knowledge of the Disadvantaged was used to measure the teachers' understanding of specific and general concepts pertaining to the disadvantaged; a questionnaire was used to determine the extent of teachers' preservice and inservice educational preparation.

Data were analyzed through the use of the t test, the Pearson Product-Moment Correlation, and the χ^2 test. The level of confidence set to establish significance was .05.

The major objective of this study was to test the following null hypotheses: (1) there is no significant difference in the attitudes toward lower socio-economic area children and their parents of the least effective teachers and the most effective teachers employed in lower socio-economic area schools; (2) there is no significant difference in the knowledge of lower socio-economic area children and their parents of the least effective teachers and the most effective teachers employed in lower socio-economic area schools; and (3) there is no significant difference in the preservice and inservice preparation of the least effective teachers and the most effective teachers employed in lower socio-economic area schools.

Findings

The findings of this study which were considered to be the most significant were the following:

1. Teachers' responses to the Cultural Attitude Inventory indicated that the attitudes of least effective teachers toward lower socio-economic area people did not differ significantly from the attitudes of most effective teachers toward these people. The larger mean score of the

most effective teachers indicated they were more positive in their attitudes toward lower socio-economic area people than were the least effective teachers.

2. Teachers' responses to the test Knowledge of the Disadvantaged indicated that the knowledge of lower socio-economic area people by the least effective teachers and the most effective teachers employed in lower socio-economic areas did not differ significantly. The larger mean score of the most effective teachers indicated they were more knowledgeable about lower socio-economic area people than were the least effective teachers who were employed in lower socio-economic area schools.

3. Responses of the most effective teachers on the Cultural Attitude Inventory and the test Knowledge of the Disadvantaged indicated a significant relationship between their attitudes toward lower socio-economic area people and their knowledge of these people.

4. Responses of the least effective teachers on the Cultural Attitude Inventory and the test Knowledge of the Disadvantaged indicated no significant relationship between their attitudes toward lower socio-economic area people and their knowledge of these people.

5. Teachers' responses to the questionnaire item concerning the number of years of teaching experience indicated a significant difference between most effective teachers and least effective teachers employed in lower

socio-economic area schools in years of experience. Teachers with fewer years of experience were more frequently selected as least effective teachers.

6. Teachers' responses to the questionnaire item concerning the extent of educational preparation indicated no significant difference between most effective teachers and least effective teachers in the extent of educational preparation. With both teacher groups, the ratio of the frequency of occurrence of teachers with bachelor degrees to teachers with master degrees was two to one.

7. Teachers' responses to the questionnaire item concerning the length of time since last enrolled in college courses for credit indicated no significant difference between most effective teachers and least effective teachers. The data indicated that the ratio of frequency of occurrence from both groups of teachers who have been recently enrolled in college courses for credit to teachers who have not attended college recently was nine to one.

8. Teachers' responses to the questionnaire item concerning the number of workshops, conferences, and seminars attended during the last year by most effective teachers and by least effective teachers indicated no significant difference between groups. The data indicated that most effective teachers were involved more frequently than least effective teachers in workshops, conferences, and seminars.

9. Teachers' responses to the questionnaire item concerning the value of inservice education by television indicated that a large proportion of the teachers from both groups felt that this activity had "some" degree of usefulness. No test of significance was computed since the categories of "none" and "very" received too few responses in each cell of the contingency table to permit a test of the significance of frequency.

10. Teachers' responses to the questionnaire item concerning the number of books related to education read during the last year by most effective teachers and by least effective teachers indicated no significant difference between groups. The data indicated little difference in the number of books read.

11. Teachers' responses to the questionnaire item concerning the number of college credits in educational sociology or sociology by most effective teachers and by least effective teachers indicated a significant difference between teacher groups. The data indicated that the most effective teachers had more college credits in educational sociology or sociology than did the least effective teachers.

12. Teachers' responses to the questionnaire item concerning the number of committees served on during the last two years by the most effective teachers and the least effective teachers indicated no significant difference between teacher groups. The data indicated that most effective

teachers were involved in committee work more frequently than were least effective teachers.

13. Teachers' responses to the questionnaire item concerning the desirability of establishing a system of rotation which would require that all teachers spend some time working in lower socio-economic area schools by most effective teachers and by least effective teachers indicated no significant difference between teacher groups. The data indicated that least effective teachers agreed with the proposition more frequently than did most effective teachers.

14. Teachers' responses to the questionnaire item concerning the comparability of the economic status of families in the schools in which the teacher did student teaching and the schools where presently employed indicated no significant difference between the most effective teachers and the least effective teachers. The data indicated little difference between groups in frequency of responses. The ratio of the frequency of occurrence of responses to category "not comparable" to the category "comparable" was three to one.

15. Teachers' responses to the questionnaire item concerning the comparability of social status of families in the schools in which the teachers did student teaching and the schools where presently employed indicated no significant difference between most effective teachers and least effective teachers. The data indicated that the social

status of families in schools in which the least effective teachers did student teaching was comparable more frequently with schools where presently employed than was the social status of families in schools in which the most effective teachers did student teaching and the schools where presently employed. The ratio of the frequency of occurrence of the category "comparable" to the category "not comparable" with most effective teachers was one to five. The ratio with least effective teachers was one to three.

16. Teachers' responses to the questionnaire item concerning the comparability of the intellectual level of children in schools in which the teachers did student teaching and in schools where presently employed indicated no significant difference between the most effective teachers and the least effective teachers. The frequency of occurrence between groups was nearly equal. The ratio of the occurrence of responses to the category "not comparable" to the category "comparable" was three to one.

17. Teachers' responses to the questionnaire item concerning the comparability of the racial composition of the population of the schools in which teachers did student teaching and schools where presently employed indicated no significant difference between the most effective teachers and the least effective teachers. The data indicated that the most effective teachers did student teaching in schools in which the racial composition of the school population was

comparable to the racial composition of the school population where presently employed more frequently than did least effective teachers.

18. Teachers' responses to the questionnaire item concerning the comparability of the achievement level of the children in the schools in which the teachers did student teaching and the schools where presently employed indicated no significant difference between the most effective teachers and the least effective teachers. The data indicated little difference in frequency of occurrence between groups. The ratio of the frequency of occurrence of responses to the category "not comparable" to the category "comparable" was four to one.

Conclusions

The following conclusions were drawn from the findings of this study:

1. The number of years of teaching experience and the amount of preparation in educational sociology or sociology were factors in teacher effectiveness.

2. Teachers' attitudes toward and knowledge of lower socio-economic area people, the extent of educational preparation, the recency of the last enrollment in college courses, the number of workshops, conferences, and seminars attended, the number of books related to education read, the number of committees served on during the year, and the type

of school in which the teacher did student teaching were not factors in teacher effectiveness.

Recommendations

This study dealt primarily with the issue of teacher effectiveness in lower socio-economic area schools. Other issues which affect teacher effectiveness were investigated as they served to facilitate the purposes of this study. Some of these issues were studied to some extent, while others were given hardly any attention and need further investigation. The findings of this study suggested the following recommendations:

1. Continuing studies should be made of the teacher preparation programs for prospective teachers for lower socio-economic area schools. Studies should be made of a program which provides internships for prospective teachers in lower socio-economic area schools. These internships should extend over a period of two semesters and should be under the supervision and guidance of qualified helping teachers and authorities from the various departments of the college of education.

The educational preparation program for the prospective teachers in lower socio-economic area schools should emphasize the philosophical, sociological, and anthropological foundations of education as well as the psychological and physiological foundations. Education methods courses should be taught in conjunction with the period of internship.

2. Studies should be made of teacher deployment practices in urban areas. Lower socio-economic area schools should not be the "Siberia" for teachers who cannot function properly in other schools. Changes should be made in the practices of placing inexperienced teachers and administrators in lower socio-economic area schools. Lower socio-economic area schools should be staffed with personnel who are prepared attitudinally and intellectually to work with children in these schools.

3. Experienced teachers should be encouraged to seek employment in lower socio-economic area schools. Factors such as smaller classes, semi-administrative positions, released time for planning, and teacher aides could serve as incentives to teachers to request transfers to lower socio-economic area schools. Salary increments along with those incentives mentioned above could serve to encourage more men teachers to seek transfers to these schools.

4. Criteria should be established for judging the effectiveness of teachers and other personnel employed in lower socio-economic area schools. Instruments for measuring effectiveness in different areas of teacher performance should be developed.

It was hypothesized by the writer that the attitudes toward and knowledges of lower socio-economic area people is a factor in teacher effectiveness, although the scores on the Cultural Attitude Inventory and the test Knowledge of the

Disadvantaged did not support this thesis. It is suggested that the instruments used in this study be revised and improved. Also, their reliability and validity should be established.

Implications for Further Research

This study indicated areas related to this research project which should be investigated. Some which seemed to have implications for education in lower socio-economic area schools were the following:

1. Smaller classes should be established in lower socio-economic area schools. Longitudinal studies should be made to determine the immediate as well as the long-range effects of smaller classes on the social, psychological, and intellectual growth of pupils.

2. Studies should be made of the relative effects on the social, psychological, and intellectual growth of students of an educational program which provides adequate facilities for lower socio-economic area children in the local community and a system which provides for the busing of these children to different parts of the city where they would be integrated with children of diverse economic status, social status, intellectual level, race, and achievement.

3. School personnel in lower socio-economic area schools should devise means of involving the patrons of these communities in the affairs of the schools. Studies should be

made to determine the media most effective in communicating with lower socio-economic area people. Studies should be made to determine the relationship of participation in the activities of the schools by parents and such factors as vandalism, pupil achievement, and discipline.

4. Studies should be made of the policy of school systems concerning the teaching of values as a part of the instructional program. The question which serves as a basis for this study should be: should instructional programs be designed which have the potential of alienating the lower socio-economic area child from his family or of developing a marginal person of him.

5. Attention should be given to suggestions to lengthen the school day and school year in lower socio-economic area schools. The educational programs in these schools should provide activities for the children in these areas which the more affluent members of the society are able to provide for themselves.

6. Since there is little order in the life experiences of many lower socio-economic area children, they should work in a classroom environment which is ordered. Studies should be made to determine the effects on the growth and development of lower socio-economic area children of both structured and unstructured classroom situations.

7. The instructional program in lower socio-economic area schools should be based on the characteristics and needs

of the children in these schools. Instructional strategies and curriculum content should be developed after consideration of the experiential backgrounds, motivations, and goals of children in lower socio-economic area schools. In addition, a constant evaluation should be made of the instructional program in these schools to determine the compatibility of the educational program to the characteristics and needs of children in these schools.

8. Continued efforts should be made to provide educational opportunities for three and four year old children in lower socio-economic areas. Consideration should be given to providing nursery schools for younger children in these areas with patrons from these communities serving in these schools.

9. Studies should be made to determine the causal factors of the low self concept many lower socio-economic have of themselves. Studies should be made of the circumstances surrounding the development of a positive self concept by many people of low economic status, low social status and a minority racial group.

10. Since many creative people are to be found in lower socio-economic areas, more effective means should be developed to identify these people.

11. Studies should be made to determine the feasibility of placing more responsibility for the operation of the schools in lower socio-economic areas in the hands of patrons of these communities.

12. Continued efforts should be made to eradicate discriminative practices from lower socio-economic area schools. Discrimination in the areas of discipline, facilities, assessment, and content of instructional materials should be eliminated as quickly as possible.

13. Studies should be made of the grouping practices in lower socio-economic schools. Policies regulating grouping should be based on the knowledge we have of all aspects of human growth and development.

14. More autonomy should be given to the local school in lower socio-economic areas. Each school should be given more freedom in the establishment of the educational program in that school.

15. New sources of funds for the operation of the schools in lower socio-economic areas must be located.

16. Studies of the causes of conflict between social class should be conducted. Efforts should be made to determine whether Getzels' model of social behavior which was cited in Chapter II of this study is an adequate explanation for conflict between social groups.

17. An examination should be made of the processes by which the aims of education and the policies of the school system are developed. A study should be made to determine whether democratic principles are being honored.

18. Studies should be made to determine the expectations teachers have of lower socio-economic area children.

It should be determined, if possible, what the relationship is between the expectations teachers have of lower socio-economic area children and the potential these children possess.

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APPENDIX A

CULTURAL ATTITUDE INVENTORY

FORM B

Directions

Read each statement below and decide how you feel about it. There are no right or wrong answers; your immediate reaction to the statement is desired. If you strongly agree, circle SA on the answer sheet provided; if you agree, circle A; if you are undecided or uncertain, circle U; if you disagree, circle D; and if you strongly disagree, circle SD.

1. Children without clean bodies and clothes should remain in school.
2. A child who uses obscene language should be severely punished.
3. Children who continually defy the teacher need extra help and interest from her.
4. Pupils who come from lower-income homes are quite aggressive. They will need active participation in learning activities.
5. Children who are constant failures need to meet success to become interested in school.
6. Parents of children from lower class homes are not interested in education.
7. Children from lower class homes feel they are not accepted in school.
8. Culturally deprived children dislike school more often than they like it.
9. Children from culturally deprived homes respond to learning experiences with a game format due to their love of action.
10. All teaching techniques used with middle and upper class children are successful with children from the lower class.
11. Frequent opportunities for physical action, such as exercises, active games, and movement about the classroom are necessary for culturally deprived children.

12. Children from deprived areas should share with the teacher the responsibility of establishing rules for the classroom.
13. Children from culturally deprived areas are more difficult to control. Strict discipline should be imposed at all times.
14. A child should not be punished for use of obscene language, but requested not to use it again.
15. The teacher should use the same language and slang as a deprived child to make him feel comfortable.
16. Academic standards should be lowered for deprived children.
17. Children from lower-income homes, if they are capable, should be encouraged to go on to college.
18. An accurate description of a culturally deprived child would be that he is uncontrolled and aggressive.
19. Since children from deprived homes place great emphasis on physical strength and prowess, they need some male teachers.
20. All student teachers should have some experience in schools with culturally deprived children.
21. Parents of children from culturally deprived homes place more emphasis on the usability of education and less on the intellectual stimulation.
22. Teachers should respect culturally deprived children rather than pity or love them.
23. Culturally deprived children deserve the best education as an opportunity to develop their potential.
24. Children from culturally deprived areas should be placed in special classes away from youngsters from middle and higher-class homes to prevent hurt feelings.
25. Parents of culturally deprived children frequently employ physical punishment. Teachers of these children should employ the same type of punishment.
26. The most effective form of punishment for culturally deprived children is the restriction of privileges.

27. Culturally deprived children need more individualization of instruction.
28. Children from deprived homes need socialization experiences, but time in school should not be wasted on these.
29. Culturally deprived children often shout out answers in class, which is their way of bothering the teacher.
30. Teachers should ignore nasty remarks made to them by a child.
31. Children from underprivileged homes have little regard for their own worth; therefore, the teacher will need to develop activities which will help them realize their own worth.
32. Culturally deprived children should not be given special help, but be taught as other children.
33. The values of the culturally deprived are to be ignored and middle class values imposed on them.
34. The teacher will need to make examples of children caught stealing to show other culturally deprived how wrong it is.
35. The culturally deprived child has a slow way of thinking and lessons will need to be explained carefully in detail without generalizations.
36. Deprived children are lacking in verbal skills, but the teacher should not be expected to spend extra time developing these when other subjects, such as arithmetic and spelling, might be slighted.
37. Children from deprived areas lack motivation to achieve, but it is an impossibility for the teacher to supply this motivation.
38. Teachers should rid themselves of prejudice toward culturally deprived, remembering that they are culturally different.
39. It is difficult to find strengths in the culture of the deprived.
40. Most teachers fear a teaching appointment in a culturally deprived area.

41. The standard I.Q. tests do not accurately assess the intelligence of the culturally deprived. The results of these tests should not be accepted per se, but the teacher should attempt to discover the hidden I.Q. of a culturally deprived child by other means.
42. It appears that too much time and money are now spent to discover ways of helping culturally deprived children, as compared with the attention accorded gifted children.
43. A teacher of culturally deprived children should not be friendly and informal with the children, for they will take advantage of her.
44. Culturally deprived children are insensitive to the feelings of others.
45. To be prepared to teach the culturally deprived, a person does not need to be wholeheartedly committed to their cause.
46. Teachers of culturally deprived need to show these children that school has a meaningful connection with their lives.
47. A firmly structured and highly regulated classroom is needed for culturally deprived children, to bring some order into their disordered lives.
48. A middle class teacher cannot bridge the gap between her own background and the background of culturally deprived children. She will need to raise the standards of culturally deprived children to her own.
49. A teacher of culturally deprived children should become familiar with the social and economic background of the slums.
50. Culturally deprived children are sexually uninhibited and primitive.

CULTURAL ATTITUDE INVENTORY
ANSWER SHEET

SA - Strongly agree
A - Agree
U - Undecided or uncertain
D - Disagree
SD - Strongly disagree

For each item on this inventory, circle the symbol that indicates your choice of response.

1. SA	A	U	D	SD	26. SA	A	U	D	SD
2. SA	A	U	D	SD	27. SA	A	U	D	SD
3. SA	A	U	D	SD	28. SA	A	U	D	SD
4. SA	A	U	D	SD	29. SA	A	U	D	SD
5. SA	A	U	D	SD	30. SA	A	U	D	SD
6. SA	A	U	D	SD	31. SA	A	U	D	SD
7. SA	A	U	D	SD	32. SA	A	U	D	SD
8. SA	A	U	D	SD	33. SA	A	U	D	SD
9. SA	A	U	D	SD	34. SA	A	U	D	SD
10. SA	A	U	D	SD	35. SA	A	U	D	SD
11. SA	A	U	D	SD	36. SA	A	U	D	SD
12. SA	A	U	D	SD	37. SA	A	U	D	SD
13. SA	A	U	D	SD	38. SA	A	U	D	SD
14. SA	A	U	D	SD	39. SA	A	U	D	SD
15. SA	A	U	D	SD	40. SA	A	U	D	SD
16. SA	A	U	D	SD	41. SA	A	U	D	SD
17. SA	A	U	D	SD	42. SA	A	U	D	SD
18. SA	A	U	D	SD	43. SA	A	U	D	SD
19. SA	A	U	D	SD	44. SA	A	U	D	SD
20. SA	A	U	D	SD	45. SA	A	U	D	SD
21. SA	A	U	D	SD	46. SA	A	U	D	SD
22. SA	A	U	D	SD	47. SA	A	U	D	SD
23. SA	A	U	D	SD	48. SA	A	U	D	SD
24. SA	A	U	D	SD	49. SA	A	U	D	SD
25. SA	A	U	D	SD	50. SA	A	U	D	SD

APPENDIX B

KNOWLEDGE OF THE DISADVANTAGED

DIRECTIONS

This test deals with concepts important to one's understanding of the disadvantaged. The information concerning these concepts is stated as positive and negative generalizations. Those statements which conform to facts or principles are considered to be positive generalizations; all others are negative generalizations. Read each statement carefully and decide if the generalization is positive or negative.

Your response to each item will be made by circling one of the numbers in the appropriate position on the answer sheet. The following code is used to represent the degree of certainty of your response:

- 5 - quite sure
- 3 - reasonably sure
- 1 - an educated guess

Sample items:

1. In general, disadvantaged people lack intelligence.
2. It is unusual for a normal girl to show no signs of physical maturity by age sixteen.
3. Most poor people are poor because they are lazy.

SAMPLE ANSWER SHEET

	Positive			Negative		
1.	5	3	1	5	3	(1)
2.	5	(3)	1	5	3	1
3.	5	3	1	(5)	3	1

The placement of the responses to the items indicates that items 1 and 3 were considered to be negative generalizations, while item 2 was considered to be a positive generalization. Note that the examinee answered each of the items correctly, but was not equally certain about each of his decisions.

KNOWLEDGE OF THE DISADVANTAGED

1. The national government has recently defined the poor in the United States as including families with an annual income of less than \$3,000.
2. The economic activity of the family affects the nation in much the same way as the economic state of the nation affects the family.
3. Interest in family life is bound up with psychological and physiological gratifications which are conditioned through socializations.
4. Teachers need special training to be successful with disadvantaged children because their socializing experiences of these children are different from the culture that has molded the school and its educational techniques.
5. Rules regulating relationships within families are less restrictive than those regulating relationships among families of different races, economic backgrounds, or cultures.
6. It is difficult to alleviate poverty because poor people rarely recognize that they are poor or that they need help.
7. Developmental tasks for both sexes are the same within the same age group.
8. Development involves interrelated quantitative and qualitative changes which are continuous and appear in an irreversible sequence.
9. Two approaches which are employed in defining the lower class are by economic status or income and by style of life.
10. Simplicity and familiarity are necessary conditions for an individual to become inwardly motivated to seek knowledge and understanding.
11. In general, all behavior can be associated with some object, condition, or activity which will satisfy conscious or unconscious striving.
12. Alleviating poverty conditions by providing a national minimum income has been given serious consideration by some economists.

13. The small intimate group rather than the larger society is where the proper way to behave is learned and enforced.
14. Stimulation and human interaction are necessary for optimal physical development as well as optimal social development.
15. Deprivation has an effect on the development of conceptual skills and abilities as well as on the actual concept attainment.
16. Since our society is characterized by rapidly changing technological, social, and economic conditions, long range planning has lost much of its promise for disadvantaged families.
17. One effect of kinship systems is the discontinuity of the nuclear family and the consequent demand to adjust to the larger society.
18. Low income groups are not troubled by illegitimacy because birth in wedlock and marriage are not held as important values.
19. Every known society differentiates among age groups and assigns specific developmental tasks to each group.
20. The national government has recently described the poor in the United States in terms of their life style.
21. Those conditions marked by scarcity have a far greater demand for management than those in which most resources are found in abundance.
22. The happiness of the family ultimately rests with its ability to manage the material and non-material resources which are available to it.
23. Many poor people are unwilling to give up their present situations, however intolerable conditions may be.
24. There are individual differences in the rate and sequence of development making the various developmental changes unpredictable.
25. When the real world and motives of an individual are at odds, the individual first tries to bring the real world in line with his motives.

26. The estimated school dropout rate among students is highest from families of less than \$3,000 income.
27. Whenever family relations are satisfactory, the aspirations (occupational and social) of the members tend to be consistently related to the aspirations of other family members.
28. In our present day society, autonomous families take care of their needs independent of any social or community agency.
29. Many teachers are unable to work effectively with disadvantaged children because they do not respect them as individuals.
30. The importance and disposition of resources is determined largely in relation to the role that the particular resource plays in goal attainment.
31. Attempts to acquire the image assigned by society are likely to be deliberate and intentional on the part of the individual during childhood and adolescence.
32. There are no differences other than income between the disadvantaged and the advantaged.
33. In contrast to behavior which is directed toward satisfying psychological motives, behavior directed toward satisfying physiological motives is the same from one individual to the next.
34. The lower class child enters school prepared to produce but school experiences become negatively rather than positively reinforced.
35. When there is conflict between psychological and physiological motives, it is more likely than not that satisfaction of the physiological motives will be postponed or even renounced entirely in favor of the psychological motives.
36. Education can serve to improve an individual's economic competence as well as his style of life.
37. The major single factor which promotes a satisfactory relationship among individuals is a common cultural background.
38. Understanding one's self helps in understanding other persons who have similar values, standards, and goals

but has little value in understanding persons who have entirely different values, standards, and goals.

39. The characteristics of disadvantaged people are highly homogeneous; therefore, they may be understood with respect to commonly held attitudinal and behavioral patterns.
40. Poverty conditions effect a child's capacity to learn because his potential for development has been limited.
41. Across societies, the husband is more likely to provide material support and act as authority, and his wife is more likely to provide affection and moral support in the family unit.
42. Failure in school is inevitable for most disadvantaged because their deprivations are intellectual as well as economic.
43. Children who develop faster than their peers are not likely to retain their advantages because slower children are likely to catch up by compensating acceleration at a later date.
44. The universal importance of a family exists because it performs major social functions without which a society could not be maintained.
45. The advantage of using an economic indicator in defining the lower class is that it specifies a category to which corrective legislation can be directed.
46. Conflicts in family relationships which hinder the attainment of family goals bring about the need for more concrete regulations for individual and group responsibilities.
47. In the absence of deprivation, physiological motives are manifested in behaviors governed primarily by psychological motives.
48. The smallest variation in scores on measures of concept attainment among individuals of different socio-economic levels occur during the first year of school.
49. Human behavior is far less subject to the direct control of physiological motives than to the direct control of psychological motives.
50. One of the few characteristics which remain constant from one poor family to the next is an inadequate income.

51. Friendship is more frequently built on similarity of values than on similarity of other personality traits.
52. Tension is likely to exist between individuals until a mutually recognized proper behavior is established for their relationship.
53. Because there are differing styles of life among the poor, services and programs should be geared to the unique problems of individuals in the poverty class.
54. In all societies there is a recognizable family unit whose functions are economic and emotional support, child-bearing, and child-rearing.
55. A great deal of behavior among low income families shows a striking resemblance to the life style of those in other income brackets.
56. Social development results from deliberate attempts on the part of society to mold the individual into a normal human being.
57. Persons sixty-five years and over constitute the largest subgroup in the poverty category.
58. An individual finds his membership in a group more satisfying when he accepts the group's opinion as his own.
59. General mental growth from birth through adolescence has about the same pattern as general physical growth during these years: they are both very rapid at first but decline in their rate of increase as puberty is reached.
60. A reasonable explanation for the Negro-white conflict in the United States is that there has been insufficient contact under conditions of equality.
61. Discrimination and segregation are major contributing factors in the poverty conditions of those constituting the colored poor in the United States.
62. Each stage of an individual's life requires an adjustment in which he must acquire different roles and establish new kinds of relationships with his family and his friends.
63. The extent of any relationship between individuals rests on the amount of contact and shared values.

64. To some extent, family life is a luxury for deprived people.
65. In the performance of complex skills, encouragement before the age of physical readiness accelerates the onset of the ability to perform.

KNOWLEDGE OF THE DISADVANTAGED
ANSWER SHEET

	pos.			neg.				pos.			neg.		
1.	5	3	1	5	3	1	34.	5	3	1	5	3	1
2.	5	3	1	5	3	1	35.	5	3	1	5	3	1
3.	5	3	1	5	3	1	36.	5	3	1	5	3	1
4.	5	3	1	5	3	1	37.	5	3	1	5	3	1
5.	5	3	1	5	3	1	38.	5	3	1	5	3	1
6.	5	3	1	5	3	1	39.	5	3	1	5	3	1
7.	5	3	1	5	3	1	40.	5	3	1	5	3	1
8.	5	3	1	5	3	1	41.	5	3	1	5	3	1
9.	5	3	1	5	3	1	42.	5	3	1	5	3	1
10.	5	3	1	5	3	1	43.	5	3	1	5	3	1
11.	5	3	1	5	3	1	44.	5	3	1	5	3	1
12.	5	3	1	5	3	1	45.	5	3	1	5	3	1
13.	5	3	1	5	3	1	46.	5	3	1	5	3	1
14.	5	3	1	5	3	1	47.	5	3	1	5	3	1
15.	5	3	1	5	3	1	48.	5	3	1	5	3	1
16.	5	3	1	5	3	1	49.	5	3	1	5	3	1
17.	5	3	1	5	3	1	50.	5	3	1	5	3	1
18.	5	3	1	5	3	1	51.	5	3	1	5	3	1
19.	5	3	1	5	3	1	52.	5	3	1	5	3	1
20.	5	3	1	5	3	1	53.	5	3	1	5	3	1
21.	5	3	1	5	3	1	54.	5	3	1	5	3	1
22.	5	3	1	5	3	1	55.	5	3	1	5	3	1
23.	5	3	1	5	3	1	56.	5	3	1	5	3	1
24.	5	3	1	5	3	1	57.	5	3	1	5	3	1
25.	5	3	1	5	3	1	58.	5	3	1	5	3	1
26.	5	3	1	5	3	1	59.	5	3	1	5	3	1
27.	5	3	1	5	3	1	60.	5	3	1	5	3	1
28.	5	3	1	5	3	1	61.	5	3	1	5	3	1
29.	5	3	1	5	3	1	62.	5	3	1	5	3	1
30.	5	3	1	5	3	1	63.	5	3	1	5	3	1
31.	5	3	1	5	3	1	64.	5	3	1	5	3	1
32.	5	3	1	5	3	1	65.	5	3	1	5	3	1
33.	5	3	1	5	3	1							

APPENDIX C

QUESTIONNAIRE

Please answer every question.

1. How many years have you taught? ____ (include this year)
2. How much formal preparation for teaching have you?
Bachelor Degree ____ Master Degree ____
Bachelor + ____ Master + ____
3. How many years has it been since you were last enrolled
in a college course for credit?
0-1 ____, 2-5 ____, 6-10 ____, 11 or more ____
4. How many workshops, conferences, or seminars related to
your teaching field have you attended during the last
year? ____
5. How useful is inservice education by television?
very ____ some ____ none ____
6. How many books concerning educational issues or related
to education have you read in the last year? ____
7. How many hours of college credit do you have in sociol-
ogy or educational sociology? ____
8. How many system-wide committees have you served on
during the last two years? ____
9. Indicate your opinion concerning the following statement:
A system of rotation should be devised which would
require that all qualified teachers spend some time
working in lower socio-economic area schools.
agree ____ disagree ____
10. Compare the school in which you are now teaching with
the school in which you did your student teaching.
Check the items which are comparable.
economic status of people ____
social status of people ____
intellectual level of students ____
race of students ____
achievement level of students ____

APPENDIX D

708 Dakota Street
Norman, Oklahoma
73069

Dear Teacher,

I am conducting a study of Teachers' attitudes toward and knowledges of lower socio-economic area people. To implement this study, I wish to enlist you to assist me by requesting that you complete the two inventories and the questionnaire enclosed in this packet.

I requested your principal to give the packets containing the instruments to you. When you have completed the instruments, place them in the envelope and return them to me. Neither your principal nor I will know what your responses were to the items in the instruments.

I have developed a procedure for insuring your anonymity. As you will note your packet and instruments are numbered. Your principal, when giving you this packet, recorded your name and the numeral representing the packet you received. He will not make known to me the identity of the persons receiving the packets and I will not reveal to him the responses made on the instruments. The reason for the numerical system is to allow me to contact your principal should some be slow in returning the packets. When all the packets from your school have been received your principal will be requested to destroy the record.

Please respond in as objective and complete a manner as possible to the items on the instruments and return them to me as soon as you can.

I thank you for your cooperation in this matter. If you have questions concerning the instruments, please call me at Me 2 4548.

Sincerely,

Bill Powers

708 Dakota Street
Norman, Oklahoma
73069

Dear Teacher,

A short time before the Spring vacation, I asked you to assist me in a study I am doing. You were given a packet containing some material which I requested you to complete and return to me as quickly as you conveniently could. I have not received a reply from you, but hope to receive one within a few days. I am aware that you are extremely busy, but will you take time from your schedule to complete the material in the packet and return it. I appreciate greatly your consideration of this matter.

Sincerely,

Bill Powers

APPENDIX E

Raw Scores, Deviations of Scores from Mean, and Squares of
Deviations from Mean of Designated Teacher Groups on the
Cultural Attitude Inventory

Most Effective Teachers	Least Effective Teachers	x_1	x_1^2	x_2	x_2^2
189	161	- 2	4	-26	676
192	193	1	1	6	36
179	184	-12	144	- 3	9
194	206	3	9	19	361
180	176	-11	121	-11	121
200	184	9	81	- 3	9
209	189	18	324	2	4
204	165	13	169	-22	484
195	156	4	16	-31	961
201	203	10	100	16	256
186	178	- 5	25	-11	121
136	188	-55	2725	1	1
192	190	1	1	3	9
183	198	- 8	64	11	121
204	183	13	169	- 4	16
177	188	-14	196	1	1
164	167	-27	729	-20	400
200	171	9	81	-16	256
197	197	6	36	10	100
212	194	21	441	7	49
199	210	8	64	23	529
188	183	- 3	9	- 4	16
193	192	2	4	5	25
217	176	26	676	-11	121
194	180	3	9	- 7	49
181	204	-10	100	17	289
191	198	0	0	11	121
207	186	16	256	- 1	1
198	195	7	49	8	64
180	207	-11	121	20	400
5742	5602		6724		5606
$\bar{X}_1=191$	$\bar{X}_2=187$				
$s^2=232$	$s^2=193$	$s_{\bar{X}_1-\bar{X}_2}=3.77$		$t=1.06$	
$s=15.23$	$s=13.89$				

APPENDIX F

Raw Scores, Deviations of Scores from Mean, and Squares of
Deviations from Mean of Designated Teacher Groups on the Test
Knowledge of the Disadvantaged

Most Effective Teachers	Least Effective Teachers	x_1	x_1^2	x_2	x_2^2
286	238	27	729	-13	169
281	260	22	484	9	81
258	261	- 1	1	10	100
254	261	- 5	25	10	100
251	248	- 8	64	- 3	9
282	254	23	529	3	9
264	238	5	25	-13	169
279	226	20	400	-25	625
252	267	- 7	49	16	256
266	240	7	49	-11	121
243	240	-16	256	-11	121
228	234	-31	961	-17	289
247	249	-12	144	- 2	4
274	279	15	225	28	784
269	270	10	100	19	361
248	237	-11	121	-14	196
232	222	-27	729	-29	841
244	256	-15	225	5	25
250	236	- 9	81	-15	225
262	208	3	9	-43	1849
280	281	21	441	30	900
267	284	8	64	33	1089
242	240	-17	289	-11	121
267	228	8	64	-23	529
264	259	5	25	8	64
277	268	18	324	17	289
249	272	-10	100	21	441
260	265	1	1	14	196
280	233	21	441	-18	324
239	266	-20	400	15	225
7795	7520		7355		10512
$\bar{X}_1=259$	$\bar{X}_2=251$				
$s^2=253.6$	$s^2=362.5$	$s_{\bar{X}_1-\bar{X}_2}=4.53$		$t=1.77$	
$s =15.91$	$s =19.03$				

APPENDIX G

Raw Scores, Deviations of Scores from Mean, Squares of Deviations from Mean, and Products of Deviations from Mean of Most Effective Teachers on the Cultural Attitude Inventory and the Test Knowledge of the Disadvantaged

Cultural Attitude Inventory	Knowledge of the Disadvantaged	x	y	x ²	y ²	xy
189	286	- 2	27	4	729	- 54
192	281	1	22	1	484	22
179	258	-12	- 1	144	1	12
194	254	3	- 5	9	25	- 15
180	251	-11	- 8	121	64	88
200	282	9	23	81	529	207
209	264	18	5	324	25	90
204	279	13	20	169	400	260
195	252	4	- 7	16	49	- 28
201	266	10	7	100	49	70
186	243	- 5	-16	25	256	80
136	228	-55	-31	2725	961	1605
192	247	1	-12	1	144	- 12
183	274	- 8	15	64	225	-120
204	269	13	10	169	100	130
177	248	-14	-11	196	121	154
164	232	-27	-27	729	729	729
200	244	9	-15	81	225	-135
197	250	6	- 9	36	81	- 54
212	262	21	3	441	9	63
199	280	8	21	64	441	168
188	267	- 3	8	9	64	- 24
193	242	2	-17	4	289	- 34
217	267	26	8	676	64	208
194	264	3	5	9	25	15
181	277	-10	18	100	324	-180
191	249	0	-10	0	100	0
207	260	16	1	256	1	16
198	280	7	21	49	441	147
180	239	-11	-20	121	400	220
5742	7795			6724	7355	3609
$\bar{X}_M=191$	$\bar{Y}_M=259$	$r=+.52$		$z=2.80^*$		

*Significant at the .05 level of significance.

APPENDIX H

Raw Scores, Deviations of Scores from Mean, Squares of Deviations from Mean, and Products of Deviations from Mean of Least Effective Teachers on the Cultural Attitude Inventory and the Test Knowledge of the Disadvantaged

Cultural Attitude Inventory	Knowledge of the Disadvantaged	x	y	x ²	y ²	xy
161	238	-26	-13	676	169	338
193	260	6	9	36	81	54
184	261	-3	10	9	100	-30
206	261	19	10	361	100	190
176	248	-11	-3	121	9	33
184	254	-3	3	9	9	-9
189	238	2	-13	4	169	-26
165	226	-22	-25	484	625	550
156	267	-31	16	961	256	-496
203	240	16	-11	256	121	-176
178	240	-11	-11	121	121	121
188	234	1	-17	1	289	-17
190	249	3	-2	9	4	-6
198	279	11	28	121	784	308
183	270	-4	19	16	261	-76
188	237	1	-14	1	196	-14
167	222	-20	-29	400	841	580
171	256	-16	5	256	25	-80
197	236	10	-15	100	225	-150
194	208	7	-43	49	1849	-301
210	281	23	30	529	900	690
183	284	-4	33	16	1089	-132
192	240	5	-11	25	121	-55
176	228	-11	-23	121	529	253
180	259	-7	8	49	64	-56
204	268	17	17	289	289	289
198	272	11	21	121	441	231
186	265	-1	14	1	196	-14
195	233	8	-18	64	324	-144
207	266	20	15	400	225	300
5602	7520			5606	10512	2185
$\bar{X}_L=187$	$\bar{Y}_L=251$	$r=+.29$		$z=1.56$		

APPENDIX I

Responses of Designated Teacher Groups to Questionnaire Items

Item	Variable	MET*	LET**	χ^2	p
Years of teaching experience	0-5 6 or more	15 15	23 7	4.58	>.05
Extent of educational preparation	Bachelor Master	20 10	21 9	.08	<.05
Years since last enrolled in college for credits	0-5 6 or more	25 5	27 3	.58	<.05
Number of workshops, conferences, and seminars attended	0-1 2-3 4 or more	5 13 12	8 15 7	2.18	<.05
Number of books read during last year	0-5 6 or more	23 7	22 8	.09	<.05
Value of inservice education	none some very	3 23 4	7 20 3	not computed	
Number of credits in sociology	0-5 6 or more	6 24	15 14	6.24	>.05
Committees served on during last two years	none 1-5	18 12	23 7	2.02	<.05
Rotation of teachers in school system	agree disagree	15 15	20 9	2.24	<.05
Economic status of designated groups	comparable not comparable	9 21	8 22	.08	<.05
Social status of designated groups	comparable not comparable	5 25	8 22	.88	<.05
Intellectual level of designated groups	comparable not comparable	7 23	8 22	.08	<.05
Racial composition of designated groups	comparable not comparable	16 14	9 21	3.30	<.05
Achievement level of designated groups	comparable not comparable	6 24	9 21	.80	<.05

*Most effective teachers

**Least effective teachers