

A STUDY OF DIFFERENCES IN SCHOOL ACHIEVEMENT
AND SELF CONCEPT OF CULTURALLY DEPRIVED
AND MIDDLE-CLASS ADOLESCENTS

By

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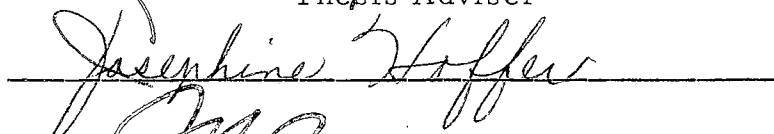
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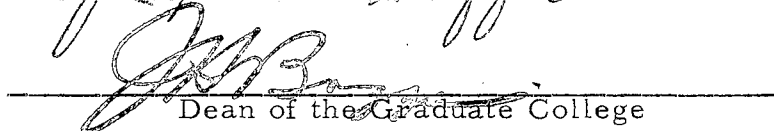
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CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this research was to determine the differences in self concept and school achievement of culturally deprived and middle-class adolescents. This study is seen as a possible contribution to the understanding of one of the most complex problems in the field of education, the impact of cultural deprivation upon the development of children.

Problem

Several theories have been proposed as to the impact of cultural deprivation upon the development of children. Deutsch and Brown (1964) showed a cumulative deficit in language and cognitive abilities for a group of culturally deprived children from the first to the fifth grades. Ausubel (1963) and Bloom (1964) supported this finding of a cumulative intellectual deficit. Theoretically, if such a cumulative deficit continues into adolescence, self concept, particularly self-esteem, will be low. In line with this reasoning, Wylie (1963) suggests that there is a correlation between cultural deprivation and self-estimates of ability among junior high school children.

Carl Rogers (1951) suggests that the individual attempts to meet

his needs in ways that are consistent with his view of his own abilities and value patterns, i. e., he acts in ways appropriate for the type of person he regards himself as being. From this, one might assume that if a child devalued himself as a student, his school achievement would be low; however, further research is needed here to determine the nature of the interaction between school achievement and self concept.

Several studies with elementary school age children have implied that the impact of social class may vary with the level of achievement and ability (e. g., Curry, 1962). Social class differences are greater among the children of lesser ability than among the children of higher ability. Whether or not this is true of adolescence is not known.

In many studies of cultural deprivation, the factor of race has been operating in addition to that of deprivation. Wylie (1962) has shown that in the case of the Negro, self concept has been affected by race. If this is true, the impact of cultural deprivation on attitudes and achievement can only be understood if studied in relation to other major variables such as race.

Procedure

The following steps were involved in this study:

1. A survey of available literature to gain an understanding of the relationship of school achievement and self concept to cultural deprivation.
2. Selection of the Peabody Picture Vocabulary Test (PPVT) and the Tennessee Self Concept Scale (TSCS) as the most appropriate tests for use in this study.

3. The administration of the PPVT to middle-class and culturally deprived adolescent children in the one school district from which subjects were to be drawn.

4. Selection of middle-class (control) and culturally deprived (experimental) subjects, matched on age, race, sex, and verbal intelligence.

5. Administration of the TSCS to control and experimental subjects.

6. Scoring and analysis of data.

7. Interpretation of the results and recommendations for further study.

CHAPTER II

REVIEW OF LITERATURE

The theoretical discussion and research findings concerned with the characteristics of the deprived child and his school achievement and with the nature of self concept and its relation to cultural deprivation will be discussed in this chapter.

Cultural Deprivation

Cultural deprivation has been defined in the literature most frequently in terms of the characteristics and abilities of the deprived child.

Deutsch (1963), drawing from his field work and his research at the Institute for Developmental Studies, stated that the culturally disadvantaged child has inferior discrimination, inferior visual discrimination, and inferior judgment concerning time, number, and other basic concepts.

John (1963) concluded from his study of the intellectual development of slum children that the acquisition of abstract and integrative language seems to be hampered by the living conditions in the homes of lower-class children. Maas (1951) reported lower-class parents as being closed or inaccessible to the child's communication and middle-class parents as being open to communication.

Battle and Rotter (1963), in studying 80 Negro and white school

children in grades six to eight, found that middle-class children, regardless of age, were more internally controlled than lower-class children, and that among Negro children, lower-class Negroes were more externally controlled than middle-class Negroes. Similarly, Terrel (1959) found that lower-class children learned more quickly when given a material incentive than when given a non-material incentive while the reverse was true of middle-class children.

Abrahamson (1952), Hollingshead (1949), and Havighurst and Neugarten (1962) have shown that participation in extra-curricular activities at the high school level is primarily limited to middle-class youth. Neugarten (1946) found that at both the elementary and high school levels, higher-class children were more popular as friends and had better reputations than lower-class children.

Mass (1951), in a study of the peer-relations of pre- and early adolescents, found two prototypes of security-seeking relationships among lower-class children. These children feared parental authority and were characterized as either (1) "bullies" or (2) oversubmissive followers, whereas middle-class children did not seem to fear the threatening power of adults.

Rosen (1964) studied the relationship of social class to the child's perception of his parents. He found that boys from the lower class, as compared to middle-class boys, tend to perceive their parents as less competent, less emotionally secure, less interested in their children's performance, and less accepting.

Riessman (1962) attempted to list the characteristics of the culturally deprived child in terms of strengths and weaknesses:

Weaknesses: "narrowness of traditionalism, pragmatism, anti-intellectualism; limited development of individualism and creativity; alienation; political apathy; suggestibility and naïveté; boring occupation tasks; crowded homes." (p. 48)

Strengths: "Cooperativeness and mutual aid of extended families; lack of strain accompanying competition and individualism; equalitarianism, informality and humor; freedom from self-blame and parental overprotection; lessened sibling rivalry, security found in the extended family and in traditional outlook." (p. 48)

He also described the culturally deprived child in terms of the characteristics typical of his style:

Characteristics of deprived child's style: (a) "physical and visual rather than aural; (b) content-centered rather than form-centered; (c) externally oriented rather than introspective; (d) problem-centered rather than abstract-centered; (e) inductive rather than deductive; (f) spatial rather than quick, facile, flexible; (h) definite lack of formal language skills, but high development of informal language and gestures." (p. 73)

School Achievement

The effect of cultural deprivation upon school achievement has been the subject of both theoretical discussion and extensive research. Many characteristics of the culturally deprived child seem to be handicapping in schools oriented to middle-class values.

Bloom (pp. 4, 71), in reporting on the 1964 Research Conference on Education and Cultural Deprivation, stated that culturally deprived children are "students whose early experiences in the home, whose motivation for present school learning, and whose goals for the future are such as to handicap them in schoolwork." He further said:

"The cognitive development of disadvantaged children, however, is not as adequate as that of their middle-class peers. Weaknesses in language, limited range of experiences, and restricted stimulation of an intellectual nature, all produce certain cognitive deficiencies. In particular, culturally

deprived children seem to have special difficulty in developing concepts of an abstract nature and in generalizing. These cognitive deficiencies become most evident in the later elementary and junior high school grades when the subject matter typically requires such abilities. "

Davis (1944), in a theoretical paper, stated that adolescents learn the culture of the group to which they belong and in which they are socialized. For example, the middle-class adolescent is more deeply motivated to achieve than is the adolescent from either lower or higher social class. One explanation offered for this difference was that ambition is approved in middle-class society, whereas aggression is approved in lower-class society.

Abrahamson (1952) studied junior high school students and found that middle-class students received a disproportionate share of the high grades. Similarly, Hill and Giamatteo (1963), in studying elementary school children, found that socio-economic status was an important factor in school achievement.

Deutsch hypothesized that "the lower-class child enters the school situation so poorly prepared to produce what the school demands that initial failures are almost inevitable, and the school experience becomes negatively rather than positively reinforced...." (1963, p. 163). He also stated that "for the lower-class child, school failure may result in less personal upset or disturbance (than for the middle-class child) but may be more final...in terms of recovery of adequate functioning in school...." (1964, p. 89).

Bloom (1965) stated that even more serious than the lack of effective conventional school learning is the effect of continuous failure on the child's image of himself and his attitude toward others.

Self Concept

In many of the discussions of cultural deprivation and school achievement the importance of self-concept is stated or implied.

Baldwin (1965) defines self concept as "a picture of the person himself as he sees himself." (p. 123). Jersild (1963) states that the adolescent's self concept includes:

"...all the ideas and feelings a person has regarding the properties of his body, the qualities of his mind and his personal characteristics. It includes his beliefs, values, and convictions. It embodies the conception he has of his past, of his background, and of his future prospects. The components of the self range from neutral details of self-perception to attitudes that are charged with feeling, such as pride or shame, inferiority, self-esteem or self-reproach." (p. 22)

A common misconception is the assumption that the self is uni-dimensional. In reality there are many attitudes toward the self. McCandless (1951) visualizes the over-all self concept as an algebraic total: if the individual, in considering the many areas making up the self, regards more areas and the more important areas as good rather than bad, then a positive self-concept can be inferred, and vice versa.

The self concept is usually divided broadly into three parts: (1) the perceived self, the way that the person sees himself; (2) the ideal self, the way that he wants to be; and (3) the real self, the way that he really is.

In infancy the organism does not distinguish himself from his environment and there is no concept of self. Sullivan (1953) has said, in his discussion of the development of self concept, that it is the apex -- the culmination -- of all the social and personal experiences the child

has had. Conditioning and instrumental learning, primary and secondary generalization, reward and punishment, motives and drives, expectancies and probabilities, conflicts, fixation, and displacements -- all these play a part, first in distinguishing "others" from "me," later in a partial awareness and evaluation of "me," and finally in the mature "me."

Ausubel (1954) found that children with so-called "poor" self concepts were less mature than those with "good" self concepts. Her criterion for maturity consisted of two traits: (1) executive independence; not asking for help on a task one is physically able to do; and (2) ability to postpone hedonistic gratification; putting off an immediate reward in favor of some future desirable goal. The reader will recall that both of these characteristics were lacking in the culturally deprived child.

The development of a self concept is dependent upon the maturity of certain abilities of the organism. One of these abilities is the ability to abstract (Baldwin, 1965). The culturally deprived child seems to be particularly handicapped in this area, i. e., he has special difficulty in developing concepts of an abstract nature. (Research Conference on Education and Cultural Deprivation, 1965.)

The stability of the self concept has been another area of exploration. Carrol (1959) stated, "There is no point in an individual's life when the self concept becomes completely established in the sense that it is no longer subject to change. Actually it is continuously being modified as the result of constant interaction with the environment. These changes are much less during adult years than they are during childhood." (p. 81)

Chodorkoff (1954) found that the more inaccurate and faulty the individual's perception of his environment, the more inaccurate and faulty his perception of himself will be. In this same line of reasoning, the more inaccurate and faulty the individual's perceptions of himself and his environment, the more inadequate his personal adjustment will be. Calvin and Holtzman (1953) also found poor self concept and poor insight to be directly related to maladjustment. Similarly, Engle (1956) found a high degree of relationship between positive self concept and good adjustment.

Krugman (1961), in reviewing several experimental programs being tried in New York City, said that some programs produced changed concepts of self by giving children the feeling that the school cared and by providing success experiences. Changes in self concept were accompanied by higher levels of aspiration and better adjustment.

McCandless (1961) stated that people with good self concepts seem more honest with themselves than people with poor self concepts, and they appear to be less defensive.

Brant (1958), in a study of sixth to eleventh grade children found intelligence and age to be related to the accuracy of self concept. He also found that performance ability (as opposed to verbal ability) was only slightly related to the accuracy of self concept.

According to Cowan (1959) there seems to be a high positive correlation between self concept and social desirability, e. g., likeability or popularity.

The importance of self concept is stressed particularly in adolescence. Bloom, in reporting on the 1964 Research Conference on

Education and Cultural Deprivation, stated:

The adolescent period is the period in which the individual attempts to create a new identity for himself and this is a period when he is especially open to new experiences which will help him determine who he is and what he might become. This is the period in which the peer group becomes very important in the life of the individual while the parents and other adults become less central than they were. This is also the period in which the individual looks to the future to determine what are the realities ahead for him and what he must do to prepare for these realities as he perceives them. (p. 34)

Methods of Measuring Self Concept

Several different types of tests have been used to measure self concept; however, all measurements of the self concept include the idea of desirability and undesirability.

One type of self concept test is the R-technique in which a list of positive and negative statements or adjectives such as "good, brave, beautiful, strong, honest" are presented to the subject. He is then asked to rate the degree to which each term applies to him. On a 5-point scale, for example, a rating of "1" would mean "Very much like me" and a rating of "5" would mean "This is not at all like me."

The Q-sort technique is a second type of self concept measurement. Here the subject is given a large number of statements or adjectives on separate cards and is then asked to sort these into a given number of piles. He places those statements most like him at one end and those least like him at the opposite end, and arranges the others between according to the degree of likeness or unlikeness. Usually with this technique the experimenter controls the distribution of the subject's responses by forcing him to place fewer responses at

the extremes and a progressively increasing number of responses toward the center of the distribution.

A third method of measuring the self concept consists of having the subjects respond to some projective technique, such as the Thematic Apperception Test. Special training is required to interpret the results of such tests.

Implications for this Research

The literature indicates that certain characteristics which are prevalent among culturally deprived children seem to be directly related to poor school achievement and poor self concept. School achievement is adversely affected by lack of ability and by lack of motivation. Self concept seems to be adversely affected by a history of failure and by the immaturity which is evidenced in the culturally deprived child's inability to deal with abstract concepts.

Race and intelligence are two major factors which appear frequently in the literature describing culturally deprived children. The interaction of these factors with cultural deprivation is not clear. Logically, low ability leads to low school achievement; however, the question arises as to whether or not this relationship is intensified by cultural deprivation. Similarly, a low self concept has been attributed to Negro children; and yet the question remains as to whether in reality it is race or cultural deprivation that interferes with the development of a positive self concept. These questions suggest the need for studies in which race and intellectual ability are controlled.

The focus of present study is on the school achievement and self concept of adolescent children from culturally deprived and middle-

class backgrounds. Race and intelligence are controlled in an attempt to eliminate the influence of these two factors while the relationship of cultural deprivation to school achievement and self concept is explored.

CHAPTER III

METHOD AND PROCEDURE

The purpose of this study was to determine the differences in self concept and school achievement of culturally deprived and middle-class adolescents when the variables of age, race, sex, and verbal intelligence are held constant.

Subjects are matched on verbal intelligence by means of the Peabody Picture Vocabulary Test. Self concept is measured by a questionnaire, The Tennessee Self Concept Scale. School achievement is measured by grade averages of the subjects for the semester prior to the research.

Cultural deprivation is defined in terms of membership in the Neighborhood Youth Corp, a program under Title I of the Economic Opportunity Act, 1964, for culturally deprived high school students, 16-21 years of age. Middle-class is defined in terms of the father's occupation, which in the majority of cases was ownership of a small business.

This chapter will include descriptions of the following: (1) the subjects who participated in this study, (2) the Peabody Picture Vocabulary Test which was selected as the test of verbal intelligence, (3) The Tennessee Self Concept Scale, and (4) the research design.

Subjects

The subjects were 48 high school students, 16 boys and 32 girls, from a small Oklahoma community (pop. 2,300). The age range of the subjects was from 16 years and 3 months to 18 years and 4 months, inclusively. The grade placement included the tenth, eleventh, and twelfth grades. Ten of the subjects were American Indians, and 38 were American Caucasians. Half of the subjects were from a culturally deprived group in the community, and the other half were middle-class. These two groups of subjects were matched individually on age, race, sex, and verbal intelligence.

In the present study, the culturally deprived are referred to as the experimental group and the middle-class subjects as the control group.

Research Instruments

Peabody Picture Vocabulary Test

The Peabody Picture Vocabulary Test (PPVT) was selected as the test of verbal intelligence for use in the present study. This test, which gives a crude measure of verbal ability, has certain assets of particular value to the present research. They include the following: (1) the test has high interest value, (2) rapport is easily established, (3) the test is easily and quickly administered, and (4) no oral responses are required (Dunn, 1965).

The purpose and validity of the PPVT is described as follows:

"When an inference is made that the test measures verbal intelligence or scholastic aptitude, rational validity must be based on construct validity. Evidence to support this concept may be found in the literature. For the Revised

Standard-Binet Tests of Intelligence, (See, Terman, L. M. and Merrill, Maud A. Measuring Intelligence. Boston: Houghton Mifflin, 1937, p. 302) Terman and Merrill have stated: 'We have found the vocabulary test to be the most valuable single test in the scale.' For the Wechsler Intelligence Scale for Children, (See, Wechsler, D. Wechsler Intelligence Scale for Children Manual. New York: Psychological Corporation, 1949, p. 10.) Wechsler found the vocabulary sub-test scores to correlate more highly with Full Scale I. Q. scores than any other sub-test. Numerous other studies investigating the measurement of intelligence have shown that vocabulary is the best single item for predicting school success. (See, Dale, E. and Reichert, D. Bibliography of Vocabulary Studies. Columbus, Ohio: Ohio State University, Bureau of Educational Research, 1957.).... In light of the growing body of literature on the many facets of intellectual functioning, one must concede that the PPVT is not providing a comprehensive measure of intellectual functioning. Instead, by means of a short, restricted sample of behavior, it attempts to provide a useful prediction of school success, especially in the areas which call more heavily on verbal intelligence." (Expanded Manual for the PPVT, pp. 32-33)

Tennessee Self Concept Scale

The Tennessee Self Concept Scale (TSCS) was selected for use in the present study. This test was developed by Fitts (1965) to meet the recognized need for a scale which would be easily understood by the subject, widely applicable, well standardized, and multi-dimensional in its description of the self concept.

The TSCS contains 45 positive statements, i. e., "good" things to say about oneself; and 45 negative statements, i. e., "bad" things to say about oneself.

The test items consist of statements about (1) what the person is (Identity), (2) how he feels about the self he perceives (Self Satisfaction), and (3) what he does (Behavior). These three categories represent an "internal frame of reference" within which the individual describes himself (See Appendix).

The test items also represent an "external frame of reference,"

a dimension which includes the following five categories: physical self, moral-ethical self, personal self, family self, and social self. (The score sheet for the test is designed so that the items, when scored horizontally, yield a picture of the subject's internal frame of reference, and when scored vertically, yield a picture of the subject's external frame of reference.)

Included in the TSCS are ten items from the Minnesota Multiphasic Personality Inventory for the purpose of checking distortion and showing to what extent the subject is being defensive and making an effort to present himself favorably. These items are all mildly derogatory statements that most people admit are true about themselves.

The TSCS can be administered to individuals or groups and can be used with subjects 12 years of age or older who have at least a sixth grade reading level. There is no time limit but most subjects complete the Scale in 10 to 20 minutes.

The design of the Scale is such that the subject chooses one of five possible response categories to indicate the extent to which each statement is true of him (Completely True, Mostly True, Partly True and Partly False, Mostly False, and Completely False).

The overall level of self-esteem is indicated by the Total Positive score, which gives a composite score of the two dimensions, external and internal, measured by the Scale. High scores are obtained by persons who tend to like themselves, have a sense of worth, and act accordingly. Low scores are obtained by persons who see themselves as undesirable, have little confidence in themselves, and often feel anxious and unhappy.

The interpretation of the scores obtained on the Tennessee Self Concept Scale is presented in Appendix A, p. 32. These include scores related to the subject's internal and external frames of reference.

The Research Design

Experimental and control groups were selected by "matching" each high school student in the Neighborhood Youth Corp with a middle-class student in the same community. These two groups were then studied for differences in school achievement and self concept.

The matching of students was on age, race, sex, and verbal intelligence. With few exceptions, subjects were matched on age within five months, and on PPVT raw scores within 11 points. (Exceptions were age differences of 7 months and 15 months and PPVT scores of 16, 21, and 25 points. These exceptions in age differences favored the experimental group and those in PPVT differences favored the control group.)

The school achievement score, obtained for each student, was his grade average based on his school performance during the semester prior to this research.

The self concept scores for each student were the results of the Tennessee Self Concept Scale, which was administered as a group test rather than being administered to each student individually.

Recommended Analysis

1. The adequacy of the matching on verbal intelligence will be determined by correlating the PPVT scores of the paired control and experimental subjects (Spearman rank correlation coefficient).
2. The school achievement scores will be analyzed for difference between the experimental and control subjects (Mann Whitney U test).
3. The self concept scores will be analyzed for difference between the experimental and control subjects. This will include analyses for differences in total scores and differences in sub-test scores (Mann Whitney U test).

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to determine whether there are differences in self concept and school achievement between culturally deprived and middle-class adolescents. The following data analyses are discussed in this chapter:

(a) The experimental and control groups are analyzed to determine whether they were adequately matched on the Peabody Picture Vocabulary Test (Spearman rank correlation coefficient).

(b) The experimental and control groups are compared for differences in school achievement and self concept (Mann-Whitney U test).

In Table I, the medians and ranges of all the scores obtained by the two groups are presented. The scores for the individual subjects are presented in Tables III and IV, Appendix B, p. 34.

Matching on the PPVT

The reader will recall that the control group of middle-class subjects was matched with the experimental group of culturally deprived subjects on verbal intelligence by means of the Peabody Picture Vocabulary Test. A Spearman rank correlation coefficient of +0.54, significant at the .01 level, indicated that the matching of the subjects on PPVT was adequate. The median PPVT scores for

TABLE I
 MEDIAN AND RANGES OF AGE, GRADE PLACEMENT, PPVT SCORES, GRADE
 AVERAGES AND SELF CONCEPT SCORES FOR THE CULTURALLY
 DEPRIVED AND MIDDLE-CLASS GROUPS. (N = 48)

	Culturally Deprived		Middle-Class	
	Median	Range	Median	Range
Age	17:3	16:3 to 18:3	17:5	16:3 to 18:4
Grade Placement	11.00	10.00 to 12.00	11.00	10.00 to 12.00
PPVT	105.00	80.00 to 138.00	180.00	96.00 to 137.00
Grade Point	0.50	-2.20 to 3.00	2.00	-2.00 to 3.60
Self Concept				
Total Scores*				
P + N	326.00	247.00 to 370.00	318.00	277.00 to 405.00
Self Critism	36.00	21.00 to 49.00	36.00	28.00 to 47.00
Net Conflict	12.00	-17.00 to 43.00	0.00	-30.00 to 25.00
Total Conflict	37.00	26.00 to 61.00	34.00	19.00 to 49.00
Variability	52.00	25.00 to 92.00	57.00	35.00 to 89.00
Distribution	111.00	88.00 to 158.00	108.00	82.00 to 162.00
T/F Ratio	1.32	00.79 to 2.15	1.11	00.54 to 2.15
Row Scores*				
Identity	123.00	95.00 to 139.00	122.00	103.00 to 145.00
Self Satisfaction	95.00	73.00 to 112.00	92.00	63.00 to 126.00
Behavior	105.00	77.00 to 122.00	105.00	77.00 to 134.00
Column Scores*				
Physical Self	67.00	51.00 to 84.00	68.00	54.00 to 87.00
Moral Self	66.00	51.00 to 81.00	66.00	46.00 to 83.00
Personal Self	62.00	49.00 to 74.00	60.00	49.00 to 78.00
Family Self	64.00	48.00 to 80.00	64.00	50.00 to 82.00
Social Self	64.00	39.00 to 79.00	63.00	48.00 to 80.00

* See Tennessee Self Concept Scale score sheet in Appendix A.

the control and experimental groups were 108 and 105, respectively. (See Table I)

Analysis of School Achievement and Self Concept Scores

The reader will recall that grade averages for the semester prior to this research were used as a measure of school achievement, and scores on the Tennessee Self Concept Scale were used as a measure of self concept. These scores were analyzed to determine whether the middle-class adolescents had an advantage over the culturally deprived adolescents in either school achievement or self concept. (Median scores and ranges for both groups are presented in Table I.)

School Achievement

The Mann-Whitney U test indicated that the grade averages for the culturally deprived group were significantly lower than those for the middle-class group ($U = 173.0$; $p < .01$). For the culturally deprived group the median grade average was 0.5 or C-, and for the middle-class group the median grade average was 2.0 or B. Individual school achievement scores are presented in Table V, Appendix C, p. 41.

Self Concept

The TSCS provided data for fourteen subtest analyses. In twelve of these there was no apparent difference between the control and experimental groups. In two subtests, Net Conflict and Total Conflict, differences were evident. The Mann-Whitney U test was used for these analyses. (See Table II, p. 23.)

TABLE II
 VALUES OF U* IN AN ANALYSIS OF GRADE AVERAGES AND
 SELF CONCEPT SCORES OBTAINED BY CULTURALLY
 DEPRIVED AND MIDDLE-CLASS ADOLESCENTS

(N = 48)

	U	p
Grade Average	173.0	< .01
Self Concept		
Total Scores**		
P + N	247.5	n. s.
Self Criticism	290.5	n. s.
Net Conflict	199.0	< .03
Total Conflict	203.5	< .04
Variability	243.5	n. s.
Distribution	269.0	n. s.
T/F Ratio	211.0	n. s.
Raw Scores**		
Identity	284.0	n. s.
Self Satisfaction	253.0	n. s.
Behavior	270.0	n. s.
Column Scores**		
Physical Self	269.5	n. s.
Moral Self	274.0	n. s.
Personal Self	267.0	n. s.
Family Self	281.0	n. s.
Social Self	284.5	n. s.

*Mann-Whitney U test (Siegel, 1951)

**See Appendix A

Net Conflict. - The Net Conflict scores for the culturally deprived group were significantly higher than those for the middle-class (U=199.0; p < .03). For the culturally deprived group the median Net Conflict score was 12.0, and for the middle-class group the median Net Conflict score was 0.0. This score measures the direction and

extent to which an individual's responses to positive items differ from, or conflict with, his responses to negative items in the same area of self perception. The high, positive Net Conflict scores of the culturally deprived group indicated an Acquiescence Conflict (see Appendix A, p. 35) which means that more of the subjects over-affirmed their positive attributes than did the middle-class subjects.

Total Conflict.- The Total Conflict scores for the culturally deprived group were significantly higher than those for the middle-class group ($U=203.5$, $p < .04$). For the culturally deprived group, the median Total Conflict score was 37.0; and for the middle-class group, the median Total Conflict score was 34.0. This score measures the total amount of conflict, regardless of sign, i. e., the total conflict indicated by responses to positive and negative items. The high Total Conflict scores of the culturally deprived group indicated more confusion, contradiction, and general conflict in self perception than was present in the middle-class group.

Summary

The results of the statistical analysis of data gathered in this research were as follows:

1. Experimental and control groups of subjects were adequately matched on verbal intelligence as measured by the PPVT.
2. The grade averages for the culturally deprived group were significantly lower than those for the middle-class group.
3. In twelve of fourteen subtests in the Tennessee Self Concept Scale, there was no apparent difference in self concept between the two groups.

4. There was a significant difference between the culturally deprived and middle-class groups in two subtests of the Tennessee Self Concept Scale.

a. The culturally deprived group had significantly higher Net Conflict scores than did the middle-class group, indicating that in their self concepts they over-affirmed the positive attributes.

b. The culturally deprived group had significantly higher Total Conflict scores than did those for the middle-class group, indicating that in their self perception they had more confusion, contradiction, and general conflict than did the middle-class group.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The purpose of this research was to determine the differences in school achievement and self concept of culturally deprived and middle-class adolescents. Subjects were matched on age, race, sex, and verbal intelligence. The Peabody Picture Vocabulary Test was used to determine verbal intelligence. Grade averages of the subjects for the semester prior to the research were used as a measure of school achievement, and the Tennessee Self Concept Scale was used to measure self concept.

The subjects for the research were 48 high school students, ranging from 16 years and 3 months to 18 years and 4 months in age, inclusively. Cultural deprivation was determined by membership in the Neighborhood Youth Corp; middle-class was determined by father's occupation.

School achievement was significantly lower for the culturally deprived group than for the middle-class group. There was no difference between the two groups in overall level of self esteem, nor in any of the sub-categories of the internal and external frames of reference for the self concept. However, two differences were found in the conflict shown by the students as they indicated their self concepts. The culturally deprived group over-affirmed the positive attributes of their self concept, whereas the middle-class group did not; and among

the culturally deprived group, there was more confusion, contradiction, and general conflict in self-perception than in the middle-class group.

Suggestions for Further Study

In most research studies concerned with school achievement, success has been attributed to ability. In the present study, this variable was controlled by matching subjects on verbal intelligence, as measured by the PPVT. Therefore, differences in school achievement observed in this study cannot be explained in terms of verbal ability. The impact of factors other than this should be explored in further studies of cultural deprivation. For example, it may be overlapping factors, such as lack of motivation, orientation toward immediate gratification, and value attitudes toward education that are hampering school achievement among culturally deprived children.

In the present research differences between culturally deprived and middle-class groups were not shown in overall self concept. However, differences in the amount of conflict shown by the two groups suggest that differences in self concept do exist. If these differences are to be disclosed, the study of self concept should be approached by a variety of means, in addition to the questionnaires frequently employed. For example, the high conflict scores of the culturally deprived children in the present study suggest a need for research dealing with personality integration.

The relationship between self concept and school achievement should be studied in an effort to determine the nature of the interaction

of these two variables. For example, the extent and the conditions under which low school achievement contributes to poor self concept, or vice versa, is not yet known.

Because of the importance of self concept in adolescence and the difficulty of the period itself, particularly for the culturally deprived adolescent, more research is needed with this age group.

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APPENDIX A

TENNESSEE SELF CONCEPT SCALE

Nature and Meaning of Scores*

- A. The Self Criticism Score (SC). This scale is composed of 10 items taken from the MMPI. These are all mildly derogatory statements that most people admit as being true for them. Individuals who deny most of these statements most often are being defensive and making a deliberate effort to present a favorable picture of themselves. High scores generally indicate a normal, healthy openness and capacity for self-criticism. Extremely high scores (above the 99th percentile indicate that the individual may be lacking in defenses and may in fact be pathologically undefended. Low scores indicate defensiveness, and suggest that the positive scores are probably artificially elevated by this defensiveness.
- B. The Positive Scores (P). These scores represent the internal and external references within which the individual is describing himself.
1. Total P Score. This is the most important single score. It reflects the overall level of self esteem. Persons with high scores tend to like themselves, feel that they are persons of value and worth, have confidence in themselves, and act accordingly. People with low scores are doubtful about their own worth; see themselves as undesirable; often feel anxious, depressed, and unhappy; and have little faith or confidence in themselves. If the Self Criticism (SC) Score is low, high P Scores become suspect and are probably the result of defensive distortion.
 2. Row 1 P Score-Identity. These are the "what I am" items. Here the individual is describing his basic identity - what he is as he sees himself.
 3. Row 2 P Score - Self Satisfaction. This score comes from those items where the individual describes how he feels about the self he perceives. In general this score reflects the level of self satisfaction or self acceptance. An individual may have very high scores on Row 1 and Row 3 yet still score low on Row 2 because of very high standards and expectations for himself. Or vice versa, he may have a low opinion of himself as indicated by the Row 1 and Row 3 scores yet still have a high Self Satisfaction Score on Row 2. The sub-scores are best

*William H. Fitts, TSCS Manual (Nashville, 1965), pp. 2-5.

interpreted in comparison with each other and with the the Total P Score.

4. Row 3 P Score - Behavior. This score comes from those items that say "this is what I do, or this is the way I act." Thus this score measures the individual's perception of his own behavior or the way he functions.
5. Column A - Physical Self. Here the individual is presenting his view of his body, his state of health, his physical appearance, skills, and sexuality.
6. Column B - Moral-Ethical Self. This score describes the self from a moral-ethical frame of reference--moral worth, relationship to God, feelings of being a "good" or "bad" person, and satisfaction with one's religion or lack of it.
7. Column C - Personal Self. This score reflects the individual's sense of personal worth, his feeling of adequacy as a person and his evaluation of his personality apart from his body or his relationships to others.
8. Column D - Family Self. This score reflects one's feelings of adequacy, worth, and value as a family member. It refers to the individual's perception of self in reference to his closest and most immediate circle of associates.
9. Column E - Social Self. This is another "self as perceived in relation to others" category but pertains to "others" in a more general way. It reflects the person's sense of adequacy and worth in his social interaction with other people in general.

C. The Variability Score (V). The V scores provide a simple measure of the amount of variability or inconsistency, from one area of self perception to another. High scores mean that the subject is quite variable in this respect while low scores indicate low variability which may even approach rigidity if extremely low (below the first percentile).

1. Total V. This represents the total amount of variability for the entire record. High scores mean that the person's self concept is so variable from one area to another as to reflect little unity or integration. High scoring persons tend to compartmentalize certain areas of self and view these areas quite apart from the remainder of self. Well integrated people generally score below the mean on these scores but above the first percentile.
2. Column Total V. This score measures and summarizes the variations within the columns.
3. Row Total V. This score is the sum of the variations across the rows.

D. The Distribution Score (D). This score is a summary score of the way one distributes his answers across the five available choices in responding to the items of the Scale. It is also interpreted as a measure of still another aspect of self perception: certainty about the way one sees himself. High

scores indicate that the subject is very definite and certain in what he says about himself while low scores mean just the opposite. Low scores are found also at times with people who are being defensive and guarded. They hedge and avoid really committing themselves by employing "3" responses on the Answer Sheet.

Extreme scores on this variable are undesirable in either direction and are most often obtained from disturbed people.

- E. The True-False Ratio (T/F). This is a measure of response set or response bias, an indication of whether the subject's approach to the task involves any strong tendency to agree or disagree regardless of item content (Fitts, 1961).

High T/F Scores indicate the individual is achieving self definition or self description by focusing on what he is and is relatively unable to accomplish the same thing by eliminating or rejecting what he is not. Low T/F Scores would mean the exact opposite, and scores in the middle ranges would indicate that the subject achieves self definition by a more balanced employment of both tendencies -- affirming what is self and eliminating what is not self.

- F. Net Conflict Scores. These scores are highly correlated with the T/F Score. More directly, however, they measure the extent to which an individual's responses to positive items differ from, or conflict with, his responses to negative items in the same area of self perception.

There are two different kinds of conflict, as follows:

1. Acquiescence Conflict. This phenomenon occurs when the P Scores are greater than the N Scores (P - N yields a positive score or number). This means that the subject is over affirming his positive attributes.
2. Denial Conflict. This is the opposite of acquiescence conflict. Here the N Score for the cells are higher than P Scores (P - N yields minus scores). This means that the subject is over-denying his negative attributes in relation to the way he affirms his positive characteristics. He concentrates on "eliminating the Negative."

- G. Total Conflict Scores. The foregoing Net Conflict Scores were concerned only with directional trends in our P - N measure of conflict. However, some individuals have high P - N differences which cancel each other out because they are so variable in direction. It is of equal interest to determine the total amount of P - N conflict in a subject's self concept as well as the net or directional amount of conflict. The Total Conflict score does this by summing P - N discrepancies regardless of sign. High scores indicate confusion, contradiction, and general conflict in self perception. Low scores have the opposite interpretation, but extremely low scores (below the red line on the Profile Sheet) have a

different meaning. The person with such low scores is presenting such an extremely tight and rigid self description that it becomes suspect as an artificial, defensive stereotype rather than his true self image. Disturbed people generally score high in this variable, but some also have deviantly low scores depending on the nature and degree of their disorder.

The conflict scores are reflecters of conflicting responses to positive and negative items within the same area of self perception. These scores are not to be confused with the variability scores, which reflect fluctuations from one area of self perception to another.

APPENDIX B

TABLE III
 POSITIVE SCORES* ON THE TENNESSEE SELF CONCEPT SCALE FOR CULTURALLY
 DEPRIVED AND MIDDLE-CLASS ADOLESCENTS. (N = 48)

Culturally Deprived									Middle-Class								
Code No.	Identity	Self Satisfaction	Behavior	Physical Self	Moral Self	Personal Self	Family Self	Social Self	Code No.	Identify	Self Satisfaction	Behavior	Physical Self	Moral Self	Personal Self	Family Self	Social Self
2	124	92	113	64	70	65	71	59	1	121	74	109	65	55	58	58	68
3	126	92	97	67	66	52	73	57	4	109	80	99	67	59	52	50	60
5	95	75	77	51	51	55	48	39	6	114	89	96	68	58	63	58	52
8	138	111	118	84	65	74	72	72	7	118	85	86	68	48	59	61	53
9	134	101	102	77	67	64	63	66	10	110	85	92	72	54	56	55	50
11	116	103	114	64	77	60	69	63	12	103	85	89	59	59	49	62	48
13	119	100	122	74	69	71	58	69	14	132	105	121	79	73	63	64	79
15	98	90	93	67	55	54	49	56	16	145	126	134	87	83	78	80	77
17	139	110	121	61	81	71	78	79	18	135	120	121	75	79	73	82	67
20	123	95	95	72	72	49	64	56	21	125	93	110	60	67	65	73	63
22	127	73	109	68	58	53	64	65	23	122	103	98	65	61	62	51	74
24	119	102	104	69	61	63	80	52	25	128	93	108	68	67	63	66	65
26	110	112	103	77	66	53	61	68	27	129	87	77	62	59	55	63	54
28	135	101	97	75	63	59	72	64	29	116	86	103	71	56	53	66	59
30	121	95	106	73	62	66	58	73	31	119	100	107	66	71	58	74	57
32	115	82	101	60	54	58	58	68	33	125	95	90	54	71	55	60	70
36	122	94	111	67	69	66	73	52	37	108	86	96	59	55	60	55	61
38	121	75	95	61	65	53	58	54	39	134	91	118	68	77	56	75	67
40	12	90	114	61	79	63	68	62	41	128	90	106	54	67	68	67	68
42	130	104	108	70	71	66	71	64	43	136	101	124	70	78	68	71	80
44	124	100	105	74	72	64	61	58	45	128	105	113	72	71	62	62	77
46	125	85	100	64	59	50	68	69	47	113	104	99	62	75	55	70	54
48	117	90	95	61	60	61	57	63	49	119	63	96	65	46	53	52	62
50	110	104	115	64	66	67	61	71									

* See Appendix A.

TABLE IV
 TOTAL SCORES* ON THE TENNESSEE SELF CONCEPT SCALE FOR CULTURALLY
 DEPRIVED AND MIDDLE-CLASS ADOLESCENTS. (N = 48)

Code No.	SC	Culturally Deprived			D	T/F	Code No.	SC	Middle-Class			D	T/F
		Total P + N	Conflict Net Total	Total V.					Total P + N	Conflict Net Total	Total V.		
2	21	329	41 61	58	132	2.13	1	38	304	14 34	66	94	1.52
3	45	315	19 49	55	122	1.52	4	37	288	-20 40	56	101	0.62
5	30	247	-1 29	52	103	1.73	6	35	299	13 27	52	110	1.23
8	43	367	25 47	50	148	1.67	7	29	289	23 39	70	104	1.63
9	36	337	-5 31	51	103	1.09	10	40	287	25 39	52	95	1.91
11	28	333	23 49	45	123	1.20	12	35	277	1 37	40	128	0.97
13	37	341	-7 31	47	100	0.84	14	28	358	22 38	58	139	1.44
15	32	281	8 36	42	89	1.54	16	53	405	-1 19	35	202	1.18
17	40	370	16 36	51	152	1.41	18	37	376	22 38	49	153	1.58
20	33	313	-17 41	56	103	0.79	21	38	328	-10 34	50	119	0.95
22	37	309	11 43	92	133	1.24	23	42	323	9 29	67	95	1.56
24	49	325	41 51	56	152	2.15	25	39	329	-5 29	63	124	0.95
26	43	325	-5 45	77	144	1.03	27	28	293	-23 33	70	89	0.65
28	31	333	15 43	63	112	1.41	29	32	305	-6 34	60	89	1.03
30	40	322	4 36	49	118	1.32	31	31	326	-30 40	43	103	0.54
32	31	298	12 34	65	110	1.25	33	35	310	4 38	67	139	1.32
36	47	327	19 61	49	129	1.29	37	36	290	20 48	45	96	2.15
38	33	291	7 29	62	90	1.31	39	34	343	21 49	66	148	2.05
40	35	333	43 53	83	158	2.08	41	34	324	2 22	59	105	1.37
42	25	342	14 26	47	110	1.47	43	34	367	-29 33	65	129	0.80
44	34	329	-3 37	46	95	1.07	45	36	344	-14 42	55	136	0.78
46	45	310	-12 34	63	105	1.06	47	42	316	-18 28	53	107	0.86
48	36	302	2 32	41	88	1.03	49	47	278	- 27	89	109	0.84
50	32	329	15 27	25	95	1.34	51	38	320	-6 22	36	82	0.81

* See Appendix A.

APPENDIX C

TABLE V
 GRADE AVERAGES* FOR MATCHED CULTURALLY DEPRIVED
 AND MIDDLE-CLASS ADOLESCENTS. (N = 48)

Experimental Student	Grade Average	Control Student	Grade Average
2	-0.80	1	2.00
3	1.25	4	2.60
5	-2.20	6	-2.00
8	-0.20	7	-1.00
9	-0.25	10	-1.50
11	0.00	12	0.60
13	1.60	14	2.17
15	-1.80	16	2.20
17	2.20	18	1.00
20	1.60	21	3.20
22	2.00	23	1.00
24	1.40	25	3.60
26	-1.20	27	-0.20
28	2.00	29	1.40
30	0.80	31	0.60
32	0.20	33	2.00
36	-0.20	37	0.40
38	-0.80	39	3.00
40	3.00	41	2.20
42	1.00	43	3.40
44	2.60	45	3.00
46	2.00	47	3.20
48	-0.60	49	1.80
50	-1.00	51	2.60

*Based on the following scale:

A = 4	C- = -1
A- = 3	D = -2
B = 2	D- = -3
B- = 1	F = -4
C = 0	

APPENDIX D

TABLE VI
 RAW DATA FOR MATCHED CULTURALLY DEPRIVED
 AND MIDDLE-CLASS ADOLESCENTS. (N = 48)

Culturally Deprived							Middle-Class						
Code No.	Sex	Race	Age *	B. Date	Grade	PPVT	Code No.	Sex	Race	Age *	B. Date	Grade	PPVT
2	F	I	16:10	5/12/49	10	84	1	F	I	15:7	9/7/50	10	105
3	F	I	16:11	2/18/49	11	112	4	F	I	16:9	6/11/49	11	137
5	M	I	18:2	12/5/47	11	80	6	M	I	17:9	6/15/48	11	96
8	M	I	16:7	9/22/49	10	99	7	M	I	16:8	7/6/49	10	101
9	M	I	18:2	11/27/47	12	110	10	M	I	18:4	11/18/47	12	109
11	F	Wh	16:6	8/9/49	10	98	12	F	Wh	16:4	11/14/49	10	102
13	F	Wh	16:10	4/5/49	11	119	14	F	Wh	16:6	9/12/49	11	114
15	F	Wh	16:11	4/4/49	11	105	16	F	Wh	16:8	7/11/49	11	104
17	F	Wh	16:11	2/9/49	11	105	18	F	Wh	16:4	10/10/49	11	105
20	F	Wh	17:1	1/6/49	11	105	21	F	Wh	17:2	12/5/48	11	102
22	F	Wh	17:2	1/23/49	11	111	23	F	Wh	17:2	11/27/48	11	115
24	F	Wh	17:3	12/15/48	11	115	25	F	Wh	17:3	11/9/48	11	115
26	M	Wh	16:3	11/1/49	11	99	27	M	Wh	16:3	11/1/49	11	101
28	M	Wh	16:3	11/13/49	11	104	29	M	Wh	16:8	7/9/49	11	107
30	M	Wh	16:6	9/24/49	11	103	31	M	Wh	16:9	5/15/49	11	104
32	F	Wh	17:3	10/26/48	12	106	33	F	Wh	17:7	6/30/48	12	104
36	F	Wh	17:5	9/4/48	12	106	37	F	Wh	17:7	6/11/48	12	114
38	F	Wh	17:5	9/4/48	12	105	39	F	Wh	17:9	5/2/48	12	102
40	F	Wh	18:0	1/30/48	12	117	41	F	Wh	17:11	2/29/48	12	118
42	F	Wh	18:1	12/14/47	12	112	43	F	Wh	18:2	11/25/47	12	114
44	F	Wh	17:6	9/8/48	12	123	45	F	Wh	17:7	6/30/48	12	132
46	F	Wh	18:3	11/7/47	12	128	47	F	Wh	18:0	1/9/48	12	127
48	M	Wh	17:11	4/12/48	12	104	49	M	Wh	17:8	5/20/48	12	107
50	M	Wh	18:2	1/27/48	12	132	51	M	Wh	17:9	4/14/48	12	131

* Age expressed in years and months at time PPVT was given.

VITA

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Candidate for the Degree of

Master of Science

Thesis: A STUDY OF DIFFERENCES IN SELF CONCEPT AND
SCHOOL ACHIEVEMENT OF CULTURALLY DEPRIVED
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