

LEVELS OF ASPIRATION OF BLACK STUDENTS  
AS A FUNCTION OF SIGNIFICANT OTHERS  
IN INTEGRATED AND SEGREGATED  
SCHOOLS

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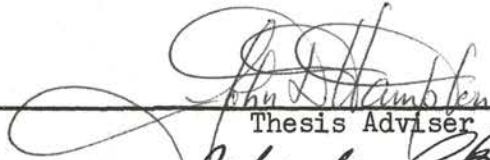
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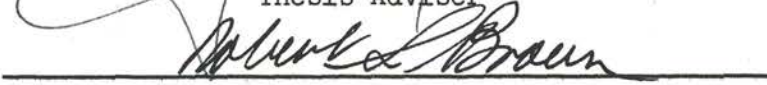
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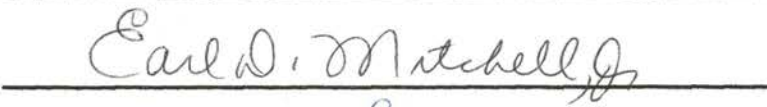
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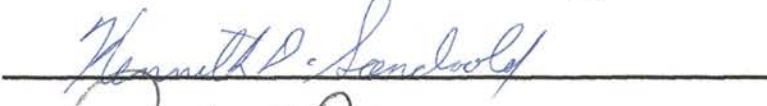
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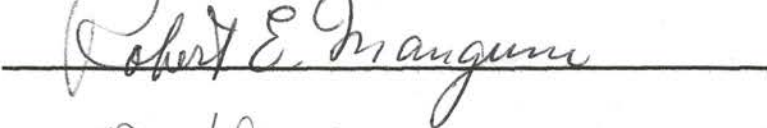
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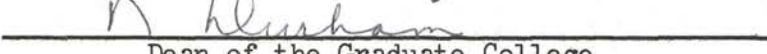
  
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## PREFACE

This dissertation is concerned with identifying specific differences in level of black adolescent aspirations between students in integrated and in segregated schools. Certain of these highly related and interacting variables were considered to influence levels of aspirations. They were student performances, and significant others, and significant others' expectations. These variables may provide a better understanding of the social matrix of the student both outside and inside the school environment, should lead to useful information as to how the student is motivated to achieve in school, and to aspire to further schooling.

The study further focused on, for substantial lengths of time, the constellations of "significant others" for black students in integrated versus segregated schools.

The results of the study are limited to the population under consideration.

I would like to take this opportunity to express my sincere appreciation to the members of my committee for their assistance and encouragement in the preparation of this dissertation. For their genuine interest and concern, not only in the preparation of the dissertation but also in my total program of study.

I am particularly grateful to Dr. John D. Hampton, my adviser and doctoral committee chairman, for the initial impetus and invaluable advice and counsel he has given me relative to this study, and

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## CHAPTER I

### INTRODUCTION TO THE PROBLEM

The importance and value attached to formal education by contemporary Americans is demonstrably great as indicated by the fact that most States require compulsory schooling until age sixteen and that one in four high school graduates may attend college. School success and school achievement are undoubtedly among the most salient values endorsed by Americans, and it is recognized that formal education provides the principal means for upward mobility in this society.

The aforementioned is due in large part to the ever-increasing technology, complexity, and specialization in today's world which are gradually eliminating jobs requiring unskilled manual labor. In making such an observation about the importance of education, one must also be aware of a considerable amount of evidence which denotes many variations in this pattern along social class and ethnic lines. Some examples are the Amish group (Kuhn and McPartland, 1954), which discourages young people from obtaining further education after age sixteen. In Europe, England, etc., it is well known that only a few highly selected young people are admitted to college and universities as compared to the high percentage of Americans enrolled every year. The reasons for this are a combination of economic and social structural factors where scarce resources combine with a closed social class structure it would seem. It has also been reported that there is a high rate of dropouts from

high school among the nonwhites (Tuel, 1966; Chilman, 1963; and Miller, 1964).

A growing body of information suggests that there are those social and cultural factors which exert great influence on educational aspirations. Knowledge of the specific influences and how they affect aspiration levels helps to provide a base for remedial action.

#### Nature of the Problem

The problem germane to this study was brought clearly into focus on May 17, 1954, when the United States Supreme Court ruled that racial segregation in public schools was unconstitutional (Brown, et al., 1954). This decision set in motion the processes of public school desegregation. On May 31, 1955, the Supreme Court reiterated the unconstitutionality of segregation in public schools and that "all school districts must proceed to integrate their schools with all deliberate speed" (Brown, et al., p. 294). It was further implied by Supreme Court Justice Black that school segregation was a violation of the constitution and that separate but equal schools for black children was a denial of equal protection of the law then, had been in the past, and will be in the future (Black, 1968).

Integration has always been a fundamental objective of American society. Obviously, it has not been an easy objective, and whether the meaning of it and its consequences have ever been confronted and wisely acted on is open to question. The repeated failure of the white educational establishment to demonstrate the validity of this concept and the growing sense of alienation between white and black traditions, suggest that this basic premise has been seriously questioned,

especially by the black community (Havinghirst, 1969; Wright, 1969).

Unlike Britain, Europe, we in the United States are committed to an open system of providing equal education for all and of course failing to deliver it; therein is the conflict, and we are committed to resolving it.

The primary concern of this study will concern itself with hitherto segregated vs. integrated schools as to race or ethnic group that are required to integrate in the hope of increasing the probability of equal education opportunity for blacks or other minority youths (Hesburgh, 1970).

The second major concern of the present study with reference to integration is a more empirical one. Public school research bureaus are filled with data pointed out by Marland (1965) and Simpson and Yinger (1965), long ignored, which underline the limited output, as measured in terms of achievement, mental ability or social adaptation of the segregated school. Even efforts in the areas of enrichment and intensive compensatory education have provided little basis for hope that relatively easy solutions such as smaller classes, better teachers, new facilities, revised curricula or combinations of these will correct the problem.

The third major concern of this study of integration vs. segregation has to do with cognitive styles of learning, reinforcement, level of aspirations and modeling. It is an assumption that the black child enters school with a style of learning which does not generally facilitate school success because of the homogeneity of the segregated school. Such a cognitive style or pattern is reinforced by the general population and eventually the expectation is that the cognitive pattern of

learning will persist and dominate. By contrast, when the black child is placed in an integrated school, his crystallized pattern is confronted with new situations and reactions. There is a tendency for the pattern to become less stable because of different response sets and different expectations. Theoretically, the change will be in the direction of the other models present, particularly if supportive assistance is provided in the initial explorations. In other words, it is perceived that the characteristics of the majority of the students in a classroom are a powerful determinant of individual pupil behavior and of teacher interaction, including teacher expectation (Taba, 1964). Coleman (1966) and others have shown some evidence that disadvantaged children gain measurably in learning skills and self-esteem when they associate with children from middle class families (Pettigrew, 1968; Nichols, 1966).

Viewed from this perception, integrated schools constitute a frontal attack upon two highly valued educational myths: the segregated school and homogenous grouping.

The fourth major concern of this study concerning integration is, according to Elsbery (1967), no amount of compensatory education will give due justice to a black child in terms of giving him a sense of personal dignity and self-confidence or the will and reason to achieve in school.

There appears to be a vacuum in the literature concerning primary determinants of the aspirational levels of black adolescents. Some studies have suggested that the sub-culture of black adolescents tends to affect their aspirational levels. Whether the influences of a sub-culture would affect the aspirations of black children is questionable.

We really do not know that much about the black sub-culture and to what extent it might differ from other cultures. To infer change from sheer interracial contact, that is, ratios of races in school situations as advocated by St. John (1965), Coleman (1966), and Geisel (1962) is to oversimplify the problem.

The findings of the investigations referred to above are not completely clear. In the first place, levels of aspiration of blacks vs. whites varies according to whether student educational plans are considered. In the second place, levels of aspiration of blacks are usually found to be more related to social class than to race. However, there are indications that the aspirations of blacks are less related to social class than are the aspirations of whites (Reiss and Rhodes, 1959; Aaron and Lerner, 1959; Stetler, 1959; Wilson, 1960; and Wrightstone, 1960).

More data on the correlation of educational plans and preferences of blacks are needed as well as the mechanisms through which these correlations tend to operate in influencing educational aspirations.

#### Purpose of the Study

The purpose of the present study is to attempt to identify specific differences in the area of student self-perception. Therefore, the focus of the present study is on levels of student aspirations, i.e., the dependent variable.

The primary question to be answered by this study is: are there differences in level of student aspirations between students in segregated and in integrated schools? However, the survey of the literature presented in Chapter II suggests that there are other highly related

and interacting variables that may influence levels of aspirations. They are student performance, significant others, and significant others' expectations. These variables may provide a better understanding of the social matrix of the student both outside and inside the school environment, should lead to useful information as to how the student are motivated to achieve in school, and to aspire to further schooling. In particular, an attempt was made to determine the importance of a student constellation of "significant others" in determining both the quality and scope of his educational performance.

The second purpose of this study is to compare, for substantial lengths of time, the constellations of "significant others" for black students in integrated versus segregated schools.

#### Hypotheses

The primary hypothesis of the present study to be tested is that blacks in integrated schools, particularly those who have been integrated for varying lengths of time, will identify with a higher number of significant others who attach importance to schooling and expect higher levels of achievement from the student than will blacks in segregated schools.

A second hypothesis to be tested is that students who identify with significant others will display better grades and should be more likely to aspire to further college work.

A third hypothesis to be tested is that the higher the student perceives the level of expectation of his significant others, the higher will be the student's level of educational aspirations.

The fourth hypothesis to be tested is that there is no significant

difference in mean levels of educational aspirations between segregated and integrated groups while controlling for social-economic status and the effects of significant others who aspire for four or more years of college.

A fifth hypothesis to be tested is that there is no significant difference in mean levels of academic performance between segregated and integrated groups while controlling for social-economic status and the effects of significant others who aspire for four or more years of college.

A sixth hypothesis to be tested is that there is a positive relationship between the students' educational aspirations and their close friends' levels of aspirations.

A seventh hypothesis to be tested is that there is a positive relationship between the students' levels of aspirations and their choice of close friends.

A eighth hypothesis to be tested is that there is a positive relationship between length of time the students have been in integrated schools and their choice of close friends.

A ninth hypothesis to be tested is that there is a positive relationship between students' social-economic status and levels of aspirations in integrated and segregated schools.

The data from the three independent groups of schools will be treated by chi-square analysis for each of the variables stated in Hypotheses One, Two, Three, Six, Seven, Eight, and Nine. The non-parametric measure eliminates the assumptions requiring that the variables are normally distributed and that the variances of the three groups sampled are equal. In testing Hypotheses Four and Five, the

simple-analysis of co-variance procedure will be computed. Differences which could occur by chance only five or fewer times in a hundred will arbitrarily be designated as significant in this study.

### Significance of the Study

The greatest contribution of this study, aside from its substantive findings about the importance of significant others in the educational process, is the fact that it will help bridge the gap between secondary indications like social class, or socio-economic status, or ethnic background variables and measures of school performance, aptitudes intelligence, and aspirations. In other words, it can shed some light on how these gross measures are related to behavior by spelling out the linkages between them. In this way, racial differences, class differences, etc. will be interpreted or "explained away." There has been too much speculation, interpretation, and not enough data in this controversial area.

The theoretical significance of the study is that it will further demonstrate that man lives in a world of symbols, definitions, and the most important objects in that world are necessarily other people, who in various capacities serve as definers, standards of comparison, or reference points for the individual. It behooves us in the study of human behavior to understand individual actions in terms of these reference group contexts.

### Definition of Terms

There are certain important terms and concepts used in this study which are vitally involved in the solution of the problems. A list of



operational definitions of the several terms and concepts is herein presented.

#### Operational Definition of Terms Used as Variables

Segregated School. Any school in an urban community that contains more than two times the average local proportion of minority group children or any public school that enrolls 10 percent Negroes and/or Indians, or if it enrolls less than 10 percent from other groups (Balner, 1968).

Integrated School. Any school having a racial composition of an enrollment, at least from a social-psychological viewpoint, somewhere between 20 to 45 percent nonwhite and 55 to 80 percent other, here termed as whites (Balner, 1968).

Sub-culture. That group which has a special culture of its own in a large society whose members tend to and associate more with each other than with non-members.

Significant Others. Those specific others whose opinions of you are important; they may be the same or they may not (Peniston, 1962).

Academic Performance. The academic grade point average of A, B, C, D, F.

Self-actualization. The urge for a greater degree of independence, the desire for a self-determined integration, the tendency to strive toward a socialized maturity (Rogers, 1955).

Aspirations. The future educational plans where the student has prepared himself to aspire to specific educational goals.

Levels of Expectations. Aspirations expected of the individual from significant others, ranging from dropping out of high school to completing graduate school. However, they are not really the significant others, expectations that are of importance but rather what the individual thinks his specific others' expectations are which are important and will be the primary concern in this study.

Desegregation Interval. Length of time the student has been exposed to the other race, here termed as white.

Socio-economic Status. Defined by Hollingshead's occupational scale. Based upon the assumption that occupations have different values attached to them by members of our society. The hierarchy ranges from low evaluation of unskilled labor toward the more prestigious use of skill through the creative talents of ideas, and the manipulation of men (Hollingshead, 1957).

Significant Others' Levels of Expectations. Refers to a level of educational obtainment which the individual perceives specific significant others expect of him.

Aspirational Levels. The specification of a desired educational goal and the intensity with which it is desired--connotes an individual's relatively firm evaluation (positive or negative) of the desirability for him of an event (e.g., completing high school or graduating from college) which lies in the future (Wallin and Waldo, 1964).

Interracial Acceptance. The specification of a positive attitude in racial mixing students - preferably no racial tension between black

and white students (U.S. Commission on Civil Rights, 1967).

Interracial Activities. The racial mixing of students in extra curricular activities (Wallin and Waldo, 1964).

#### Summary

This study employing a social-psychological model of behavior sought to explore and describe the educational aspiration levels of black adolescents especially as these related to integrated versus segregated schooling. Several hypotheses are delineated relating to the process of how aspirations are developed and modified by the interpersonal environment of the student. The important role played by "significant others" and peer groups in this process is emphasized in the model chosen for this study.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

In keeping with the purpose of this study, a social psychological approach was used to systematically investigate and identify the basic interpersonal processes relevant to maximizing scholastic aptitudes, abilities, and aspirations. These factors presumably underlie most of the differences noted in relevant research studies.

The objective of the present chapter which surveys the related literature intended to bring into focus earlier research efforts which were established to be related to the problem of the present study.

#### Review of Related Literature

There have been a significant number of research studies, such as those of Davis (1942), Reeves, Henderson and Cowan (1948), Berdie (1954), Little (1959), and Wright and Jung (1959), that investigated factors concerning social, economic, and intellectual characteristics of adolescents that appear to be related to educational aspirations.

Several recent studies of the mobility orientation of youth have compared the educational and occupational choice of blacks and whites in order to determine whether aspirations reflect class or racial subcultures. These studies suggested that the aspirations of blacks are

less related to social class than are the aspirations of whites (Gist and Bennett, 1963; Halloway and Berreman, 1959; Stephenson, 1957).

#### Racial Differences and Level of Aspirations

Earlier research has suggested that the expressed educational and occupational aspirations of Negroes were higher than those of whites (Aaron and Lerner, 1957; St. John, 1965). In opposition to this view, recent investigations have indicated that the aspirational levels of blacks and whites are found to have very similar educational plans (Halloway and Berreman, 1959; Coleman, 1966; Gist and Bennett, 1963; Bowerman and Campbell, 1965; Youmans, Grigsby and King, 1963).

Stephenson's (1957) study of ninth grade students in New Jersey revealed that Negroes had uniformly high aspirations but planned lower than whites and were less optimistic about their future plans. Stephenson's investigation distinguished between the factors, aspirations and plans, in which he was able to conclude that occupational aspirations are not affected by race, whereas plans and expectations are more class oriented.

In contrast to Stephenson's study, Gist and Bennett (1963) found that there were no significant differences in occupational aspirations or plans for education due to socio-economic class. However, it is noteworthy that Negroes had higher educational aspirations, even when intelligence and social class status were controlled.

Essentially the same findings are reported for samples of lower class youths in New York, reflecting greater educational and occupational aspirations among Negroes (Smith and Abramson, 1962; Aaron and Lerner, 1957). Halloway and Berreman's (1959) investigation of sixth,

seventh, and eight-grade students of the lower classes have been found to aspire below the middle class in both educational and occupational areas. Their levels of occupational plans and aspirations do not differ significantly for any of the three groups, but educational plans are lower than aspirations for the white middle class and Negro working class children.

Rosen's (1959) investigation further reflects the high educational aspirations and achievement motivation levels of Negroes and concludes that

...achievement-motivation is more characteristic of Greeks, Jews, and white Protestants than of Italians, French-Canadians, and Negroes. The (achievement) values and educational aspirations of Negroes are higher than expected, being compared to those of Jews, Greeks, and white Protestants, and higher than those of the Italians and French-Canadians. Vocational aspirations of Negroes, however, are the lowest of any group in the sample.

Conversely, Meeks (1965) supports the hypothesis that social class significantly affects the aspirational levels of black adolescents while race does not. Whereas, Geisel (1962) reported a significant racial difference in performance and achievement in a Southern city, concluded that racial comparisons do not operate in the manner predicted because of different cultural patterns for two racial groups.

Pettigrew's (1968) investigation indicated that integrated education in the early grades seems to have important benefits for both black and white children in terms of improved interracial attitudes and preferences. Coleman's (1966) and Fisher's (1962) findings pointed out that both the black and white adolescent groups tended to be unrealistic in their educational and occupational aspirations.

The research studies of racial differences and level of aspirations

suggest that race itself is not a primary determinant. Rather the underlying factors, such as socio-economic factors and income differences, which are indirect kinds of measures, really explain the differences in aspirations. However, if one controls or holds constant factors like ratios of race differences and ethnic groups, they of course tend to disappear or can be "explained" away. It appears as if social class has been used as an indirect measure of significant others' expectations.

#### Population Composition of Schools and Level of Aspirations

Recent research studies have strongly suggested that the experiences adolescents encounter in high school have an important influence on their aspirations for further education. Wilson (1959) analyzed the effects of high schools finding that they were slightly greater than the effect of the family background. But Ramsay (1961), conducting a similar investigation, suggests that the population composition of the high school was a much less important influence on the aspirations of the students than the family background.

Coleman (1962) drew conclusions from his sample for The Adolescent Society which involved ten high schools in northern Illinois. When the father's education was controlled, students attending the more middle class schools were much more likely to plan to attend college. However, among the non-metropolitan high schools, differences in college planning associated with population composition were minimal.

Ramsay (1961), Turner (1964), Sewell (1964), and Boyle's (1966) studies were fairly consistent in their findings. They concluded that the population composition of a high school does have an important

effect on the aspirations of its students, but a much stronger effect exists in large cities than in smaller communities.

These research studies of population composition of schools and levels of aspirations are suggestive that the made-up of high schools are a much more important factor in determining students' aspirations. When the factors are controlled such as father's education or family background, they tend to be only a partial explanation for the students' higher aspirations. Whatever the explanation may be for the remaining effect of the high school on occupational values, they do not tap important factors because they do not look into the significant other phenomenon in his peer group or in his family.

#### Social Class, Intelligence, and Adolescent's Aspirational Levels

All research studies of the relation between social class and adolescent's aspirational levels tend to consider the familiar effects of parental aspirations since social class is an indicator of family status. These studies have reported that many students with high intelligence are unlikely to aspire to a college education or to go to college, especially if they come from families of low socio-economic status, are females, are members of disadvantaged racial groups, or come from rural backgrounds (Sewell, Haller, and Straus (1957); Sewell (1964); Sewell and Orenstein (1965); Sewell and Haller (1965); Sewell and Armer (1966), Sewell and Shah (1967) analyzed the effect of high school seniors over a seven year period (1957-1964), finding that both socio-economic status and intelligence are related to planning on college, college attendance, and college graduation for



for both sexes. These findings confirmed and extended those of the aforementioned studies advocated by Wolfle (1954) and Eckland (1965). Coleman et al. (1966) study reported fairly consistent findings in that organizational features of the high school contribute much less than its social class composition to students' mental ability.

Conversely, Simpson's (1959) investigation demonstrated that social mobility and educational plans are directly related to the socio-economic status of a student as well as their friendship choices.

Bowerman and Campbell's (1965) survey of 16,000 high school students in four Southern states, covering urban and rural areas, reported findings that suggested that the races (blacks and whites) have very similar educational goals. The investigation further reflected that black girls have consistently higher educational aspirations, more achievement motivation than do black boys and black females are more likely than black males to make plans and follow through with them.

Essentially the same findings are reported for a sample from three low income rural counties in Florida (Youmans, Grigsby and King, 1963). Reiss and Rhodes (1959) surveyed over 21,000 students in the city of Nashville of which 15 percent of the students were black. They concluded that the blacks place a much greater emphasis upon education and are more achievement oriented than whites. The age, sex, IQ, and socio-economic status position of the blacks were reported to be of lesser influence on behavior than race position when comparison was made with white adolescents.

Meyer's (1970) investigation of 35,330 high school seniors in a sample of 518 American public high schools, reported findings that,

the social class composition of the school affects the college-going intentions of its students. Rather than the formal organization of the school. The positive effects of school status were found to mask a negative effect; in schools with students of higher average ability, students of any given ability and status are less likely to have college intentions, due to standards of competition use within the school. When the aforementioned negative effect is held constant, the positive effect of school status on college intention increases.

A number of other studies have explored the social class composition of the high school influences prospective or actual attendance in addition to the familiar effects of mental ability and family status (Wilson, 1959; Michael, 1961; Turner, Campbell, and Alexander, 1965; McDill, Rigsby, and Meyers, 1969). In general, their findings tended to confirm those of the aforementioned investigations.

These research studies of the relation between social class and intelligence suggest that they are related to levels of aspirations. However, these investigations only tell us how they are associated and are indirect kinds of measures, which really do not explain the differences in aspirations.

It should be pointed out that the aforementioned studies do not tell us too much. These underlying factors are mediated through significant others' expectations, so that, social class and intelligence are products in the groups that they belong to. It is their families or regions that they belong to.

#### Influence of Parents' Aspiration on Adolescent's Aspirational Levels

There are a number of survey studies that are directly concerned with the influence of parents' aspirations on their children's educational aspirations. Two earlier exploratory surveys, frequently cited,

which directed attention to the influence of parental aspirations on children's educational plans were reported by Kahl (1953) and Cohen (1958). These investigations involved intensive interviews with two groups of high school boys and their parents of working class background, one of which was definitely planning to go to college (mobile) and the other (non-mobile) of which was definitely planning not to go to college. The two groups of boys were matched on intelligence, ethnic group and schools. They concluded that the parents of mobile sons showed a higher degree of favorability toward a college education than parents of non-mobile boys. The investigations further reflected that, "parents of mobile sons reported more deliberate encouragement of upward mobility through educational channels, starting in the boy's childhood," (Cohen, 1958, p. 136). Stinchcombe's (1960) findings are essentially in support with the conclusions reached by Kahl (1953) and Cohen (1958) on the relation between parental aspirations and the upward mobility of working class boys. Rosen's (1959) investigation of 427 pairs of mothers and sons from four Northeastern states was directly concerned with the influence of parent's (mother's) aspirations on their children's educational aspirations. He concluded that black parents have high educational aspirations for their children and that they intended that their sons go to college. However, it is noteworthy that of the seven ethnic groups involved in the study, the black mother's vocational aspirations for their sons were lower than all but one ethnic group. It would appear that black parents see formal education as the main route to upward mobility for their children.

There have been a number of large survey studies, such as those of Fleming (1957), Elder, Jr. and Gowerman (1962), Bordua (1960, and

Herriott (1963), that investigated the factor concerning the influence of parents' aspirations on children's level of education aspiration. The analysis of these investigations indicated that the educational level expected by their parents is strongly correlated with the children's (boys and girls) educational plans. Bell's (1963) study of a group of 88 high school boys also led to the conclusion that their "parents' aspirational motivations" was a much better predictor of high ambition in the boys than was the social class position of their families.

This investigator has build upon the aforementioned studies by applying the concept "significant others" which will allow for parents to be "not significant others." Also the investigator has broaden the study to see what after "specific others" are significant others to black adolescents such as, his father, mother, friends, teacher, etc., and an attempt to refine the area of social class, significant others and their expectations.

#### A Social Psychological Model

The world of man's experience as conceived in this study is a world made up of objects defined symbolically. Man's unique language ability allows him to communicate, learn and otherwise accumulate definitions of objects and pass them along to oncoming generations. The objects referred to can be people, things, states of affairs, or anything that can be labeled or thought of as having a unitary character.

Man acquires his definition of objects from his interaction with those around him, usually in an indirect fashion rather than from a direct fashion; that is, no one explicitly or formally lectures him but

rather he observes behavior, overhears comments, etc., and forms opinions on this basis.

An example of the aforementioned process might include parental lack of interest in the child's academic achievements as exemplified by their never questioning anything but failing grades and never insisting on homework completion or offering assistance in homework. Under these circumstances, the child would be justified in assuming that his parents do not expect him to achieve and therefore place little importance on his education. It is often through expectations such as these that the child forms his view as to significant others' expectations. Indeed, as Coleman (1966) points out, the atmosphere and active behavior of children's home may be of more importance than their expressed interest in his education.

Objects are defined in terms of behavior, or what should be done with respect to the object, and the individual's definitions of objects are recipes for actions; therefore, as he defines an object situation, so does he react and behave toward it. To understand and predict individual behavior therefore requires understanding the individual's perception of the situation and himself.

Formal education or schooling is subject to a social definition like any other object, and any given individual may hold a variety of views of it. No situation is completely unstructured for the individual who comes, after all, as a member of certain groups and with certain views already internalized. For example, education can be seen as either very important (valued) or not important by a given individual. Rokeach and Parker (1970) reported rather strong differences between education and income groups, with the poorer, less

educated placing a lower value or less importance on certain individual qualities. Among these were "a sense of accomplishment, wisdom, capable, imaginative, intellectual and logical." Since an individual acts toward objects as they have meaning to him, a child who places lesser value on the "self-actualization" values described above might be expected to cope less adequately with educational requirements. Values of education, as used here, can be defined as those objects to which the individual attaches some importance (i.e., they are high on his list of desired objects). Their source, like all other social objects, are the individual's groups. "Large scale and general values, such as liberty, justice, happiness, and truth, are given their specific and role-applicable meanings in the reference groups" (Kuhn, 1956).

The individual tends to notice those objects relevant and meaningful to him in his roles and statuses; he will conversely either selectively ignore or deliberately avoid objects he deems irrelevant or non-meaningful.

Since each individual is born into a specific family, a specific status, region, etc., his objects are learned from his immediate situation. Mass media values themselves tend to be interpreted through and mediated by those others who matter most to him--his "significant others."

The importance of "significant others" in motivating the individual to do well in school would seem to have been amply demonstrated in studies conducted in the Head Start Program. The fact that Head Start children do well initially in school after completing the program but soon lag behind again, would suggest that lacking support of "significant others" role performance will suffer and diminish in time. One

other study also suggests the importance of "significant others" in changing or modifying self-conceptions and behavior (Bohnstedt, 1970).

Studies of the effect of student body characteristics also suggest that the peer group the student is exposed to is also very highly related to his own performance and aspirations (Coleman, 1966). Exposure to, and identification with, other students having higher aspirations and levels of performance can apparently modify an individual's own performance and aspirations in a positive fashion and do not seem to depress those of the higher group. Theoretically, we would expect more effect and a more lasting effect of "significant others" expectations when the identified "significant others" are united in their expectations.

If one considers an individual as having some sort of organized self-image or identity made up of attitudes towards himself as an object, then one logical dimension in identity is that of evaluation or conclusions and inferences made about one's self as an object of value in particular roles such as a student. One learns about himself as an object much like any other object in the world around him.

Expectation of "significant others" is internalized by the black adolescents. For example, if significant others attach very little importance to education, then it would seem to follow that the adolescent would not be expected to become a good student.

How the individual views himself as an object is derived from how he thinks others perceive him. The individual gains information about himself and others through interaction with others (Herriott, 1963). These specific others are his reference group, and are the primary bases of his perceived similarity to significant others, and constitute

the dimensions of his self-conception (Merton, 1957).

#### Summary

A survey of the literature pertaining to racial background and educational aspirations revealed a variety of factors related to black aspirations such as social class, a socio-economic status, intelligence, age, sex and parental or peer group pressure.

Basically this study attempts to bring together systematically a number of these variables in one approach utilizing the concept of significant others and show how raising aspirations is a matter of acquiring new reference points and role models.



## CHAPTER III

### METHOD AND PROCEDURE

#### Introduction

In keeping with the purpose of the present study a social psychological approach was used seeking to investigate systematically, and to identify the basic interpersonal processes relevant to maximizing scholastic aptitudes, abilities and educational aspirations. These factors presumably underlie most of the differences noted in relevant research studies. Data for this empirical study were collected in five junior high schools in the State of Oklahoma during the spring semester of the academic school year 1970-71.

This chapter contains a description of the sample population and identification of appropriate instruments to define the variables involved. Also, the methods of data collection and statistical treatment used are discussed.

#### The Sample

Since the purpose of the present investigation involved studying and identifying specific differences in level of student aspirations between students in segregated and in integrated schools, it was necessary to select communities with segregated and integrated schools represented. A further consideration was to find school systems that

were willing to allow their entire black student body to participate.

Dunjee, Harding, Kennedy, and Eisenhower junior high schools, Oklahoma City, Oklahoma; and Boley junior high school, Boley, Oklahoma; were chosen because collectively they met the aforementioned criteria. These specific junior high schools were chosen for the substantial differences in the social class composition of their student bodies. The selection of the segregated and integrated schools were based partially on census tract data and partially on the advice of the research committee of the public schools in Oklahoma City whose members had knowledge of the characteristic make-up of the schools and of the neighborhoods served by the schools.

Dunjee and Kennedy were the two segregated high schools located in Oklahoma City, Oklahoma, which is a large metropolitan city with a population of approximately 300,000 and is known to draw their black students from predominantly middle and lower class families.

Eisenhower and Harding were the two integrated schools located in Oklahoma City, Oklahoma. The Eisenhower junior high school, is located in a suburban area that is known to draw its black students predominantly from upper middle class families. The citizens of the community represent the professional range of occupations. A number of residents commute to Oklahoma City, while others operate ranches or own wells also inherited oil or are employed in white collar positions. Harding junior high school, is located in Oklahoma City and is known to draw its black students predominately from middle and lower class families.

Boley junior high school is segregated and is located in Boley, Oklahoma; which is an all black rural area approximately fifty miles

west of Tulsa, Oklahoma. The students live in a small town with a population of approximately 3,000 and it is surrounded by farm areas. It is a farming region, although many residents of the area now are self-employed, businessmen or work in the factories nearby.

Comparison of data in the various junior high schools (Dunjee, Kennedy, Eisenhower, and Harding) indicated that IQ and achievement levels assessed by standardized tests were approximately the same.

The sample population for this empirical study was 428 black adolescents randomly selected from public junior high schools, composed of grades seven, eight, and nine in the Oklahoma City and Boley public school systems. The size of the segregated samples was 233 adolescents (Dunjee, N=92; Kennedy, N=91; and Boley, N=50) and the integrated samples consisted of 195 adolescents (Harding, N=98 and Eisenhower, N=97) ranging in age from 11 to 13 years and included both boys and girls.

It should be remembered that the levels of aspiration found in this study refer to the pre-high school student population aged 11-13 approximately but presumably the social processes and experiences reflected in the significant others' expectations will already be apparent and apply to this age group just as they do to other age groups. Any differences noted between this age group and high school seniors are presumably due to experiences and conditions associated with high school attendance and completion. Studies of high school seniors of course suffer from the bias introduced by drop-outs and all therefore probably over represent the levels of aspirations extant (Coleman, 1962; Ramsey, 1961; Turner, 1964; Boyle, 1966; Bell, 1963; Wilson, 1959; McDill, Rigsby, and Meyers, 1969; Campbell and Alexander, 1965).

The subjects of the present study were black boys and girls attending school the day the questionnaires were administered. Students in classes for the physically and mentally handicapped were not included in this empirical study.

#### Method of Random Selection

A systematic random sample of pupils in each school was drawn from lists of all students enrolled in each respective school. Every fourth name was chosen to achieve the necessary numbers of subjects. An additional ten percent was selected to serve as replacements for those subjects not available for some reason.

Representatives of the final sample population were checked by a comparison with respect to the characteristics of sex, age, grade-point average with these same characteristics of the total school population. In addition, the characteristics of those selected subjects who failed to participate in the study and had to be replaced were also compared to the total school population to detect possible biases resulting from such non-participation.

#### Method of Data Collection

Data were collected from both samples by means of research questionnaires: The Significant Others Measure, The Future Educational Plans, The Significant-Others-Expectation Questionnaire, The Interracial Socio-metric Questionnaire, and The Friends Aspiration Questionnaire. These questionnaires were group administered at the respective schools

and no limits were set on time. Six questionnaires<sup>1</sup> were filled out by most of the students in regular class sessions on the same day of the administration. Each of the questionnaires were administered individually to reduce the possibility of students establishing a set or pattern of responses. They were not informed of the number or type of questionnaires used in the study.

The questionnaires were administered to the students by the investigator with the assistance of the respective school counselors at each school. The students had previously been informed by the investigator of the general purpose of the research study but were not apprised of the hypotheses being investigated. An attempt was made to give them some appreciation of the potential importance for the students participating in the study for which their cooperation was being solicited.

Respondents were instructed simply to answer the questions with respect to themselves. They were told that there were no right or wrong answers to these questions and to simply note their own opinions. Their answers were to be used to understand them and the future educational plans of black adolescents. Therefore, they were asked to answer the questions honestly; that is, to simply note their own opinions.<sup>2</sup> Respondents with questions were told to answer as they thought best. Even though the questionnaires called for personal

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<sup>1</sup>The questionnaires are presented in Appendix A. The sixth questionnaire was the Twenty Statement Test, used mainly as a check on reliability of the aspiration response and hence is not reported in the major findings since it did not involve any of the hypotheses.

<sup>2</sup>The instructions are presented along with the questionnaires in Appendix A.

identification data. Students were assured of anonymity and told that neither parents nor school personnel would see any of their responses.

In general, completion of a questionnaire took between thirty-five to forty-five minutes. Each questionnaire was printed on separate data sheets and as a student finished one he was given the next one in the group. Students remained in the room after completing the last questionnaire so that the entire group was dismissed at the same time.

The second source of data required the investigator to consult students' school records which supplied an abundance of information, such as their I.Q. scores, grades, ages, sex, information of the parents' educational background, socio-economic status, and fathers' occupation. For the integrated sample, additional information of the length of time spent in the integrated school was also collected.

The third source of data that was collected involved the investigator's observation of the quality of black's relationship to whites around him, in the integrated school situation. Basically, the investigator had spent time observing the interracial activities existing in each of the integrated schools.

An assessment of race relations in each integrated school used was undertaken to corroborate the sociometric data. The investigator repeatedly would station himself at strategic times and places where some opportunity for interracial mixing was present.

The lunch period was one such time and careful observational note was made of the typical seating patterns in the school's cafeteria. Instances of segregated seating were of particular note.

Study halls were also observed with respect to the seating and helping patterns of the students.

A third occasion for mixing was also observed on the school play grounds during those times students could avail themselves of these facilities. Games and contests were observed to determine whether segregated team play was or was not evidenced.

#### Statistical Treatment of Data

Statistical analysis of the data was used in the two major procedural operations. The first analysis will involve the using of the questionnaires to find out the differences between the two samples' backgrounds. Chi-square analysis and a variety of contingency tables were used for the two independent samples to test for statistical significance (Siegel, 1956).

The second group of analyses used was a simple-analysis of covariance procedure. The simple-analysis of covariance statistical tool will enable the investigator to control for outside factors and differences, specifically intelligence, significant others' expectations, and social class orientation between the two independent groups, while comparing differences exhibited on the questionnaire results.

In order to eliminate any investigator bias, differences which could occur by chance only five or fewer times in a hundred were arbitrarily designated as significant in this study for chi-square analysis and simple-analysis of covariance procedure (Popham, 1967). Further discussion of the statistical treatment will appear in Chapter IV with the discussion of the results.

#### Instrumentation

In order to test the hypotheses of this proposed study, the

following instruments were considered appropriate: The Significant-Others Measure, The Future Educational Plans, The Significant-Others-Expectation Questionnaire, Interracial Sociometric Device and The Friends Aspiration Questionnaire. It is anticipated that these instruments will provide the necessary data to explore the interpersonal primary determinants of educational aspirations and achievements of the young black adolescents.

The type of instruments being used in this study are objective, unstructured, and at the same time allows the individual considerable freedom in his responses. These sociological measurements are standardized and have been used widely and extensively in research studies investigating such factors as mental illness, deviant behavior, and various ethnic groups' attributes (Kuhn, 1959, 1960; Peniston, 1962; Steward, 1955; Denzin, 1966; Courh, 1958; Jones and Schneider, 1966; McConnell, 1966; Sherwood, 1965; Bohnstedt, 1970; Backman, Secord, and Pairce, 1963; Criswell, 1938, 1939; and Moreno, 1934).

#### Significant Others Measure (SOM)

In order to determine the significant others of the black adolescent population in this study, a significant other measurement (SOM) developed by Stewart (1955) was the questionnaire selected to be used in this study to pair the comparisons of the "self" and "specific others," i.e., self-evaluation in terms of social reality.

The Significant Others Measure scale developed by Peniston (1962) with a slightly different version of this instrument was administered to 35 adolescent males and 51 adolescent females to determine reliability. The test-retest reliabilities of the scale were assessed



by re-testing the normal sample of public school adolescents (N=47) approximately eight weeks after the initial testing. Peniston (1962) reported a test-retest reliability of a positive linear coefficient of .99 computed with a sample of 47 adolescents. A split-half reliability coefficient was derived by dividing the original eight items each, and the individuals' scores on each sub-set was compared. A computed positive correlation coefficient of .749 was found on both of the sub-sets of items. A further test of the consistency and homogeneity of the items composing the "Significant Others" measures yielded a coefficient of reproducibility for this scale, based on 85 respondents of .913. However, in the present study the Stewart (1955) instrument was used instead of the Peniston (1962) measure because of certain advantages that it offered such as: (1) the relative brevity of the Stewart (1955) questionnaire, (2) the use of one question instead of eight questions being asked, (3) it is easily administered, and (4) it required less time to fill out.

Previous research studies concerning the measurement of the significant others approach derives in part from DeSota and Kuethe (1959) and Kelly (1955). A thorough review of the research studies of specific other measurements gives some evidence that the significant other questionnaire is a reliable and valid instrument that supports its use as being the most appropriate instrument for the young black adolescent population (Couch, 1958; Stewart, 1955; Peniston, 1962; Denzin, 1966; Jones and Schneider, 1966; McConnell, 1966; Sherwood, 1965; Marvin, 1970).

"Significant Others" as defined in this study are those specific others whose opinions of the individual are important to him; they may

be the same or they may not. Empirically, then, the data will consist of the individual's mention of specific others with regard to these kinds of relationships.

Previous research studies concerning the measurement of the significant others approach were conducted by Backman, Secard, and Peirce (1963) who asked their subjects to write down the names of five close friends or relatives whose opinions they valued.

Also, McConnell (1966) asked each subject to name from among his fellow students the ten persons whose opinions were most important to him.

In the present study, a sociometric question having ten possible responses was administered to the students asking the question, "List the ten people whose opinions of you and your behavior are most important to you." In the hope of securing the most meaningful list, no other restrictions will be imposed. In answering this question, the respondent was asked not to give proper names but rather to specify the persons "connection to you."

The Significant Others question was used to identify those people the subject considers important to him and, for purposes of comparison with later questions, designed to identify those specific people who expect him to achieve various levels of attainment respective to education.

In response to Significant Others question with mentions of Significant Others ranged from 0 to 10 with a median score of 9 for the integrated sample and a median score of 9, also for the segregated sample.

### Educational Aspirations (FEP)

In order to obtain the information needed on the aspirational levels of young black adolescents, a questionnaire developed by Gillespie and Allport (1955) of Future Educational Plans (FEP) for adolescents was chosen as the instrument to be used in this study.

The method that was proposed here has been used by Coleman (1966) in his research study and is an adaptation of the future educational plans described by Gillespie and Allport. This questionnaire has been widely and extensively used in research studies conducted by Herriott (1963), Wilson (1959), Sewell (1964), Krauss (1964), St. John (1965), and Coleman (1966) investigating some social determinants of the aspiration levels of adolescents. Some corroborative evidence on the reliability of the Educational Aspiration questionnaire was noted by Wallin and Waldo (1964) who administered this questionnaire to a sample of 2,425 boys and girls enrolled in the eighth grade. Responses to this questionnaire were found to constitute a Guttman quasi-scale for each sex with a coefficient of Reproducibility of .95. Borgatta's (1957) machine data processing techniques were employed in the initial retest of the scale-ability of each set of items. The Coefficients of Reproducibility in the retest of the scales ranged from .91 to .96. These coefficients tend to support its use in this study as a reliable instrument that is appropriate for this adolescent population.

The Future Educational Plans questionnaire obtained measures for two variables pertaining to adolescent aspirational levels. These dependent variables are (1) educational goals, and (2) motivation to aspire for more schooling.

Educational aspirations were inferred from responses to the following question: "How far do you want to go in school?" Answers to this question were used to classify the adolescents into eight groups: (1) those who want to get out of school as soon as possible, whether they graduate from junior high school or not; (2) those wanting to graduate from junior high school; (3) those wanting to attend high school, but not necessarily graduate; (4) those wanting to graduate from high school; (5) those wanting to go to trade, nursing, or business school after high school; (6) those wanting to go to a college or university for a few years; (7) those wanting a four year college degree; and (8) those wanting to do professional or graduate work after graduation from college. For the purpose of analysis; the eight categories of aspiration were combined into 3 groups: (1) grade 12 or less; (2) some college or technical training; and (3) college graduation or more.

#### Significant Others Expectations (SOE)

In order to tap the specific dimensions of self-attitudes and the specific other expectations, a significant others expectation (SOE) questionnaire was constructed so as to measure the adolescent's perception of the level of expectations which he perceives significant others hold for his behavior. Hyman (1942) and Merton (1957) emphasized in their studies that in making a self-assessment an individual compares himself with others. Reference groups serve in a comparison function. Gross and McEachern noted that:

...whether a person is identified as a male or female, as a policeman or a teacher, a salesclerk or a janitor, a member of one social system or another makes a difference in the expectations others hold for him. (Gross and McEachern, 1958, p. 18).

To measure the level of expectation, each adolescent was asked to think in turn of the one significant other who has been most interested in his future educational plans. The respondent will then be asked to "list those people who would be very upset or disappointed if you did not finish high school, or some college, or completion of college."

The Significant Others Expectation questionnaire was pretested on doctoral students at Oklahoma State University, Stillwater, Oklahoma, and on a small sample of black adolescents in that local junior high school to establish face validity and reliability. The procedure was used to insure that the wording of the question and instructions were within the range of reading ability and comprehension of seventh, eighth, and ninth grade children whose reading ability would be below grade level. A follow-up using ten students, randomly selected were re-tested after a period of two weeks had elapsed to check on the reliability of the responses. In all ten cases the responses were identical to the response given two weeks earlier.

As mentioned earlier, the number of persons listed as significant others who responded to the earlier question and who also appear as expecting the subject to (1) graduate from high school, (2) attend college, and (3) complete college, etc. was determined and used to measure the level of educational expectations as perceived by each subject. The greater the proportion of significant others listed as expecting college graduation or more, the greater the likelihood the subject will aspire to some college work.

On the basis of the proportion of persons listed as Significant Others to the earlier aforementioned questions on educational

aspirations, black adolescents were classified into the two groups listed below. depending on what proportion of their significant others desired them to complete college. The investigator felt that this was the most appropriate grouping for identifying Significant Others Expectations students have who were classified into high and low categories.

High S.O.E. - Educational aspirations of completion of college or to do professional or graduate work after finishing college.

Low S.O.E. - Educational aspiration of a few years of college or goal of finishing high school or less.

For example, if ten (1) significant others were mentioned by the subject and the same subject thereafter indicated that five of these people also expected him to graduate from college he was credited with a .50. After each subjects score was established in this fashion, a median break of the distribution was used to separate the "high S.O.E." group from the "low S.O.E." group for each school.

As previously mentioned the scores from the integrated and the two segregated samples were dichotomized into high and low S.O.E. categories by an approximate median percentage break.

In response to the Significant Others Expectations question of those that aspire to four or more years of college with frequency proportion of significant others mentioned ranged from 0 to 10, and the integrated sample had a median score of 0.5703 and a median score of 0.5000, for the segregated sample.

#### Interracial Sociometric Technique

In order to obtain the description of the quality of the interracial

contact in the integrated school, the sociometric device advocated by Moreno and Jennings (1936) was adopted as the instrument to measure interracial acceptance in the integrated schools.

The method being proposed here is an adaptation of the sociometric test described by Moreno, the criterion of selection being the quality of black-white associations in a mixed school. This sociometric technique has been used widely and extensively in numerous research studies conducted by Lasker (1924), Hunter (1927), Ninard (1931), Young (1932), Beckham (1934), and Schlorff (1930), investigating racial attitudes of black and white children in integrated and segregated school situations.

Byrd's (1951), study investigated the constancy of choice behavior as expressed on Moreno tests and in a life situation using the same choice criterion. This method is offered as an approach to the study of validity in sociometric tests. The sociometric test was readministered after choices were expressed in the life situation to determine the degree of expected change in choice behavior. The coefficient of reproducibility between the sociometric test-retest of the measure was .89.

The coefficient tends to support its use in this study. A number of other studies (Criswell (1939), Austin and Thompson (1948), Scandrette (1951), Barker (1942), and Katz and Powell (1953), has shown that sociometric choices a person gives on one occasion are likely to be duplicated on a second administration of the same criterion.

Several standard format sociometric questions were used to serve as indicators of the interracial atmosphere of the school. The presence of absence of cross-racial friends mentioned in response to these questions will serve as a measure of school integration. The racial

category of each friend mentioned by black students in integrated schools sampled were ascertained by means of school records.

Three questions developed by Cristwell (1938-1939) were used to tap this dimension. Each of the questions permitted the subject to list as many as five persons and were stated as follows:

- (1) Choose the boy or girl you would like to sit by in school.
- (2) Choose the boy or girl whom you would like to participate in sports with.
- (3) Choose the boy or girl whom you would like to eat lunch with.

The sociometric measure involves identifying all those friends mentioned and then dividing respondents into those who chose all black friends and those who chose one or more friends.

The respondent's responses constituted an actual sample of the individual's behavior. Therefore, the patterns obtained are intrinsically meaningful and do not have to do validated reference to outside criteria.

This sociometric instrument is open-ended and allows the individual considerable freedom in response, but has been used exclusively in a quite restricted sense. First, it has usually been applied to behavioral criteria or choices of those with whom one would like to do something; and, secondly, the respondent in his choices has usually been restricted to a certain specified group. As used in this study, this technique was applied to choices of others on attitudinal criteria and the individual will not be forced to limit his choices of others. Instead, he will be encouraged to mention the others whom he considers relevant without any restriction of any kind.



### Social Class Position

Hollingshead's (1957) two factor Index of Social Position was used in this study to assign subjects to one of five distinct social classes. In the aforementioned process the subjects were asked to report on their parents' occupation and education. The two factors employed in the two factor Index of Social Position are "... (1) the precise occupational role the head of the household performs in the economy, and (2) the amount of formal schooling he has received" (Hollingshead, 1957).

Father's occupation was ascertained by the following question. "What is your father's usual work?" (If you are not living with your real father answer for step-father, foster father or man in the home.)

Responses were coded into seven categories: (1) executives and proprietors of large concerns and major profession is; (2) managers and proprietors of medium sized concerns and minor professions; (3) administrative personnel of large concerns, owner or small business and semi-professionals; (4) owners of little businesses, clerical and sales workers and technicians; (5) skilled workers; (6) semi-skilled workers; and (7) unskilled workers. This schema has been used extensively in other studies (Myers and Bean (1968), and Hollingshead and Redlich (1958) and closely parallels the U.S. census categories of job titles. If there was no male head of the house - the mothers' occupation (if any) was substituted.

Data on father's educational background was gathered by means of this question: "How far did your father go in school?" Seven response categories were provided: (1) graduate degree; (2) standard college or university graduate; (3) some college but no degrees; (4) high school

graduation; (5) some high school 10-11 years; (6) completion of 7-8-9 grade; or (7) less than the seventh grade. The same question was repeated for mothers' education to use in the absence of a father as head of the household. The individual's rank score on each dimension is multiplied by its respective weight (7 for occupation and 4 for education) and summed to achieve a total score of from 11 to 77.

Five classes are created as follows: Class I (11-17); Class II (18-27); Class III (28-43); Class IV (44-60); and Class V (61-77) (Hollingshead and Redlich, (1958)). In general the lower the point total the higher the social class or status of the subject's family.

The Index of Social Position developed by Hollingshead and Redlich (1958) was derived from weightings on the three characteristics comprising this scale—residence, occupation and education—were determined by correlating the three scale values with class position as judged by two sociologists familiar with the community. There was 96 percent agreement between judges, using five categories. Weights of 9 for occupation, 6 for residence and 5 for education were finally chosen on the basis of multiple regression analysis with the total correlation between the index and estimated class being .94.

### Friends' Aspirations

The possibility that educational aspirations are learned through associating and interacting with peers and by means of shared interests and role models was explored by asking student subjects to appraise the educational aspirations of their peers. Subjects were asked "How would you say 'most' of your best friends would answer if they were asked how far they planned to go in school. Check the answer that you

think most of them would check." (This question used the same categories as those listed for the subject's own personal selection.)

Friends' aspirations were also collapsed into 3 groups for purposes of analysis: (1) 12 years and less; (2) some college; and (3) four years of college or more schooling.

#### Length of Time of Integration

The length of time a student spent in integrated schools was inferred from responses to the following question: "How long have you been going to integrated schools?" The students were asked to mark the most appropriate year that corresponded to the answer that fit best for them. An additional secondary source, the students school records, were used to collect information on the length of time spent in integrated schools. Answers to this question were used to classify the adolescents into nine groups. For purposes of analysis, the nine groups were further combined into three groups of integration: (1) zero to one year, (2) two years, and (3) three or more years.

#### Levels of Achievement

Grade point average as a measure of scholastic achievement was under investigation in the study. Each adolescent's personal records were utilized in each respective school in determining their grade point averages for the most recent semester. It was a matter of copying each adolescent's grade point average from his school file on the research questionnaire.

As previously mentioned, the grade point averages from the first

integrated and segregated samples were trichotomized into three groups of achievement (1) low, (2) medium, and (3) high categories by three nearly equal parts for the purposes of analysis.

#### Intelligent Quotient

Originally it was the researcher's intention to investigate among other things the variable of I.Q. Unfortunately during the course of the study it became evident that the necessary data were inadequate and incomplete in so many cases. For example, in the Kennedy junior high school seventeen or more students did not have I.Q. scores indicated in their records and a number of scores were at the one percent level which seems rather fantastically low and out of line. Therefore, the I.Q. variable had to be deleted from the study.

#### Computer Rejections

Four hundred twenty-eight black adolescents were randomly selected from public junior high schools of the Oklahoma City and Boley public school systems. The segregated samples included 92 students from Dunjee, 91 students from Kennedy, and 50 students from Boley. The integrated samples included 97 students from Eisenhower and 98 students from Harding.

The reader will note from time to time the tables in Chapter IV will contain frequencies other than those present due to cases of (1) improper card punching, and (2) incomplete data.

#### Limitations of the Study

The nature of the population restricts the generalizations which

can be made to blacks in the major study. The investigator wishes to caution against over-generalizing the findings too far from concrete local situations, Oklahoma, to other cultural worlds, in the North or West.

The investigator can only hypothesize that the same processes apply in all regions but outside factors could affect the relationship somewhat, either by detracting from them or enhancing them somewhat. Also, conditions can vary over time in the same location.

The other methodological shortcoming in this study is the fact that this investigator did not use a longitudinal panel design following the same individuals over time to measure change. Instead, the investigator is taking cross-sectional aspects of different people at different times and inferring change. Therefore, while this is a valid approach and the only really practical one for this investigator to follow, it is only an approximation of change processes.

#### Summary

Based on samples of 428 black students in junior high schools in and around Oklahoma City area, a survey questionnaire including the necessary measures and instruments was administered to test the hypotheses of this study. Both a chi-square analysis and a simple analysis of covariance were used to determine the statistical significance of the research data.

## CHAPTER IV

### ANALYSES OF DATA

#### Introduction

The purpose of this chapter is to present the data and evidence that were gathered to test the nine hypotheses identified earlier in this study.

The results of this study are presented in five sections. The first section considers the relationship which exists between the significant others who attach importance to aspiring to graduate from college or more schooling as measured by the developed "Significant Others Expectation" questionnaire and the students' level of achievement in integrated and segregated schools.

The second section is a presentation and discussion of the results as they relate to the total relationship of varying lengths of time students spent in integrated schools, and the proportion of his significant others who expect him to aspire for four years of college or more schooling.

The third section takes up the relationship of significant others' expectations and the student level of achievement as measured by grade point average.

Chi-square analysis was selected to identify the type of relationship which existed between student's levels of achievement and the

proportion of his significant others who expect him to aspire for four years of college or more schooling for the samples from both integrated and segregated schools. Following Siegel (1956), the formula for computing chi-square was as follows:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

where:  $O_i$  = observed number of cases categorized in the  $i$ th category;

$E_i$  = expected number of cases in the  $i$ th category under  $H_1$   
(hypothesis);

$k$  = the number of categories;

$\sum_{i=1}^k$  = summation over all categories.

The fourth section of this chapter is concerned with a simple analysis of covariance statistical procedure. The simple analysis of covariance procedure was used to enable the investigator to control for significant others' expectations, and social class orientation between integrated and segregated groups, while comparing differences exhibited on educational aspirations and academic performance on the questionnaires' results.

The formula used for simple analysis of covariance procedure as described by Popham (1967) were:

Total group S.S.:

$$\begin{aligned}\Sigma_{x_T}^2 &= \Sigma X_T^2 - \frac{(\Sigma X_T)^2}{N} \\ \Sigma_{y_T}^2 &= \Sigma Y_T^2 - \frac{(\Sigma Y_T)^2}{N} \\ \Sigma_{xy_T} &= \Sigma XY_T - \frac{(\Sigma X_T)(\Sigma Y_T)}{N}\end{aligned}$$

$$\Sigma_{y_T}^2 = \Sigma_{y_t}^2 - \frac{(\Sigma Xy)^2}{\Sigma x_t^2}$$

Within group S.S.:

$$\Sigma_{x_w}^2 = \Sigma X_1^2 - \frac{(\Sigma X_1)^2}{N_1} + \Sigma X_2^2 - \frac{(\Sigma X_2)^2}{N_2} + \Sigma X_3^2 - \frac{(\Sigma X_3)^2}{N_3}$$

$$\Sigma_{y_w}^2 = \Sigma Y_1^2 - \frac{(\Sigma Y_1)^2}{N_1} + \Sigma Y_2^2 - \frac{(\Sigma Y_2)^2}{N_2} + \Sigma Y_3^2 - \frac{(\Sigma Y_3)^2}{N_3}$$

$$\Sigma_{xy_w} = \Sigma_{xy_t} - \Sigma_{xy_b}$$

$$\Sigma_{y_w}^2 = \Sigma_{y_w}^2 - \frac{(\Sigma_{xy})^2}{\Sigma x_w^2}$$

Between group S.S.:

$$\Sigma_{x_b}^2 = \frac{(\Sigma X_1)^2 + (\Sigma X_2)^2 + (\Sigma X_3)^2}{N_g} - C_x$$

$$\Sigma_{y_b}^2 = \frac{(\Sigma Y_1)^2 + (\Sigma Y_2)^2 + (\Sigma Y_3)^2}{N_g} - C_y$$

$$\Sigma_{xy_b} = \frac{(\Sigma X_1 \Sigma Y_1) + (\Sigma X_2 \Sigma Y_2) + (\Sigma X_3 \Sigma Y_3)}{N_g} - C$$

$$B_{ss} = T_{ss} - W_{ss}$$

The computation of F is:  $F = \frac{\text{Between groups mean square}}{\text{Within groups mean square}}$

The computation of adjusted mean if X is:  $\bar{X}_g^1 = \bar{X}_g + b_w (\bar{y}_T - \bar{y}_g)$

where:  $\bar{X}_g^1$  = adjusted group (9) means

$\bar{X}$  = obtained group means

$b_w$  = slop for within groups

$\bar{y}_T$  &  $\bar{y}_g$  = means of y for total population and each group, respectively.



The fifth section of this chapter is basically concerned with supplementary analysis of other related hypotheses of this study. The same type of chi-square analysis previously used in sections one, two, and three was selected to identify total relationships.

In this section, several related hypotheses were tested, dealing with the possible relationships which exist between (1) the students' levels of aspirations and his close friends' level of aspirations; (2) the varying lengths of time a student had spend in integrated schools and his choice of close friends across interracial lines; (3) the students' interracial choice of his close friends and their level of aspirations; and (4) the students' social class levels and his levels of aspirations.

#### Findings Pertaining to Levels of Aspirations

The first hypothesis (1a) tested was concerned with the length of time in integrated schools and the proportion of significant others who attach importance to aspiring to four years of college or more schooling. Since two of the sample groups were not in an integrated situation only one of the groups was used in this analysis.

The hypothesis was stated as follows:

The length of time in integrated schools is positively related to a higher proportion of significant others who attach importance to aspiring to four or more years of college.

A chi-square analysis was used to determine if a significant relationship existed between the proportion of significant others who attach importance to aspiring to four years of college or more schooling and the length of time in integrated schools.

Scores from the integrated and the segregated samples were dichotomized into high and low significant others' expectations categories by an approximate median percentage break. The results of the dichotomization and the proportion of each group scoring in the high and low category are shown in Table I.

TABLE I

RELATIONSHIP BETWEEN THE PROPORTION OF SIGNIFICANT OTHERS' EXPECTATIONS AND LENGTH OF TIME IN INTEGRATED SCHOOLS

S.O.E. Percentages	Length of Time in Integrated Schools					
	Zero-Three Years		Four or More Years		Total	
	%	N	%	N	%	N
Low .0 - .56	52.1	49	47.9	45	100.0	94
High .57 - 1.00	38.6	39	61.4	62	100.0	101
Total	45.1	88	54.9	107	100.0	195

$\chi^2$  = not statistically significant

The summary data and results of Table I, indicated that there is no significant statistical relationship between the proportion of the students' significant others who expect them to aspire to four years of college or more schooling and the length of time in integrated schools.

The first hypothesis (1b) tested was concerned with the proportion

of significant others who attach importance to aspiring to four years of college or more schooling and levels of aspirations. All three of the sample groups were involved in this situation and were used in this analysis.

The hypothesis was stated as follows:

The greater proportion of significant others who attach importance to aspiring to four years of college or more schooling is positively related to higher levels of aspirations.

A chi-square analysis was used to determine if a significant relationship existed between the proportion of the students' significant others who attach importance to aspiring to four years of college or more schooling and levels of aspirations in integrated and segregated schools.

As described in the previous chapter, the scores from the integrated and the two segregated samples were dichotomized into high and low 'S.O.E.' categories by an approximate median percentage break. The results of the dichotomization and the proportion of each group in the three samples scoring in the high and low category are shown in Tables II, III, and IV.

The summary data and results of Table II clearly indicate that there is a significant statistical relationship between the proportion of the students' significant others who expect them to aspire to four years of college or more schooling and the students' own levels of aspirations.

Approximately 59 percent of the students in the integrated sample, with a proportion of .56 or less of their significant others expecting college graduation or more, reported that they expected to aspire to four

years of college or more schooling. Seventy-five percent of the sample with a proportion of .57 or more of their significant others expecting college graduation reported that they expected to graduate from college. The difference in percentages could be observed by chance alone less than five times in a hundred.

It can also be seen in Table III dealing with segregated students, that there is a significant relationship between the proportion of the students' significant others who expect them to aspire to four years of college or more schooling and the students' reported levels of aspirations. Approximately 25 percent of the sample with a proportion of .49 or less of their significant others expecting at least college graduation reported that they expected to graduate from college, while better than 79 percent of the sample with a proportion of .50 or more significant others' expectations say that they want to aspire to four years of college or more schooling. The difference in percentages is statistically significant beyond the .001 level.

The community of Boley represents the extreme at one end of the continuum of segregation and was the standard or basis of comparison with the other segregated schools in Oklahoma City on various characteristics that one would expect to be different. Therefore, a more strenuous but separate comparison was made between the two segregated schools (Oklahoma City and Boley) because of known differences in compositions of the communities as well as likely differences in the influence of social-economic status, levels of achievement, peer group associations, and pupils' educational aspirations.

If these characteristics are similarly related to each other and the research evidence supports this claim, any conclusions about the

segregated schools on the bases of these variables might be reasonably due to common associations of these characteristics in all segregated schools regardless of the size of the community or regional location.

The results clearly indicate in Table IV, that there is a significant relationship between the proportion of the students' significant others who expect them to aspire to four years of college or more schooling and their levels of aspirations. Those students with a greater proportion of significant others expecting college education are more likely to aspire to college graduation than those with proportionately fewer significant others expecting college graduation.

The Boley segregated school does not differ in the observed relationship between the percentage of the students' significant others who expect them to aspire to four years of college or more schooling and their levels of aspirations when compared with the segregated schools in Oklahoma City.

TABLE II

RELATIONSHIP BETWEEN THE PROPORTION OF SIGNIFICANT OTHERS' EXPECTATIONS  
AND LEVELS OF ASPIRATIONS IN INTEGRATED SCHOOLS

S.O.E. Percentages	Students' Levels of Aspirations							
	Grade 12 or Less		Some College		College Graduation or More		Total	
	%	N	%	N	%	N	%	N
Low .0 - .56	18.1	17	23.4	22	58.5	55	100.0	94
High .57 - 1.00	8.9	9	15.8	16	75.2	76	100.0	101
Total	13.3	26	19.5	38	67.2	131	100.0	195
$\chi^2 = 6.53$				df:2				P < .05

TABLE III

RELATIONSHIP BETWEEN THE PROPORTION OF SIGNIFICANT OTHERS' EXPECTATIONS  
AND LEVELS OF ASPIRATIONS IN SEGREGATED SCHOOLS

S.O.E. Percentages	Students' Level of Aspirations							
	Grade 12 or Less		Some College		College Graduation or More		Total	
	%	N	%	N	%	N	%	N
Low .0 - .49	50.0	46	25.0	23	25.0	23	100.0	92
High .50 - 1.00	12.9	12	7.5	7	79.6	74	100.0	93
Total	31.4	58	16.2	30	52.4	97	100.0	185
$\chi^2 = 55.28$	df:2				P < .001			

TABLE IV

RELATIONSHIP BETWEEN THE PROPORTION OF SIGNIFICANT OTHERS' EXPECTATIONS AND LEVELS OF ASPIRATIONS IN BOLEY'S SEGREGATED SCHOOL

S.O.E. Percentages	Students' Levels of Aspirations							
	Grade 12 or Less		Some College		College Graduation or More		Total	
	%	N	%	N	%	N	%	N
Low .0 - .49	25.0	5	40.0	8	35.0	7	100.0	20
High .50 - 1.00	6.9	2	10.3	3	82.8	24	100.0	29
Total	14.3	7	22.4	11	63.3	31	100.0	49
$\chi^2 = 11.62$				df:2				P < .01

#### Findings Pertaining to Length of Time in Integrated Schools

The second hypothesis tested was pertaining to the length of time in integrated schools and levels of aspirations. Since two of the sample groups were not in an integrated setting only one of the groups were used in this analysis.

The hypothesis was stated as follows:

The length of time students have been in integrated schools is positively related to higher levels of aspirations.



The chi-square analysis was used to determine if a significant relationship existed between students' levels of aspirations and varying lengths of time in integrated schools. The summary data and results of Table V clearly show that there is a significant relationship between the students' levels of aspirations and the number of years that they have been in integrated schools. The results of Table V indicated that approximately 72 percent of the students in the sample that have been in integrated schools beyond three or more years reported that they expect to aspire to four years of college or more schooling as compared to only 55 percent of the students that have not been in integrated schools beyond two years who say they want four years of college or more schooling.

TABLE V

RELATIONSHIP BETWEEN THE STUDENTS' LEVELS OF ASPIRATIONS AND THE NUMBER OF YEARS IN INTEGRATED SCHOOLS

Levels of Aspirations	Number of Years in Integrated Schools							
	One		Two		Three or More		Total	
	%	N	%	N	%	N	%	N
Grade 12 or Less	42.1	8	15.4	6	8.8	12	13.3	26
Some College	15.8	3	23.1	9	19.0	26	19.5	38
College Graduation or More	42.1	8	61.5	24	72.3	99	67.2	131
Total	100.0	19	100.0	39	100.0	137	100.0	195
$\chi^2 = 16.97$				df:6				P < .01

### Findings Pertaining to Levels of Achievement

The third hypothesis tested was related to the proportion of significant others who attach importance to aspiring to four years of college or more schooling and levels of achievement. All three of the sample groups were involved in this situation and were used in this analysis.

The hypothesis was stated as follows:

The proportion of significant others who attach importance to aspiring to four years of college or more schooling is positively related to higher levels of achievement.

To test Hypothesis Three, the same standard by which the integrated and segregated samples were previously dichotomized was applied to each group. A chi-square analysis was used to determine if a significant relationship existed between the proportion of the students' significant others who attach importance to aspiring to four years of college or more schooling and their levels of achievement.

The summary data and results of both samples (integrated and segregated) are presented in Tables VI and VII clearly indicated that there is no significant statistical relationship between the proportion of the students' significant others who expect them to aspire to four years of college or more schooling and their levels of achievement as measured by grade point average.

On the basis of this evidence the hypothesis would have to be rejected.

The summary data and results of Table VIII in the case of Boley students also demonstrated there is no significant statistical relationship between the students' levels of achievement and the proportion

TABLE VI

RELATIONSHIP BETWEEN THE PROPORTION OF SIGNIFICANT OTHERS' EXPECTATIONS  
AND LEVELS OF ACHIEVEMENT IN INTEGRATED SCHOOLS

S.O.E. Percentages	Levels of Achievement							
	Low		Medium		High		Total	
	.33-1.99		2.00-2.49		2.50-4.00			
	%	N	%	N	%	N	%	N
Low .0 - .56	30.9	29	31.9	30	37.2	35	100.0	94
High .57 - 1.00	32.7	33	26.7	27	40.6	41	100.0	101
Total	31.8	62	29.2	57	39.0	76	100.0	195

$\chi^2$  = is not statistically significant

TABLE VII

RELATIONSHIP BETWEEN THE PROPORTION OF SIGNIFICANT OTHERS' EXPECTATIONS  
AND LEVELS OF ACHIEVEMENT IN SEGREGATED SCHOOLS

S.O.E. Percentages	Levels of Achievement							
	Low		Medium		High		Total	
	.67-2.17		2.18-2.99		3.00-4.00			
	%	N	%	N	%	N	%	N
Low .0 - .49	39.1	36	30.4	28	30.4	28	100.0	92
High .50 - 1.00	25.8	24	35.5	33	38.7	36	100.0	93
Total	32.4	60	33.0	61	34.6	64	100.0	185

$\chi^2$  = is not statistically significant

TABLE VIII

RELATIONSHIP BETWEEN THE PROPORTION OF SIGNIFICANT OTHERS' EXPECTATIONS  
AND LEVELS OF ACHIEVEMENT IN BOLEY

S.O.E. Percentages	Levels of Achievement							
	Low		Medium		High		Total	
	.0-2.99		2.30-2.98		2.99-4.10			
	%	N	%	N	%	N	%	N
Low .0 - .49	25.0	5	20.0	4	55.0	4	100.0	20
High .49 - 1.00	34.5	10	31.0	9	34.5	10	100.0	29
Total	30.6	15	26.5	13	42.9	21	100.0	49

$X^2$  = is not statistically significant

of their significant others who expect them to aspire to four years of college or more schooling.

The Boley segregated school does not differ in the observed relationship between the percentage of the students' significant others who expect them to aspire to four years of college or more schooling and their levels of achievement when compared with the segregated schools in Oklahoma City.

Findings Pertaining to Educational Aspirations  
and Academic Performance

Two hypotheses were tested dealing with educational aspiration and academic performance in this section. The first hypothesis was stated as follows:

There is no significant difference in mean levels of educational aspiration between segregated and

integrated groups while controlling for social-economic status and the effects of significant others who aspire for four or more years of college.

A single classification analysis of covariance was used in this section to determine if significant differences existed among the integrated and segregated group means.

The summary data and results of the analysis of covariance are presented in Table IX. The computed F-value of 9.35 was substantially greater than the 6.70 required for significance at the .01 level with 1 and 377 degrees of freedom. Thus, the null hypothesis was rejected, indicating that the two group means were significantly different. This finding suggests, in addition, that having statistically adjusted for initial differences with significant others who attach importance to aspiring to four or more years of college and for social-economic status between students who participated in the integrated and segregated schools and those who did not, the mean score on educational aspirations for the integrated group was higher than the mean for the segregated group.

The second hypothesis that was tested dealing with academic performances also yielded substantially significant findings.

The hypothesis was stated as follows:

There is no significant difference in mean levels of academic performance between segregated and integrated groups while controlling for social-economic status and the effects of significant others who aspire for four or more years of college.

A single classification analysis of covariance was used in this section to determine if significant differences existed among the integrated and segregated group means. The summary data and results

TABLE IX

SUMMARY DATA AND SIMPLE ANALYSIS OF COVARIANCE DATA FOR THE  
EDUCATIONAL ASPIRATIONS OF THE INTEGRATED AND  
SEGREGATED SAMPLES

Table of Adjusted Means and Standard Error			
Groups	Mean	Adjusted Mean	SE Adjusted
Integrated	6.6462	6.5375	0.1084
Segregated	5.9409	6.0548	0.1111

Analysis of Covariance Table				
Source of Variation	Degrees of Freedom	Sum of Squares	Degrees of Freedom	Mean Square
Between	1			
Within	379	295.6516	377	2.2156
Total	380	322.2837	378	
Difference for testing adjusted mean			1	20.7195
		$F(1,377) = 9.35$	$P < .01$	

of the analysis of covariance are presented in Table X. The computed F-value of 36.25 was substantially greater than the 6.70 required for significance at the .01 level with 1 and 377 degrees of freedom. Thus, the null hypothesis was rejected indicating that the two group means were significantly different. This finding suggests, in addition,

TABLE X

SUMMARY DATA AND SIMPLE ANALYSIS OF COVARIANCE DATA FOR THE  
ACADEMIC PERFORMANCE OF THE INTEGRATED AND  
SEGREGATED SAMPLES

Table of Adjusted Means and Standard Error			
Groups	Mean	Adjusted Mean	SE Adjusted
Integrated	2.1952	2.1530	0.0490
Segregated	2.5384	2.5827	0.0502

Analysis of Covariance Table				
Source of Variation	Degrees of Freedom	Sum of Squares	Degrees of Freedom	Mean Square
Between	1			
Within	379	11.2091	377	0.4531
Total	380	193.2407	378	
Difference for testing adjusted means			1	16.4258
			$F(1,377) = 36.25$	$P < .01$

that having statistically adjusted for initial differences with significant others who attach importance to aspiring to four or more years of college and for social-economic status between students who participated in the integrated and segregated schools and those who did not, the mean score on academic performance for the segregated group was

higher than the mean for the integrated group.

#### Supplementary Analysis of Data

Six other related hypotheses were tested dealing with close friends' levels of aspirations in integrated and segregated schools. Interracial choices of close friends were also observed across interracial lines.

Previous research studies have suggested that successful relations with peers in school situations may be a contributing factor to one's levels of aspirations (Coleman, 1961; Abrahamson, 1952). Given the importance of peers' influence on an individual's educational aspirations in school situations, it was thought worthwhile to observe some of the peers' relationship in integrated and segregated schools.

#### Findings Pertaining to Close Friends' Levels of Aspirations and Students' Levels of Aspirations

The sixth hypothesis tested was pertaining to close friends' levels of aspirations and students' levels of aspirations. All three of the sample groups were involved in this situation and were used in this analysis.

The hypothesis was stated as follows:

There is a positive relationship between the students' educational aspirations and their close friends' levels of aspirations.

A chi-square analysis was used to determine if a significant relationship existed between the students' levels of aspirations and their close friends' levels of aspirations. The summary data and results in Table XI indicated that there is a significant relationship



TABLE XI

RELATIONSHIP BETWEEN THE STUDENTS' LEVELS OF ASPIRATIONS AND THEIR  
CLOSE FRIENDS' LEVELS OF ASPIRATIONS IN INTEGRATED SCHOOLS

Students' Levels of Aspirations	Close Friends' Levels of Aspirations							
	Grade 12 or Less		Some College		College Graduation or More		Total	
	%	N	%	N	%	N	%	N
Grade 12 or Less	48.1	26	0	0	0	0	13.3	26
Some College	11.1	6	74.3	26	5.7	6	19.5	38
College Graduation or More	40.7	22	25.7	9	94.3	100	67.2	131
Total	100.0	54	100.0	35	100.0	106	100.0	195
$\chi^2 = 160.38$			df:4				P < .001	

between the students' levels of aspirations and their close friends' levels of aspirations.

As indicated in the results on Table XI, approximately 94 percent of the students in the integrated sample reporting their close friends aspired to college graduation also reported that they aspired to four years of college or more schooling. This compares to 35 percent of those students reporting that their close friends do not aspire to college graduation but who reported that they themselves expect to graduate from college.

The summary data and results of Table XII suggest that there is

TABLE XII

RELATIONSHIP BETWEEN THE STUDENTS' LEVELS OF ASPIRATIONS AND THEIR  
CLOSE FRIENDS' LEVELS OF ASPIRATIONS IN SEGREGATED SCHOOLS

Students' Levels of Aspirations	Close Friends' Levels of Aspirations							
	Grade 12 or Less		Some College		College Graduation or More		Total	
	%	N	%	N	%	N	%	N
Grade 12 or Less	64.7	55	5.3	1	2.4	2	31.2	58
Some College	18.8	16	57.9	11	3.7	3	16.1	30
College Graduation or More	16.5	14	36.8	7	93.9	77	52.7	98
Total	100.0	85	100.0	19	100.0	82	100.0	186
$\chi^2 = 133.79$			df:4				P < .001	

a significant relationship between the students' levels of aspirations and their close friends' levels of aspirations in segregated schools.

The results of Table XII demonstrated that about 20 percent of the students in the segregated sample, who report that their close friends aspire to less than graduation from college aspire to college graduation. In comparison 94 percent of the students whose close friends desire college graduation reported that they expect to aspire to four years of college or more schooling.

At this point because of the similarity of results from two distinct samples the reader might be concerned about whether students

mispresented their educational aspirations to the investigator. However, there is no apparent reason for these students in either of the samples to report their aspirations as lower than they are, but it could be argued that some students might be moved to report higher aspirations in order to represent themselves more favorably (Edwards, 1957; McDilland and Coleman, 1965; Coleman, 1962; Sears, 1940). This might be more likely to occur with adolescents in an individual interviewing situation where one's identity could be associated with higher educational goals. However, it would appear to this investigator that students may be less disposed to do so, in answering an anonymous questionnaire, as in the present study. The aforementioned results tend to support the existing evidence found in numerous other studies (Coleman, 1966; Abrahamson, 1952; Pettigrew, 1968; Wilson, 1960; St. John, 1963; Sears, 1940).

As previously mentioned the purpose of using Boley in this study was to have a standard for comparison with other segregated schools outside the immediate Oklahoma City area. The summary data and results of Table XIII indicated that there is a significant relationship between students' levels of aspirations and their close friends' levels of aspirations in the Boley segregated school.

Table XIII would seem to suggest that the Boley segregated school does not differ in its characteristics concerning the students' educational aspirations and their close friends' levels of aspirations from the segregated schools in Oklahoma City.

Findings Pertaining to Students' Levels of Aspirations  
and Choice of Close Friends

TABLE XIII

RELATIONSHIP BETWEEN THE STUDENTS' LEVELS OF ASPIRATIONS AND  
THEIR CLOSE FRIENDS' LEVELS OF ASPIRATIONS  
IN BOLEY SEGREGATED SCHOOL

Students' Levels of Aspirations	Close Friends' Levels of Aspirations							
	Grade 12 or Less		Some College		College Graduation or More		Total	
	%	N	%	N	%	N	%	N
Grade 12 or Less	66.7	6	0	0	3.3	1	14.0	7
Some College	22.2	2	63.6	7	6.7	2	22.0	11
College Graduation or More	11.1	1	36.4	4	90.0	27	64.0	32
Total	100.0	9	100.0	11	100.0	30	100.0	50
$\chi^2 = 42.10$			df:4				$P < .001$	

The seventh hypothesis was concerned with the students' levels of aspirations and choice of close friends. Since two of the sample groups were not in an integrated situation only one of the groups was used in this analysis.

The hypothesis was stated as follows:

There is a positive relationship between the students' levels of aspirations and their interracial choice of close friends.

A chi-square analysis was used to determine if a significant relationship existed between levels of aspirations and interracial choice of close friends in integrated schools. The summary data and results of Table XIV revealed that there is a significant relationship between the students' levels of aspirations and their interracial choice

TABLE XIV

RELATIONSHIP BETWEEN THE STUDENTS' LEVELS OF ASPIRATIONS AND  
THEIR SOCIOMETRIC CHOICES AS DESIRED CLOSE FRIENDS  
IN INTEGRATED SCHOOLS

Students' Levels of Aspirations	Sociometric Choices of Close Friends					
	Black		White		Total	
	%	N	%	N	%	N
Grade 12 or Less	20.5	18	6.6	7	12.9	25
Some College	25.0	22	15.1	16	19.6	38
College Graduation or More	54.5	48	78.3	83	67.5	131
Total	100.0	88	100.0	106	100.0	194
$\chi^2 = 13.58$			df:2			P < .001

of close friends in integrated schools. The results of Table XIV indicate that approximately 78 percent of the students in the sample who chose across racial lines for their close friends also presented themselves as aspiring for a college education or more schooling compared to 54 percent of the students in the sample who chose all blacks as their close friends.

#### Findings Pertaining to Length of Time in Integrated Schools and Choice of Close Friends

The eighth hypothesis was pertaining to the length of time in integrated schools and choice of close friends. Since two of the sample

groups was not in an integrated situation only one of the groups were used in this analysis.

The hypothesis was stated as follows:

There is a positive relationship between length of time the students have been in integrated schools and their choice of close friends.

A chi-square analysis was used to determine if a significant relationship existed between the students' choice of friends and their length of time spent in integrated schools. The summary data and results of Table XV clearly show that there is a significant relationship between the students' choice of friends and length of time spent in integrated schools; i.e., the longer students are in integrated schools, the greater the tendency to choose friends across racial lines.

It is shown from the data in Table XV that 92 percent of the students in the sample who chose some whites as close friends reported that they had been in integrated schools for three or more years while only 44 percent of the students in the sample who chose only blacks as close friends had been in integrated schools less than two years.

The aforementioned results tend to support the existence of a new phenomenon referred to as "interracial acceptance," the type of relationship that takes place in a genuine or totally integrated school (Coleman, et al., 1966; U.S. Commission on Civil Rights, 1967; Pettigrew, 1968).

#### Findings Pertaining to Social-Economic Status and Levels of Aspirations

The ninth hypothesis was concerned with social-economic status and levels of aspirations. All three of the sample groups were

TABLE XV

RELATIONSHIP BETWEEN STUDENTS' CHOICE OF CLOSE FRIENDS AND  
LENGTH OF TIME SPENT IN INTEGRATED SCHOOLS

Race	Number of Years in Integrated Schools								
	One		Two		Three or More		Total		
	%	N	%	N	%	N	%	N	
All									
Black	15.9	14	39.8	35	44.3	39	100.0	88	
Some									
White	3.8	4	3.8	4	92.5	98	100.0	106	
Total	9.3	18	20.1	39	70.6	137	100.0	194	
$\chi^2 = 54.40$				df:2		P < .001			

involved in this situation and were used in this analysis.

The hypothesis was stated as follows:

There is a positive relationship between students' social-economic status and levels of aspirations in integrated and segregated schools.

A chi-square analysis was used to determine if a significant relationship existed between the students' social-economic status and their levels of aspirations. The summary data and results of Table XVI indicated that there is a significant relationship between the integrated students' social-economic status and their levels of aspirations.

Approximately 62 percent of the students in the sample who were of the lower social-economic levels (4 and 5) reported that they wanted to aspire to four years of college or more schooling, while 80 percent of the students in the sample who were of the higher social-economic levels (classes 1, 2, and 3) reported that they plan to graduate from college.

TABLE XVI

RELATIONSHIP BETWEEN THE STUDENTS' SOCIAL-ECONOMIC LEVELS AND THEIR  
LEVELS OF ASPIRATIONS IN INTEGRATED SCHOOLS

Social Class	Educational Aspirations					
	High School and Some College		College Graduation or More		Total	
	%	N	%	N	%	N
1 - 3	19.6	11	80.4	45	100.0	56
4 - 5	38.1	53	61.9	86	100.0	139
Total	32.8	64	67.2	131	100.0	195
$\chi^2 = 7.52$			df:1		P < .01	

The summary data and results of Table XVII indicate that there is also a significant relationship between the segregated students' social-economic status and levels of aspirations.

Eighty-three percent of the students in the sample who were of high social-economic status (classes 1, 2, and 3) plan to aspire to four years of college or more schooling as compared to only 48 percent of the students of low social-economic status (4 and 5) who reported that they aspired to college graduate or more schooling.

The aforementioned results in Tables XVI and XVII further support the evidence of previous studies that social-economic status of the students influences their aspirations (Wilson, 1959; Ramsey, 1961; Coleman, 1962, 1966; Turner, 1964; McDill and Coleman, 1963; Sewell and Shah, 1968; Sewell and Armer, 1966).



TABLE XVII

RELATIONSHIP BETWEEN THE STUDENTS' SOCIAL-ECONOMIC STATUS AND THEIR LEVELS OF ASPIRATIONS IN SEGREGATED SCHOOLS

Social Class	Educational Aspirations					
	High School and Some College		College Graduation or More		Total	
	%	N	%	N	%	N
1 - 3	16.7	4	83.3	20	100.0	4
4 - 5	51.8	84	48.2	78	100.0	46
Total	47.3	88	52.7	98	100.0	50
$\chi^2 = 11.84$		df:1		P < .001		

The summary data and results of Table XVIII indicate that there is a significant statistical relationship between students' social-economic status and levels of aspirations.

Again, the Boley segregated school does not differ in the observed relationship of the students' social-economic status and their levels of aspirations when compared with the segregated schools in Oklahoma City.

The segregated schools displayed very similar patterns or findings. It might be assumed therefore that segregated schools as a group do not differ significantly from one another but do differ considerably from what was seen in integrated schools. The fact that segregated schools are from different parts of the State and resemble each other suggest that they may be representative of a great many

TABLE XVIII

RELATIONSHIP BETWEEN THE STUDENTS' SOCIAL-ECONOMIC STATUS AND THEIR  
LEVELS OF ASPIRATIONS IN BOLEY SEGREGATED SCHOOL

Social Class	Educational Aspirations					
	High School and Some College		College Graduation or More		Total	
	%	N	%	N	%	N
1 - 2	0.0	0	100.0	5	100.0	5
3 - 5	40.0	18	60.0	27	100.0	45
Total	36.0	18	64.0	32	100.0	50
$\chi^2 = 5.10$		df:1		P < .05		

segregated schools throughout the State and not just restricted to a small sub-area in the State.

The results of the research data persistently demonstrated presence of a strong association between the two segregated groups on characteristics of pupils' educational aspirations, peer group associations, levels of achievement, and social-economic status.

#### Summary

Data were presented relative to the nine major hypotheses developed in this study. With respect to these hypotheses the data strongly supported most of them.

Nevertheless, length of integration, expectation of significant others, interracial choices in the integrated setting, social class of the parents and peer group aspirations to mention the more notable

hypotheses were all found to be related to student aspirations as expected. Hypotheses pertaining to increased significant others expectations and academic achievements were rejected at the .05 level of significance set for acceptance of hypotheses. Analysis of variance techniques revealed significant interaction between type of school either integrated or segregated, and aspiration levels were found even when social class of the parents and significant others expectations were controlled indicating some independent effect of integration.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study, following a social psychological approach, has attempted to identify specific differences in the area of student self-perceptions and has presented evidence concerning the differences in levels of aspirations between integrated and segregated schools.

Attention is focused especially on the black adolescent levels of aspiration emphasizing the role of "significant others" expectations when the identified "significant others" are united in their expectations.

The above described variable derived from inter-personal relations is considered to be a significant theoretical concept. Educational aspirations are viewed as part of a learning process resulting from association and interactions with others. These specific others are his reference groups, and are the primary bases of his perceived similarity to significant others and constitute the basic dimensions of his self-conception. The expectations of "significant others" are internalized by black adolescents.

The population sample used in this empirical study was 428 black adolescents randomly selected from the public junior high schools, composed of grades seven, eight, and nine, in the Oklahoma City and Boley areas.

The subjects of this study were all black boys and girls present at school the day the questionnaires were administered.

### Findings

The questionnaire responses were used to test nine hypotheses related to educational aspirations of the students and their peers, the students significant others, social-economic status, and length of time in integrated schools. These were investigated separately for integrated and segregated schools.

The first hypothesis (1a) stating that the length of integration was positively associated with higher levels of expectations from significant others was not entirely supported by the data.

While those students with three or more years of integrated schooling tended to report a higher proportion of their significant others as expecting them to graduate from college, this relationship was not significant at the .05 level. Therefore, the hypothesis was rejected.

The first hypothesis (1b) stating that the greater the proportion of significant others who would aspire to four years of college or more schooling, the more likely the subject will aspire to similarly high levels was confirmed for both the integrated and segregated samples.

Almost 80 percent of the students with a high proportion of significant others expecting college graduation reported that they expected to graduate from college. This difference was significant beyond the .001 level.

A second hypothesis stated that the length of time students had been in integrated schools is positively related to higher levels of aspirations. This was retained for the integrated schools.

The longer the students had been in integrated schools, especially when that period was three or more years, the more likely they were to report aspiring to four years of college or more schooling. Among the integrated samples approximately three-fourths of the students that had been in integrated schools for three or more years reported that they expected to aspire to four years of college or more schooling. The difference between this figure and that observed for those with less time spent in integrated schools could have been observed by chance alone less than once in a hundred times.

The third hypothesis, stating that the proportion of significant others who attach importance to aspiring to four years of college or more schooling is positively related to student levels of achievement was rejected in both the integrated and segregated schools.

The greater the proportion of the student's significant others who expect him to aspire to four years of college or more schooling the more likely he is to have a higher level of achievement as measured by grade point averages. However, the students' achievement levels or grade point averages were only slightly higher in the case of those students with a greater proportion of significant others expecting college graduation. The hypothesis had to be rejected at the .05 level. The direction of relationship, however, indicates that there may well be some association between students' levels of achievement and the proportion of significant others who expect to aspire to four

years of college or more schooling.

The fourth hypothesis stated that there would be no significant difference in mean levels of educational aspiration between segregated and integrated groups while controlling for social-economic status and the effects of significant others who aspire for four or more years of college.

The magnitude of the differential between the mean levels of educational aspirations, considering those students with a higher proportion of significant others expecting college graduation, and social-economic status was statistically significant beyond the .01 level. This finding suggests that, having statistically adjusted for (1) initial differences between significant others who attach importance to aspiring to four or more years of college and (2) for social-economic status between students who participated in the integrated and segregated schools and those who did not, the mean score on educational aspirations for the integrated group was higher than the mean score for the segregated group.

The fifth hypothesis stated that there would be no significant difference in mean levels of academic performance between segregated and integrated groups while controlling for social-economic status and the effects of significant others who aspire for four or more years of college.

The magnitude of the differential between the mean levels of academic performance among those students with a higher proportion of significant others expecting college graduation and social-economic

status was statistically significant beyond the .01 level.

Hence, this finding suggests, in addition, that having statistically adjusted for initial differences with significant others who attach importance to aspiring to four or more years of college and for social<sup>4</sup>economic status between students who participated in the integrated and segregated schools and those who did not, the mean score on academic performance for the segregated group was higher than the mean for the integrated group.

A sixth hypothesis stating that there is a positive relationship between the students' educational aspirations and their close friends' levels of aspirations was retained for both the integrated and segregated schools.

The students' levels of aspirations are highly correlated with their close friends' levels of aspirations, i.e., those presenting themselves as desiring a college education or more schooling also tended to report most of their friends also aspiring to this level.

Approximately 94 percent of the students in both samples reporting their close friends aspired to college graduation also report aspiring to a college degree. This relationship was significant beyond the .001 level.

The seventh hypothesis, that was retained referred to a positive relationship between the students' levels of aspirations and their choice of close friends in the integrated schools.

The students in the sample presenting themselves as aspiring to four years of college or more schooling were in fact much more likely to choose some white close friends. More than three-fourths of the



students in the sample who chose across racial lines for their close friends also presented themselves as aspiring for a college education or more schooling. This relationship was significant beyond the .001 level.

The eighth hypothesis stated that there is a positive relationship between the length of time the students had been in integrated schools and their choice of close friends was also retained.

The students in the sample who had been in integrated schools for three or more years were the most likely to choose across racial lines for their close friends. It was noted that 92 percent of the students in the sample who chose some whites as close friends also reported that they had been in integrated schools for three or more years. This relationship was significant beyond the .001 level.

The ninth hypothesis stated that there is a positive relationship between students' social-economic status and their educational level of aspiration was also supported by the findings of this study.

More than 80 percent of the students in both samples who were of the higher social-economic levels (classes 1, 2, and 3) reported that they plan to graduate from college. This relationship was significant beyond the .001 level.

In conclusion, in keeping with the purpose of this study, considerable evidence has been presented which points to the strong probability that significant others expectations is one of the most important theoretical concepts affecting black adolescents' educational aspirations.

The length of time in integrated schools was found to be associated with cross-racial choices and at the same time related to higher

aspirations, indicating the importance of the time factor process, since integration does not occur over-night but rather it takes a substantial period of time to develop--three years in this study. In addition, the above described time factor provides some real clues to the nature of the integration process and the resulting rising aspirations of the black adolescents. It seems likely that black children after a period of exposure, to white children, tend to identify with them and perhaps, begin sharing aspirational plans with their white peers. In any case, further research should certainly be focused on this phenomena.

#### Discussion and Recommendations

In general in view of the fact that most of the expected findings did occur and even for those expectations which nearly occurred, considerable evidence has been presented in relation to the importance of this model in understanding student behavior and in evaluating educational programs. Certainly the important role played by the students' significant others seems noteworthy.

Apart from this it also seems self evident that educational aspirations and achievements can be profitably studied as early as junior high school and in all probability long before that. Any real understanding of the development of the child in school awaits longitudinal studies involving panels or cohorts of students followed from an early age. Of necessity this survey study reported here, can only provide some clues to the process as it unfolds.

Further research experiments are necessary to test some of these findings and replicate them.

It would be instructive, for example, to follow the present sample of subjects for a period of some 4-5 years to determine, among other things, how many, in fact, will attend colleges and how many will graduate. Apart from the certainty that aspirations can and do change over time, it would be of theoretical importance to note how well students wanting to go to college manage to achieve this goal given different degrees of support and help from significant others. Hypothetically, one would expect that individuals lacking significant others' support in all probability will have a rather difficult time reaching the academic goals. Therefore, evidence has been presented which points to the strong probability that students' constellation of "significant others" are one of the most significant factors in determining both the quality and scope of their educational performance. Also, substantial lengths of time, in integrated schools was found to be associated with cross-racial choices and at the same time related to the constellations of "significant others" who attach importance to aspiring to four years of college or more schooling, indicating the importance of the time factor process.

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APPENDIX A

RESEARCH INSTRUMENTS

INSTRUCTIONS FOR ADMINISTERING TEEN-AGERS'  
QUESTIONNAIRE FORMS

Good morning (afternoon). My name is Eugene Peniston. I'm from Oklahoma State University in Stillwater, Oklahoma. The questionnaires you will be completing today form the basis of one of the doctoral dissertations at Oklahoma State University. The purpose of the study is to learn more about black teen-agers' future educational plans from the teen-agers themselves.

All 7th, 8th, and 9th graders, selected to participate in the study, are going to fill out the forms which I'm now going to give you. Please read the instructions carefully on work page. In answering, remember these things:

1. This is not a test or examination. There is no right or wrong answer to these questions. The only answer to each question is to simply note your own opinions or the one that tells best how you think or feel.
2. Nobody in the school or at home will see your answers.
3. Do not help each other or talk while others are still writing.
4. You can use either a pen or a pencil.
5. Most of the questions can be answered by making a statement or a check mark like this \_\_\_ beside the answer that fits best for you.
6. When you finish the questionnaires, turn it face down on your desk, open a book and study for the rest of the period.

The worth of this research is completely dependent on how

conscientiously each of you carries out his task. We would greatly appreciate your complete cooperation.

PERSONAL DATA QUESTIONNAIRE

1. Name \_\_\_\_\_  
(Please Print Full Name)
2. Home Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_
3. Date of Birth \_\_\_\_\_  
Month Day Year
4. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
5. Present School Classification:  
7th \_\_\_ 8th \_\_\_ 9th \_\_\_ Junior High School \_\_\_\_\_
6. Standardized Group IQ Score \_\_\_\_\_ Group Test \_\_\_\_\_
7. Grade Point Average \_\_\_\_\_

EDUCATION

8. Father's education \_\_\_\_\_  
Highest Grade or Year Completed
9. Mother's education \_\_\_\_\_  
Highest Grade or Year Completed

OCCUPATION

10. What is your father's usual work? (If you are not living with your real father answer for step-father, foster father or man in the home) \_\_\_\_\_.
11. What is your mother's usual work? (If you are not living with your real mother answer for step-mother, foster mother or woman in the home) \_\_\_\_\_.

SIGNIFICANT OTHERS MEASUREMENT

- II. In answering the question that follows please do not give proper names rather specify the persons connection to you.



"Please list those persons whose opinions of you and your behavior you consider important. Place the name of the person whose opinions are the most important to you on line 1. List the person whose opinions are next most important on line 2, etc., until the list is complete."

1. \_\_\_\_\_ M      F
2. \_\_\_\_\_ M      F
3. \_\_\_\_\_ M      F
4. \_\_\_\_\_ M      F
5. \_\_\_\_\_ M      F
6. \_\_\_\_\_ M      F
7. \_\_\_\_\_ M      F
8. \_\_\_\_\_ M      F
9. \_\_\_\_\_ M      F
19. \_\_\_\_\_ M      F

EDUCATIONAL ASPIRATIONS

III. In answering the question that follow's, please mark the space on the answer sheet corresponding to the educational plans that is most like what you are planning to do. Mark only one answer.

"How far do you want to go in school?"

1. \_\_\_ to get out of school as soon as I can, whether I graduate from junior high school.
2. \_\_\_ to graduate from junior high school.
3. \_\_\_ to attend high school, but not necessarily graduate.
4. \_\_\_ to graduate from high school.
5. \_\_\_ to go to trade, nursing, or business school after high school.
6. \_\_\_ to go to a college or university for a few years, but less than 4 years.
7. \_\_\_ to graduate from a four (4) year college.
8. \_\_\_ to do professional or graduate work after I finish college.

SIGNIFICANT OTHERS EXPECTATIONS

- IV. (a) In answering the questions that follow please do not give proper names rather specify the persons connection to you.

"List those people who would be very upset, hurt if you did not finish high school."

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

- (b) "List those people who would be very upset, hurt if you did not attend college."

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

(c) "List those people who would be very upset, hurt if you did not graduate from college."

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

THE CROSS-RACIAL SOCIOMETRIC TEST

- V. (a) "List those boys or girls you would like to sit by in school." Please give first and last names.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

- (b) "List those boys or girls you would like to participate in sports with."

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

- (c) "List those boys or girls you would like to eat lunch with."

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

FRIENDS ASPIRATIONS

VI. In answering the question that follow's please check the appropriate space on the answer sheet corresponding to the answer that fits best for you. Mark only one answer.

Would you say most of your best friends:

1. \_\_\_\_\_ plan to drop out of school as soon as possible.
2. \_\_\_\_\_ plan to graduate from junior high school.
3. \_\_\_\_\_ plan to attend high school, but not necessarily graduate.
4. \_\_\_\_\_ plan to graduate from high school but not go on to college.
5. \_\_\_\_\_ plan to go to trade, nursing, or business school after high school.
6. \_\_\_\_\_ plan to do some college work.
7. \_\_\_\_\_ plan to graduate from college.
8. \_\_\_\_\_ plan to do professional or graduate work after I finish college.

INTEGRATED SCHOOLS

VII. In answering the question that follow's please mark the space on the answer sheet corresponding to the answer that fits best for you. Mark only one answer.

"How long have you been going to integrated schools?"

\_\_\_\_\_ this is my first semester

\_\_\_\_\_ this is my first year

\_\_\_\_\_ this is my second year

\_\_\_\_\_ this is my third year

\_\_\_\_\_ this is my fourth year

\_\_\_\_\_ this is my fifth year

\_\_\_\_\_ this is my sixth year

\_\_\_\_\_ this is my seventh year

\_\_\_\_\_ this is my eighth year

\_\_\_\_\_ this is my ninth year

APPENDIX B

SOLICITING PERMISSION TO UTILIZE SCHOOL CHILDREN



86-8 S. University Pl.  
December 21, 1970

Dr. Bill Shell  
Director of Research  
Oklahoma City Public Schools  
900 North Clein  
Oklahoma City, Oklahoma

Dear Dr. Shell:

I would like to ask for the assistance of the Oklahoma City Schools in conducting a research study.

In partial fulfillment of the requirements for the Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma, the present study has been designed to investigate specific differences in the area of student self-perception. The focus of the present study is upon levels of black student aspirations and the results of the investigation could be of significance to individuals and institutions interested in the aspirational levels of black adolescents.

The primary question proposed in this study is; are there differences in the aspirational levels of black students in segregated as opposed to integrated schools.

I solicit your assistance in this study by asking if the research committee will consider if 150 black students attending Dunjee, Kennedy, and Moon junior high schools in Oklahoma City, would participate. It should be noted that the respondents will not be identified by name so as to preserve individual confidence.

Dr. John H. Hampton, associate professor of the Educational Psychology at Oklahoma State University, is directing my study in connection with my dissertation research. He may be contacted for verification of this study.

Please consider that I am available, at your convenience, to further explain the details of the study.

Sincerely yours,

Eugene G. Peniston

8648 S. University Pl.  
December 21, 1970

Mr. L. G. Ashley  
Superintendent  
Boley Public Schools  
Boley, Oklahoma

Dear Mr. Ashley:

I would like to ask for the assistance of the Boley Public Schools in conducting a research study.

In partial fulfillment of the requirements for the Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma, the present study has been designed to investigate specific differences in the area of student self-perception. The focus of the present study is upon levels of black student aspirations. The results of the investigation could be of significance to individuals and institutions interested in the aspirational levels of black adolescents.

The primary question proposed in this study is; are there differences in the aspirational levels of black students in segregated as opposed to intergrated schools.

I solicit your assistance in this study by asking if the research committee will consider if 50 black students attending Boley junior high school would participate in this study. It should be noted that the respondents will not be identified by name so as to preserve individual confidence.

Dr. John H. Hampton, associate professor of the Educational Psychology at Oklahoma State University, is directing my study in connection with my dissertation research. He may be contacted for verification of this study.

Please consider that I am available, at your convenience, to further explain the details of the study.

Sincerely yours,

Eugene G. Peniston

APPENDIX C

RAW SCORES FROM INTEGRATED SAMPLES

## EISENHOWER

400121	110 333 11 22 2 18	001 10 010203C708C506091011	09010203070805060708	1
400121	09 01020307C805060708	09 010203070807050608	8 15 1 8 2	2
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400211	06 0201050806C7	06 01020506C8C7	4 09 1 4 1	2
400311	010 100 34 44 3 04	010 04 01020403	020201	1
400311	02 0201	02 0102	6 03 1 2 7	2
400421	095 250 42 5C 4 05	101 10 060501C2070810030412	C80201070805060310	1
400421	C9 020107C80506031003	C9 02010708C506031003	7 12 2 7 7	2
400521	072 250 22 2C 2 05	111 C8 010204C8C7C60509	090102C8C7C506090410	1
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400621	095 367 22 22 2 20	101 10 0102030407C8C9051011	C9010203040708090506	1
400621	09 010203040708090506	09 010203040708090506	8 15 1 8 4	2
400711	004 167 44 55 4 10	121 10 02C105C60403C8070910	06020110050708	1
400711	06 0201100507C8	06 020110050708	7 13 1 7 1	2
400811	105 133 22 20 2 C3	101 09 02010506030407C810	06020106050807	1
400811	04 01020807	07 02C108070605	6 13 2 6 5	2
400911	105 267 44 56 4 06	110 07 02C107C50608C9	0402010507	1
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401011	02 0201	02 0201	4 01 1 4 3	2
401111	100 133 44 57 4 09	C11 C8 02C11CC409050607	050201050710	1
401111	05 201050710	05 0201050710	6 06 2 6 3	2
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401411	100 200 44 54 4 05	C01 C8 02C104C5C6070812	050201050804	1
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401521	0C8 133 44 36 3 11	000 C8 02C104C3C9090807	0702010708C90403	1
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401711	090 167 34 44 3 05	0C1 C7 02C112C5C6C8C9	0402010805	1
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## HARDING

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APPENDIX D

RAW SCORES FROM SEGREGATED SAMPLES

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## DUNJEE

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## KENNEDY

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VITA

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Candidate for the Degree of  
Doctor of Education

Thesis: LEVELS OF ASPIRATION OF BLACK STUDENTS AS A FUNCTION OF  
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