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THE MENTALLY RETARDED IN A MARGINAL SOCIAL POSITION  
AND THEIR RELATIONSHIP TO SOCIETY

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

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degree of

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BY

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THE MENTALLY RETARDED IN A MARGINAL SOCIAL POSITION  
AND THEIR RELATIONSHIP TO SOCIETY

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This study is dedicated in loving memory to  
my mother, Ruth I. White, who believed in me.

## TABLE OF CONTENTS

CHAPTER	Page
I. INTRODUCTION . . . . .	1
Time of Study . . . . .	3
Subjects . . . . .	3
Data . . . . .	3
Treatment of Data . . . . .	4
The Problem as Studied by Dr. Afflect . . . . .	4
Development of Growth of Okla. City Programs . . . . .	11
Definition of Terms . . . . .	15
Statement of Problem . . . . .	17
Purpose of Study . . . . .	17
Limits of Study . . . . .	17
Assumptions and Hypotheses . . . . .	20
Organization of Report . . . . .	21
Footnotes . . . . .	22
II. REVIEW OF RELATED LITERATURE. . . . .	25
Intro to Review of the Lit. . . . .	25
Society . . . . .	25
Individuals, Groups, Roles, and Expectations . . . . .	27
Ethnic and Social Status . . . . .	30
Integration . . . . .	31
Self-Concept . . . . .	33
Labeling . . . . .	33
Marginality . . . . .	35
Summary . . . . .	35
Footnotes . . . . .	37
III. METHODOLOGY. . . . .	38
Selection of Subjects . . . . .	38
Measurement of Cultural Goals and Marginal Personality Characteristics . . . . .	40
Test Features . . . . .	42
The Marginal Personality . . . . .	43
Statistical Treatment of the Data . . . . .	44
Controls . . . . .	46
Summary . . . . .	47
Footnotes . . . . .	48
IV. RESULTS OF STATISTICAL ANALYSIS . . . . .	49
Marginal Personality Characteristics . . . . .	50
Results of Testing Null Hypotheses Number One . . . . .	53
Value Scores . . . . .	53

Expectancy Scores . . . . .	.54
Results of Testing Null Hypotheses	
Number Two. . . . .	.56
Cultural Goal Subareas . . . . .	.58
Control Variables . . . . .	.62
Summary of Results. . . . .	.64
Footnotes . . . . .	.67
V. SUMMARY, CONCLUSIONS AND IMPLICATIONS FOR FURTHER RESEARCH . . .	.68
Results of Experiment . . . . .	.69
Conclusions Drawn from the Results of the Experiment. . . . .	.70
Conclusion Number 1 . . . . .	.70
Conclusion Number 2 . . . . .	.71
Implications for Further Research . . . . .	.71
BIBLIOGRAPHY. . . . .	.74
APPENDIX A Interview Schedule and list of Cultural Goals. . . . .	.78

## CHAPTER I

### INTRODUCTION

The student's view of himself will generally be reflected in his school work, his attitudes, and his interactions with others. A cycle will perpetuate itself as one element reinforces another. The self-concept view of the student becomes an integral part of the learning experience.

Administrators and teachers of mentally retarded students have long been aware of the problems relating to self-concepts. These are children who are labeled, perhaps for life, by the stigma of being mentally retarded. They suffer from the stereotyped images and expectations accompanying the label.<sup>1</sup> Many of these mentally retarded students end up self-fulfilling some or all of those negative expectations.

Talented individuals are described as those who adapt to the requirements of competition existing in a given situation (e.g. schools).<sup>2</sup> Classically, adaption is the survival of the fittest. It is also the relative degree of congruence between the performance of the role holders and expectations of the system. Special education was essentially developed to increase the congruence between the expectations of the social institutions and the actual performances of the role holders.<sup>3</sup> This is essentially a one-sided view, for it deals only with the role holders and their performances



versus dealing with the expectations that society imposes.

Lewis Dexter stated that society casts the mentally retarded into an inferior (low) status because "the society demands a demonstration of formal skill at coordinating meanings for advancement to adult status."<sup>h</sup> This is a result of the view that "the technique of learning has become a value in and of itself."<sup>5</sup> It can be surmized that society prevents the full integration of the retarded person, rather than the ability of the retarded individual to function in that society. The retarded are denied full participation within society and are therefore put in the periphery where they are ignored. From this position, the retarded are aware of a world in which they must function but are denied access. It is a society where they are aware of the pressures of expectations but also aware of their limitations for achieving them. It is a world in which they must live, but where their rights are generally overlooked and employment is menial. Sterilization has been performed without consent when the patient is retarded, and the job security outside of a sheltered workshop is minimal. It would seem as if we were describing conditions encountered by ethnic minority groups rather than retarded persons. However, unlike the Black Power movement which opened many doors in employment, housing, education, and civil rights for the Blacks; or the Red Power movement or the Brown or the Yellow, there is no retarded power movement to open doors. Most of the progress in this area is accomplished through citizen advocacy who lobby for the rights and protection of the mentally retarded.

The discrimination against the retarded, the barring from

society, the stereotyped images and labels, the inferior group status, all contribute to the same second class citizenry given to minority groups. The problem lies not with the three per cent of our population who have limited mental ability, but rather, the problem lies with the manner in which society categorized, labels, and deals with this population.

In 1966 Dr. Marilyn Afflect conducted a study which emphasized the fact that society does treat the mentally retarded as an inferior group. Those feelings are carried over as to how the mentally retarded perceive themselves. The question to which this study addressed itself was how are society's feelings of mental retardation different from those found in 1966. Has the mentally retarded person changed self-concept since 1966? The intent of this study is to answer the preceding questions.

#### Time of Study

This study was conducted in the Spring of 1976. The Oklahoma City Public Schools provided the subjects. The three high schools used were U. S. Grant, Northwest Classen and Douglass.

#### Subjects

The subjects were divided into four categories: white special education students, Negro special education students, white regular class students, and Negro regular class students.

#### Data

Data were the responses of the subjects selected of this study as gathered from a questionnaire used as an interview tool developed by Allan Kerckhoff.

### Treatment of Data

The interview was conducted on a one to one basis and lasted approximately twenty minutes. The two-way analysis of variance test, the statistical instrument, showed a comparison of the four study groups. Correlation was used to show the strength of the relationship between discrepancy and marginal personality scores.

### The Problem as Studied by Dr. Afflect

In each existing society there are defined goals and values. Individuals are faced with either accepting and achieving the goals or rejecting them. The rejection can be for one of the following two reasons: Either the individual cannot obtain the value goals, or the goals are not realistically identified as appropriate for the group to which he belongs. When groups display values other than those of the majority, they are considered the minority.

Ten years ago, Dr. Marilyn Afflect conducted the following study: Reactions to Marginality: A Study of Mentally Retarded and Ethnic Minorities. Dr. Afflect felt that mentally retarded persons would exhibit personality characteristics usually associated with minority groups. These characteristics were known as marginal personality characteristics. The theoretical problem to which Dr. Afflect addressed her study was: To demonstrate that persons in a marginal social position are very likely to exhibit discrepancies between (1) the value placed upon dominant cultural goals and (2) the expectancy for achieving these goals; and that these discrepancies, in turn, lead to the development of specific psychological features associated with a marginal position called marginal personality characteristics.<sup>6</sup>

To test the Afflect hypothesis special education high school students were compared with regular high school students, Negro students were compared with White students. The Negro students were selected as a traditionally marginal group. The Negro regular, Negro special education, and White special education students were designated as marginal. The White regular students were designated as dominant.<sup>7</sup>

Each student was interviewed by a questionnaire that was taken from a personality inventory developed by Alan Kerckhoff. The interview, conducted on a one to one basis, lasted approximately twenty minutes for each student. The objective was to determine the value that the students placed on forty major cultural goals and their expectancies for achieving these goals.

The statistical instrument used to show comparison of the four study groups was the two-way analysis of variance test. Correlation was used to demonstrate the strength of the relationship between discrepancy and marginal personality scores.

The forty major cultural goals were divided into five subareas. The subareas were:

1. Personal Relations
2. Intellectual Achievement
3. Job Achievement
4. Present Activities
5. Future Activities<sup>8</sup>

#### Personal Relations

In the area of Personal Relations there was a lack of significant relationships. All groups placed high value on the goals involving

good relationships with others. They had high expectancy to achieve the goals, and thus experienced small discrepancies.<sup>9</sup>

#### Intellectual Achievement

The Negro showed a significantly higher expectancy score in the area of Intellectual Achievement. This area accounts for the higher total expectancy of the Negro group. Getting good enough grades to go to college, winning scholarships to college, and graduating from college revealed higher values among Negroes than among Whites.

It would appear that Negro students placed high value on continuing their education beyond high school. They perhaps saw education as the primary means by which they could enter the mainstream of the dominant society. Their expectancies were somewhat lower than the value placed on it. For both Negro regular and Negro special education students, it is the discrepancy score for Intellectual Achievement which showed the highest correlation of marginal personality characteristics.<sup>10</sup>

#### Job Achievement

There was only a very slight difference between school status or race in the area of job achievement. The variable that did produce a marked effect was socio-economic status. The individuals with low socio-economic status had higher discrepancy scores. It was among the Negro regular students that socio-economic status showed the clearest relationship to job achievement.<sup>11</sup> The significant finding being the effect of the socio-economic status was particularly pronounced for regular Negro students. The finding perhaps indicated the difficulty

of achieving dominant economic goals by lower socio-economic status Negroes.<sup>12</sup>

#### Present Activities

In the area of Present Activities the expectancy scores were higher than value scores. For most of the students these items represented activities which they take for granted they will be able to achieve.<sup>13</sup> The special education student exhibited a lower expectancy and greater discrepancy than the regular student.

#### Future Activities

Both special education and Negro students showed higher discrepancy scores than White regular students.<sup>14</sup> Marginal individuals felt less secure than the White regular students in fulfilling the future roles they desire.<sup>15</sup>

Dr. Afflect used five areas as control variables. They were:

1. Socio-economic status
2. Age
3. Sex
4. School
5. I. Q.

Each area and their effect on her study will be examined.

#### Socio-Economic Status

Dr. Afflect used socio-economic status only in the area of job achievement. Occupation was used as the criterion of socio-economic status. She made the division into high and low occupation ratings based on a median rating for the total sample. These ratings were obtained from indexes compiled by J. Bogue, Skid Row in American Cities, (1963).

Dr. Afflect's findings illustrate that the Negro groups are both lower in socio-economic status than the White groups. The White regular students were predominantly in the high socio-economic category. Only the White special education students showed an approximately equal division into high and low socio-economic categories.<sup>16</sup>

Only in the area of job achievement did the socio-economic level have an effect. Low status individuals showed higher discrepancy scores because of the greater proportion of low status individuals.<sup>17</sup>

Socio-economic status did not show any effect in any of the sub-areas. Since total scores were used to confirm the hypothesis, it was concluded that socio-economic status did not drastically affect the relationships which had been found.<sup>18</sup>

#### Age

Dr. Afflect placed the students in two age groups using the 15-16 range and the 17-20 range. Age did have an effect on the total discrepancy score. The special education students showed greater differences between young and old categories than did the regular student.<sup>19</sup> At the same time, regular White students and Negro special education students showed similar age trends, while regular Negro and White special education students showed similar age trends.<sup>20</sup>

The White regular students and Negro special education students both revealed a very high expectancy score. Among the White regular students, the expectancies were not greatly changed between the time the students entered high school and the time they graduated.<sup>21</sup> However, the expectancy score of the special education Negro lowered by the time the student approached graduation.<sup>22</sup> This was interpreted to

mean that during the four years in school the special education Negro changed from being college bound, to that of seeking a job. The regular Negro students and White special education students both showed lower expectancies than the other group. It was felt the reason for this is their goals were not only more realistic to their group, but also more obtainable.

In summary, Dr. Afflect found that age made a difference in the expectancy level. The younger the subject, the higher the expectancy. As the subjects became older, the expectancy level dropped and became more realistic.

#### Sex

When sex was considered, some differences were noted. Males placed higher value on job achievement items and had higher expectancy and value scores for future activities.<sup>23</sup> Females had higher expectancy and value scores for their present activities.<sup>24</sup> The results were the same for both the regular and special education students. This difference was not relevant to the major hypothesis and did not affect the results of the study.

#### School

At the time of Dr. Afflect's study, Central High School was the only school of the four schools that was integrated. Douglass High School was all Negro, Capitol Hill High School and Northwest High School were all White.

The only significant difference found between schools was among the White students.<sup>25</sup> The students of Central and Capitol Hill High



School showed greater discrepancy scores and marginal personality scores than the students of Northwest High School. Neither race or school status had any effect on the school.<sup>26</sup> It would appear the difference was attributed to low socio-economic areas. The special education students of all schools were the most consistent in their scores, but the difference was not great enough to make a statistical comparison on the total score.<sup>27</sup>

### I.Q.

The control variable of I.Q. was only used with the special education students. Individual scores were made available through the cover letters kept on file for each student. A median I.Q. score was used as the breaking point for high and low I.Q. categories. Dr. Afflect found a considerable difference in I.Q. between the White and Negro students. A greater number of Negro students fell in the low I.Q. categories. The low I.Q. students had higher discrepancy scores than the high I.Q. students.<sup>28</sup> I.Q. and discrepancy scores appeared to contribute to the development of marginal personality characteristics.<sup>29</sup> When I.Q. was added as an additional independent variable, a higher proportion of the variation in marginal personality characteristics was explained than when the discrepancy score was used alone as the independent variable.<sup>30</sup> If I.Q. were held constant there were still discrepancy and marginal personality characteristics.

Therefore, the study revealed that factors other than I.Q. determine discrepancy and consequent marginal personality characteristics.<sup>31</sup>

In summary, Dr. Afflect made the following five conclusions of marginal individuals as a result of the finds of her study:

1. The marginal groups all showed a higher incidence of marginal personality characteristics than the dominant group.
2. The special education students had higher discrepancy scores than the regular students which reflected their lower expectancies.
3. Discrepancies were no more widespread among Negro regular students than among White regular students--a finding contrary to the hypothesis. However, when discrepancies occurred among the Negro regular students, they were, as predicted, associated with marginal personality characteristics.
4. Both special education groups showed positive correlations between discrepancy scores and marginal personality characteristics.
5. Among the White regular students, marginal personality characteristics were not related to discrepancies, but rather to rejection of the dominant goals.<sup>32</sup>

#### Development and Growth of Oklahoma City Programs

When Dr. Afflect conducted her study in the Oklahoma City public schools, special education classes were just beginning. In the last ten years there has been additional funding, improvements in existing programs, and development of new techniques. It is at this point the author intends to show what changes have taken place in special education for the years between 1964 and 1976.

Oklahoma City's programs for educable mentally handicapped high school students began in the school year of 1964-65. The first year of the high school program there were 1,768 EMH students in nine high schools. Twenty-four EMH Teachers serviced 107 classes of twenty students each. Out of this initial effort, 242 students participated in the cooperative work study program and were supervised by eleven cooperative teachers. Special Education funds to Oklahoma County totaled \$28,392.43.<sup>33</sup>

The Civil Rights Act of 1964 influenced this program. Any program or activity receiving federal financial assistance could not deny participation or discriminate against any person on the basis of race, color, or national origin. The cooperative program was opened to any eligible student.

In 1968 Oklahoma City established the Wilson workshops through a federal grant. The purpose of these workshops was to assist the special education teachers in curriculum oriented teaching aides. These workshops allowed teachers to exchange ideas, discuss problems, and receive assistance from specialized personnel. By 1969 plans for a Vocational Rehabilitation Summer Program were being made. The program was conducted during the summer of 1970 with 536 students participating.<sup>34</sup> The program provided special education high school students with summer jobs and supervised co-op students during the year through contacts that included home and job visitation. The Civil Rights Act of 1964 opened the Vocational Technical Program to all students, and the act began impact on the Oklahoma City Public Schools. The United States Office of Education had established guidelines under this law to end segregation. Dr. A. L. Dowell filed suit on behalf of his son to bring about the complete desegregation of the Oklahoma City Public Schools.<sup>35</sup> The most recent court order resulting from this case was the implementation of the Finger Plan beginning with the School year of 1972-73.<sup>36</sup> Under this plan all secondary schools were to be completely desegregated with no high school having less than 15% or more than 30% of its student body from the Negro race.<sup>37</sup> School boundaries were redrawn, and all students attended schools which had a mixture of racial and economic status.

During 1973, accountability came into being for Oklahoma schools. On March 15, 1973, Representative Boatner of the House and Senator Howard of the Senate sponsored Joint Resolution Number 1027. This resolution is summarized as follows:

1. The State Department of Education will implement the Accountability Program through accreditation.
2. Each school district will initiate a system-wide needs assessment involving all grade levels.
3. The State Department of Education shall give general direction.
4. The instructional program shall use a systems analysis process using goals and objectives to meet needs of students.
5. The needs assessment will involve patrons and staff members in looking at each grade level.
6. Each district to design and conduct annual evaluation.
7. Each district to conduct in-service training.<sup>38</sup>

From the Joint Resolution the Oklahoma State Board of Education approved Regulation 113-R:

"The primary purpose for the accreditation of the public schools in Oklahoma is to insure that each boy and girl has the opportunity to receive an optimum instructional program that fits his or her particular need. Accountability of the local school district to the State Board of Education is the basis for the accreditation process."<sup>39</sup>

The schools are responsible for the student's learning progress or deficiencies. Oklahoma City initiated accountability in all of its schools. Accountability in the district would be implemented in three stages:

1. The identification and validation of needs.

2. The development of goal statements with terminal enabling objectives to meet these needs.
3. The structuring of the curriculum around the stated objectives.

The year 1974 also brought a reinstatement of eligibility standards for placement in educable mentally handicapped (EMH) classes. This statement was issued from the State Department of Education, and criteria is as follows:

1. I.Q. between 50-75 determined eligibility.
2. Requirement of special cover letters on I.Q.'s above 75 with a new evaluation each year.
3. Those students placed by special recommendation are not to exceed 15% of the class enrollment.<sup>40</sup>

In the last ten years the growth of the Special Education programs in the Oklahoma City Public Schools is apparent. With the influx of state grants, federal grants (Title I, Title 6-B), and other monies made to Special Education, the State Department of Education was not able to supply exact figures (allocations) for Oklahoma City Public Schools in 1974-75. Instead, The Department made available figures for some of these monies on a county basis. Oklahoma County received for Special Education purposes the following amounts: State grants provided \$2,270,000; Title I (Federal) provided \$125,000; Title 6-B (Federal) provided \$26,536.<sup>41</sup> In 1964-65 1,768 students were being served; contrasted to 2,515 students in 1974-75. The Co-op program increased from 242 students to 320, and presently there are 38 teachers, 20 of which are Co-op teachers employed to meet the placement needs of the EMH students. This compares with 24 EMH teachers, 11 of which were Co-op teachers employed in 1964-65.<sup>42</sup>

Additionally, the EMH students mainstream on a limited basis in class electives. To mainstream means the integration of EMH students with students in regular classes. The EMH students also have the opportunity as of the school year of 1975-76 to enroll in vocational training at the area Vocational-Technical School.

The history of the treatment of the handicapped is a painful one. From the abandonment and death in early times, through the institutionalization of the last century, and finally the refinement of special education programs centered around the concept of normalization, there is a shift from the avoidance of responsibility for the handicapped to the acceptance of that responsibility. The future holds the hope for an increased awareness on the part of the public, as well as educators. This awareness will foster an increasing interest in the equal educational opportunity of all children, regardless of mental ability.

#### Definition of Terms

The following definitions were taken from Dr. Afflect's study, and were used for reference throughout this study.

#### Social Position

The group to which an individual belongs in society which can be characterized by socio-economic status, race, or other observable characteristics which would comprise group membership.

#### Marginal Social Position

A position that is created when an individual rejects his group membership (usually a low position) to embrace another group (usually higher) who does not accept him, thus catching him between two groups, belonging to neither.

### Marginal Personality Characteristics

Personality traits that are developed as a result of being in the marginal social position.

### Values

Ideals and goals held important by the majority of society (Examples: good job, security.).

### Expectations

The degree to which one thinks he will/will not achieve his ideals and goals during his lifetime. High expectations indicate the individual thinks he will achieve; low expectations indicate the individual does not think he will achieve.

### Special Education Student

A student who was given an intelligence test by a licensed psychometrist and made an I.Q. score of 50 to 75 and was then placed in Special Education classes.

### Self-concept

The way that a person perceives himself.

### EMH

Educable Mentally Handicapped is the term used for Special Education students as determined by State Department of Education.

### Intelligence Quotient

A number held to express the relative intelligence of a person. It is often referred to as I.Q.

## Mainstream

To put Special Education students in classes with those students who are not classified as E/H. The curriculum is individualized so that each student is able to participate in class.

### Statement of the Problem

The present study was an attempt to explore and determine whether or not the discrepancies between value and expectancy among mentally retarded individuals differ from the discrepancies found ten years ago; and to ascertain if mentally retarded individuals continued to exhibit reported characteristics associated with marginality. It is a replication of the Afflect study with emphasis upon the nature and degree of change in special education opportunities.

### Purpose of Study

The purpose of the study is to add to the body of knowledge in the field of special education, and to illuminate the kinds of change in a ten-year period, when special education has been increased in number and funding.

### Limits of Study

It was the author's intention to keep as many variables constant as in the original study. Special education high school students were compared with the regular high school student, and Negro students with White students. The subjects were broken into four categories:

Group I	White Special Education Students	100 subjects
Group II	Negro Special Education Students	51 subjects



Group III	White Regular Students	94 subjects
Group IV	Negro Regular Students	74 subjects

The number of subjects for both the White and Negro regular students is the same. The number of White and Negro special education subjects increased. Dr. Afflect had used 70 subjects for White special education students and 33 subjects for Negro special education students. At the time of Afflect's study she was limited to the small number of Negroes enrolled in special education. Today the trend has almost completely reversed. With the increase in number of the White and Negro special education subjects for this study, the original ratio used by Afflect between the two groups was maintained.

The questionnaire developed by Alan Kerckhoff was used as the interview tool. The interview was conducted on a one to one basis and lasted approximately twenty minutes. The students were selected on a random basis from special education class rooms and from regular English class rooms. The testing was done in the spring of 1976.

The statistical instrument, two-way analysis of variance test, was used to show comparison of the four study groups. Correlation was used to show strength of the relationship between discrepancy and marginal personality scores.

Socio-economic status was used as one variable. A median rating of the total sample was used to divide occupations into a high and low rating. Dr. Afflect used indexes compiled by J. Bogue. The same index was used for the rating of this study. Socio-economic status was used only in the area of job achievement.

Dr. Afflect had an age range of 15-16 and 17-20. The age range for

this study was 14-16 and 17-19. Since Dr. Afflect's study, the Oklahoma City Public Schools added the ninth grade to the high school. This explains the lowering of the age group.

The sex of a student was recorded and also used as a variable. Dr. Afflect had almost an equal amount of male and female students. The ratio of male and female in this study is also almost equal. The following is a breakdown of the students by regular and special education, White male and female, and Negro male and female categories.

Regular Students	White Male 44	White Female 50
	Negro Male 37	Negro Female 37
Special Education Students	White Male 44	White Female 56
	Negro Male 31	Negro Female 20
	<hr/> 156	<hr/> 163

Four Oklahoma City high schools were used in Dr. Afflect's study: Capitol Hill High School, Central High School, Douglass High School, and Northwest High School. This study uses three schools: Douglass High School, Northwest High School, and U. S. Grant High School.

There were three reasons for the choice of these schools. Central High School has been closed since Dr. Afflect's study. Integration has changed the Negro student population in the schools. The three schools selected offered the same socio-economic levels that were used in the original study.

The last variable considered in this study was I.Q. It was iden-

tifiable for the special education students. The scores were obtained from the cover letters that are kept on file for each student.

### Assumptions and Hypotheses

The extent to which a mentally retarded individual and an ethnic minority sample show such marginal personality characteristics, and the comparison of such, constitutes the substantive problems not only of Afflect's study, but this research as well. The assumptions here are:

1. It is assumed individuals occupy social positions.
2. It is assumed mentally retarded, majority and minority persons occupy social positions which may be alike or may differ from each other.
3. It is assumed that personality effects are associated with the way in which mentally retarded, majority and minority persons perceive their social position.
4. It is assumed social position of the mentally retarded, majority and minority is related to adaptation problems these individuals face.

In the present study, the stated purposes were accomplished by testing the Null propositions of the following hypotheses:

$H_{o_1}$  : There is no statistically significant difference between mentally retarded persons, minority persons, and normal persons in marginal personality characteristics.

$H_{o_2}$  : There is no statistically significant difference between the mean scores for A (Value) and B (Expectancies) the marginal personality characteristics as expressed by the mentally retarded persons, minority persons, and normal persons.

The results of Afflect's study rejected the stated hypotheses. It was deemed vital to explore the advancements made in special education during the last ten years and the differences in the result of this

study as compared with the Afflect study. Were the mentally retarded individuals continuing to perceive themselves as caught between two worlds, belonging to neither—thus, marginal?

### Organization of Report

#### Chapter I

Introduction, statement of problem, assumptions and hypotheses.

#### Chapter II

Review of related literature.

#### Chapter III

Methodology.

#### Chapter IV

Result of statistical analysis.

#### Chapter V

Summary, conclusions, and implications for further research.

## Footnotes

- <sup>1</sup>J. H. Myerowitz, "Self-derogations in Young Retardates and Special Class Placement," *Exceptional Children* 2 (1972), 21-37
- <sup>2</sup>Robert Heiny, "Special Education," *Encyclopedia of Education* (New York and London: Crowell-Collier Corporation, 1971), 341-358
- <sup>3</sup>*Ibid.*, p. 342
- <sup>4</sup>Lewis A. Dexter, "A Social Theory of Mental Deficiency," *American Journal of Mental Deficiency* 62 (March 1958), 920-926
- <sup>5</sup>*Ibid.*, p. 922
- <sup>6</sup>Marilyn Afflect, "Reactions to Marginality: A Study of Mentally Retarded and Ethnic Minorities," Unpublished doctoral dissertation, University of California, Los Angeles, (1966), XIV
- <sup>7</sup>*Ibid.*, p. XV
- <sup>8</sup>*Ibid.*, p. 110
- <sup>9</sup>*Ibid.*, p. 112
- <sup>10</sup>*Ibid.*, p. 114
- <sup>11</sup>*Ibid.*, p. 116
- <sup>12</sup>*Ibid.*, p. 116
- <sup>13</sup>*Ibid.*, p. 117
- <sup>14</sup>*Ibid.*, p. 117

<sup>15</sup> Ibid., p. 117

<sup>16</sup> Ibid., p. 122

<sup>17</sup> Ibid., p. 124

<sup>18</sup> Ibid., p. 124

<sup>19</sup> Ibid., p. 125

<sup>20</sup> Ibid., p. 125

<sup>21</sup> Ibid., p. 128

<sup>22</sup> Ibid., p. 128

<sup>23</sup> Ibid., p. 132

<sup>24</sup> Ibid., p. 132

<sup>25</sup> Ibid., p. 133

<sup>26</sup> Ibid., p. 135

<sup>27</sup> Ibid., p. 135

<sup>28</sup> Ibid., p. 137

<sup>29</sup> Ibid., p. 144

<sup>30</sup> Ibid., p. 144

<sup>31</sup> Ibid., p. 145

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction to Review of the Literature

A thorough review of the literature concerning both marginality and expectancy patterns among blacks and retarded can be found in Afflect's Reactions to Marginality (1966). This review, therefore, will integrate sociological and educational studies to provide a cohesive framework and points of reference for the present study in addition to include any current studies considered relevant.

It is the author's belief that the review must begin with the broad base of society and then unfold into specific aspects of the social network. The aspects to be included are the individual and his relations with others, groups and group membership; roles and expectations, sanction, and rewards. Other elements to be included are ethnicity and social status characteristics, self-concept, and integration.

#### Society

In discussing discrepancy, it is beneficial to turn to Robert K. Merton. Merton formulated a typology of individual adaptation to a situation of dissonance between cultural goals and means. This discrepancy occurs when there is a "breakdown in the cultural struc-



ture, occurring particularly when there is an acute disjunction between the cultural norms and goals and the socially structured capacities of members of the group to act in accord with them . . . . The social structure strains the cultural values, making action in accord with them readily possible for those occupying certain statuses within the society and difficult or impossible for others."<sup>1</sup>

In writing on the success theme in American culture, Merton theorizes, "any extreme emphasis upon achievement . . . will attenuate conformity to the institutionalized norms governing behavior designed to achieve the particular form of 'success' especially among those who are socially disadvantaged in the competitive race."<sup>2</sup> The statement would also seem to apply to those individuals who are mentally disadvantaged as well. This type of disjunction is obviously widespread over a large part of the American population. The emphasis upon the success goal for the entire population, with the restrictions of the social structure (closed access) to acceptable means of reaching this goal for a large part of this population, will result in deviant behavior. Resulting behavior will most probably take the form of innovation, where non-legitimate means are used to attain legitimate goals. "The moral mandate to achieve success thus exerts pressure to succeed, by fair means if possible and by foul means if necessary."<sup>3</sup>

The ability to control one's environment is an important aspect in determining ascription of roles and values. Patricia Guren conducted a study on Motivation and Aspirations of Southern Negro College Youths (1970). The study was concerned with occupational aspirations related to motives and expectancies of 228 male students in ten predominantly Negro colleges in the South. She found that aspirations are positively

related to achievement and failure avoidant motives, but more highly related to expectancies (academic self-confidence and sense of personal control). The effects of internal-external bases of expectancies raise questions about the usual assumptions that internal orientations are always positive motivators. Students believing in external control have higher aspirations when a generalized "Protestant ethic" belief in internal control accompanies a low sense of one's own competence. Aspirations are lower when the dominant goals are valued highly, in this case the Protestant work ethic, and this in turn is coupled with a low self-confidence. The effect of the retarded would remain the same given the value on the dominant goals and lack of self-esteem.

#### Individuals, Groups, Roles and Expectations

Riley and Cohn in Control Networks in Informal Groups (1958) examine social control networks. They propose that the dyadic relationships in informal groups may be differentiated and organized in such a manner as to channel the motivations in either conformist or deviant directions.

Their sample was comprised of 2500 high school students. These students were given a series of attributes previously identified as conformist or deviant. They were then asked questions to determine (a) which of these traits were generally institutionalized and (b) which traits were widely internalized as either conformist or deviant. Each was then asked to list which people he personally liked or disliked. The next set of questions asked the respondent to de-

scribe each of these others which he had named by selecting from the list the three or four characteristics which described him best. The results of the study demonstrated a tendency toward cognitive differentiation, so that subjects who feel positively toward another person emphasize his conformity, while those who feel negatively toward this same person emphasize his deviance. Thus the social controls which converge upon any given members of the group derive from a composite of all the subjects in his network. Some individuals are participants in both types of relationships of being liked and disliked or receiving rewards for his conformity and punishment for his deviance. Other individuals are participants in relationships when they are primarily disliked, so that their deviance is emphasized more than their conformity. The study opens the door for additional research into the question of whether participation in relationships that are both rewarding and punitive produce conformity, while participating in primarily punitive relationships fosters deviance.

The notion of temporal changes in modal personality within a culture is not new. McCullough (1961) in the Achievement Society argues that such personality changes forecast changes in other cultural institutions.

Barry, Child, and Bacon (1959) taking a Marxian view, contend that the causal relation flows the other way in that the basic personality found in a society represents an adaptation to the characteristics of the economic institutions.

Riesman's (1950) observational analyses of more than 20 years

ago, depicting the change from "inner directedness" to "outer directedness" implies a shift toward greater externality. People increasingly look toward the behavior and beliefs of others as the guide for their own behavior rather than relying on their own internalized values.

Guskin reviews much of the literature dealing with the social aspects of mental deficiency in his article entitled "Social Psychologies of Mental Deficiency." The focus was on how the mental defective was conceived of, judged, and reacted to, and how his behavior becomes influenced by aspects of the social situation in which he is placed. He suggests that (a) in a normal group, the defective is probably seen as deviant in behavior. The behavior may have the result of disassociation by group members. Reactions of the group to the deviant will likely be determined by the visibility and extent of the deviation, the values the deviant places upon group membership, and the relevance of his deviation to group values. The behavior on the part of persons interacting with the defective (b) may be viewed as a function of expectations. If many people have their role concepts concerning the defective's behavior, the defective will probably react in such a way as to either be in a complementary role situation or fulfill the expectations of those holding the role concept. Popular attitudes and stereotypes may to some extent influence the way the individual defective is evaluated by others.

Reynolds emphasized the implication that "if (ability deviates) are confined to groups of incomparables (i.e. those of normal ability), we may expect them to be imprecise in the evaluation of themselves,

relatively unsatisfied in social contacts, and, in the case of the low ability deviates, chronically frustrated,"<sup>4</sup>

At the same time, if the deviate is highly visible, he could quite possibly be subjected to punitive relationships.

#### Ethnic and Social Status

Race and class positions are important variables. Paula Bender and Rene Ruiz investigated "Race and Class as Differential Determinants of Underachievers and Under aspirations Among Mexican Americans and Anglos." (1974) They compared 176 Mexican Americans and Anglo 11th graders from low and middle socio-economic classes to determine the nature of interrelationships between scholastic performance, race, and class. Bender and Ruiz administered a battery of tests (primarily personal survey questionnaires) measuring locus of control, academic reality orientation, and temporal orientation. These factors were seen as potential correlates of current scholastic performance with future educational and vocational goals. The results indicated that membership in a low social class rather than a racial group was the critical factor in determining current academic achievement, educational aspirations, and belief in one's ability to control his environment.

Dunn (1968) contends that self-contained special classes for the educable mentally retarded are becoming catch-alls for the ethnically different and economically deprived. A disproportionate number of children in EMH classes are from low income and non-White families.<sup>5</sup> One of the most recent studies by Franks (1971) supports that this is still the case. His study involved 274 EMH students

and 215 LD students. Questionnaires were sent to teachers of each child to determine:

- a) Occupation of principle wage earner
- b) ethnic origin
- c) child's IQ

The results of the Frank's study supported the contention of ethnicity in special class placement. The mean occupational prestige score for EMH students was 54.69; for the LD sample it was 63.44. In addition the racial breakdown for EMH yielded the following; 34.21% Afro-American, 65.79% White; for the LD sample the breakdown was 3.22% Afro-American and 96.78% White.<sup>6</sup> Thus many of the students in special classes are already occupying marginal social positions which may be accentuated by the placement.

#### Integration

A longitudinal study on integration and achievement was Norman Miller and Harold B. Gerard's, The Riverside School Study, (at press). Miller and Gerard followed students in the Riverside California schools from K-6th grades.

These data show no clear cut or overall difference in the relation between IQ and academic achievement among three (Anglo, Chicano and Black) ethnic groups. Furthermore, desegregation did not change the picture in any substantive way. The gap in achievement of minority and anglo children (reflected in test scores expressed as grade equivalents) increased as the students progressed through elementary school, regardless of whether the schooling occurred in a segregated or desegregated setting. The achievement gap contributes to a dif-

ference between the Black and Anglo communities in their orientation toward educational attainment.

The authors found no difference in parental attitudes regarding the central function of the school. All emphasized the importance of teaching basic academic skills and the ability to learn on one's own. They did find that minority parents emphasize more characteristics such as neatness and cleanliness, obedience, and good manners. Anglos focused upon less immediate qualities such as consideration, dependability, and adjustment. The emphasis by minority parents was upon qualities that are more directly instrumental for success and acceptance of their children in the school setting. In keeping with these value differences, when evaluating the important characteristics of future occupational opportunities, the minority parents emphasize opportunity for advancement and Anglos emphasize opportunity for personal development of self-actualization.

The interpretation of the above mentioned differences can be in terms of an orientation toward current problems as well as a focus away from more long range and distant goals. Minority parents perceived themselves as having less personal control over the outcomes of their lives and exhibited more anomie. In comparison the Anglo child exhibited more self-direction, more energy, and greater evidence of self worth.

The study found that desegregation disturbed the adjustment of the minority child but not the Anglo child. Additionally, placing a minority child into a white receiving classroom raised the anxiety level in the minority child and increased his self-doubts. A salutary

effect on Anglo students in the lowest levels of the SES was found in the classroom. Finally, while the achievement of the Anglo students did not suffer, the minority students showed no overall benefit.

### Self-Concept

How a person views himself is a function of two types of referent groups: those which reflect images of him and those with which he compares himself (Kelly, 1952).<sup>7</sup> Ronald E. Hughes and Everest Works examine this aspect of group theory in "The Self-Concept of Black Students in a Predominantly White and in a Predominantly Black High School" (1974).<sup>8</sup>

This study examined the self-concepts of black teenagers in a predominantly white school compared with self-concepts in a predominantly black high school. The sample consisted of 58 twelfth graders from a school with an 84% white ratio and 37 twelfth graders from a school that was 97% Black.

Using the three scales from Osgood's semantic differential: (a) the self reflected by others, (b) the self compared to others, and (c) the ideal self. The authors found that males in predominantly Black schools rated themselves more positively on all three scales. There was no significant difference for females, although the females did feel consistently better in predominantly white schools. The findings indicate that males in the predominantly black high school had more positive self-concepts than did their counterparts in the predominantly white school where possible damaging consequences exist.

### Labeling

One aspect of labeling is the process of separating, identifying, and categorizing children on the basis of non-adaptive function, such



as the physical, mental, emotional and social. The studies dealing with labeling of the mentally retarded and the labeling effect are few. Despite this, many educators and researchers think that labeling has a detrimental effect, and believe there is no real evidence of support for the counter assertion that labeling is beneficial. Mac Millan, Jones, and Aloia thoroughly analyze the studies in "The Mentally Retarded Label: A Theoretical Analysis and Review of Research (1974)." They conclude that the studies that do exist are weak in the methodology and are therefore inconclusive. These authors argue that confusion of the issues, ranging from the efficacy of placement, biased IQ tests, adequacy of an administrative arrangement or curriculum will cloud the effect of the label. Additionally, "the apparent confounding of independent variables (label x segregation x curriculum x Teacher/Pupil ratio) is not so much confounding as it is a reflection of the reality that exists. Furthermore, it may be that it is the intertwining of the label with the various other elements of the special class which makes the effect so different from the effects of a single application of a label, as in an experiment. It should be noted, however, that these marginal children over whom the debate rages do not appear to benefit maximally from their educational experiences whether they are labeled or not."<sup>9</sup>

We will not attempt to draw any substantive conclusions from these studies on labeling or the studies on mainstreaming. The results are equally diverse. It is not the labeling effect per se that causes concern, rather it is the fusion of effects from labeling, special class placement, social interaction, and a compounding of environmental

variables that are of interest in this study.

### Marginality

The original study by Kerckhoff used the idea of discrepancy as an important aspect of marginality, "An Investigation of Factors Operative in the Development of Personality Characteristics of Marginality," dealt with Indian children. The summation stated, that "given a knowledge of (1) group status (2) the individuals group identification and the group as a whole, we can predict which segments of the marginal group will exhibit the highest incidence of marginal personality characteristics." The children were asked a series of questions to determine group identification. These questions dealt with self-identification, associational preferences, and aspirations and acceptance of their Indian culture. Kerckhoff projected that the degree of rejection the children might experience would be based upon their Indian-like characteristics (appearances).

Kerckhoff's findings revealed that neither group identification nor Indian appearance considered individually were significant enough to manifest marginal personality characteristics. The highest incidence of marginal personality characteristics occurred in those children who had identified with the dominant group and who also possessed a high degree of high barrier Indian characteristics that impeded their admittance to that group. Discrepancies thus stem from placing high value upon association with dominant group members who are non-Indian.

### Summary

The review of the literature intended to provide a framework for understanding the pressures of society upon certain individuals classed

as separate. An overriding theme was the closed access, limited to people who are deviant because of race, class, or mental capacity thus creating a desire in those persons to belong to the identification group.

The complexity of elements brought to bear upon these individuals is obvious. That mentally retarded persons might feel more acutely the isolation from society, the closure, and lack of control over their lives could be approximated in view of the discrepancy between their value for the dominant goals and their expectations for achieving them. This is not to discount other variables that would contribute to a marginal effect, but rather the discrepancy would serve as an index of marginality.

## Footnotes

- <sup>1</sup>Robert K. Merton, Social Theory and Social Structure (Revised Edition 1964) Glencoe, Illinois, The Free Press, 216.
- <sup>2</sup>Ibid., p. 220.
- <sup>3</sup>Ibid., p. 232, also see for example: Wakefield, R. A. "An Investigation of the Family Backgrounds of EMH Children in Special Classes" Exceptional Child, 1965, 31, 143-146.  
Tobias, J. "Social and Ethnic Factors Related to Utilization of Rehabilitative Services by The Mentally Retarded." Rehabilitation Literature, 1969, 30, 226-230.
- <sup>4</sup>M. C. Reynolds, "In Terms of Interaction of Exceptional Children with other Persons," The Social Psychology of Exceptional Children III, wx. ch. 1960, vol. 26, pp. 243-247.
- <sup>5</sup>L. M. Dunn, "Special Education for the Mildly Retarded Child- Is Much of it Justifiable." Exceptional Child 1968, 35, 5-22.
- <sup>6</sup>Ibid., p. 12.
- <sup>7</sup>J. Kelly, "How a Person Views Himself is a Function of Two Types of Referent Groups." Sociology and Social Research, 50, 1. Oct. 74, p. 50-52.
- <sup>8</sup>Ronald E. Hughes, Everest Works, "The Self-Concept of Black Students in a Predominately White and Predominately Black High School." Sociology and Social Research, 59, 1, Oct. 74, P. 52-54.
- <sup>9</sup>Donald MacMillan, Reginald L. Jones, and Gregory Aloia, "The Mentally Retarded Label: A Theoretical Analysis and Review of Research." Am Journal of Mental Deficiency, vol. 79, 3, Nov. 74, p. 241, 261.

### CHAPTER III

#### METHODOLOGY

In view of the fact that this study was a replication of Afflect's study of ten years ago the methodology used in her research was held constant as much as possible. Any variations from the original study were indicated in addition to the reasons for the variations.

#### Selection of Subjects

The selection of subjects in a marginal social position was drawn from two categories of individuals. As the concept of marginality is most frequently associated with ethnic minority groups, a sample of Black students was used to represent the traditional type of marginality. The other category was mental retardation. This sample was comprised of educable mentally retarded individuals with non-retarded individuals used as the control group. On the basis of the two criteria used the White non-retarded groups could not be considered marginal.

The subjects for the study were taken from three high schools in Oklahoma City: Grant, Northwest Classen, and Douglass. This contrasts with the original study which used four high schools to draw the sample. Since the time the first study was researched in 1965, court-ordered

integration has mixed ethnic and socio-economic groups in addition to the close of one of the high schools Afflect used. All the high schools now reflect an approximate 30 percent/70 percent, minority/ majority ratio. Mentally retarded individuals were selected from special education classes and regular students selected from English classes. With the mixture of students and the expansion of special education classes into all the high schools, a table of random numbers was used to select all of the subjects. Afflect found it necessary to supplement her sample of mentally retarded individuals from two additional high schools. However, this was not necessary for the current study.

The special education program of the Oklahoma City Public Schools and the Oklahoma Rehabilitations Service combine efforts in a joint program for special education high school students. A vocational rehabilitation counselor is assign to work with special education co-op teachers in the high schools. They work together in job placement for students and the follow-up work progress. The special education co-op teachers have classes for only half-day, and spend the other half-day in the field, counseling, locating jobs for students, and home and job visitations.

Students are considered for placement in special education classes on the basis of a referral for testing by a school psychometrist from either regular class teachers or counselors. The student is tested for eligibility. The acceptable IQ range for a student obtained from an individual intelligence test is between 50-75, or a student can be considered for special education placement if there is a special recommendation by a qualified psychological examiner. However, students

placed by special recommendation cannot exceed 15% of the class enrollment, as specified by the State Board guidelines.

The expected IQ mean for this study was lower than Afflect's mean of IQ of 72 because of the 1974 mandate on special education placement. Additionally, her IQ range was 51-99, and the IQ range for this study did not reflect that spread.

For the purposes of this study, and since the mentally retarded individuals were placed in special education classes, the subjects are referred to as special education students.

Comparisons throughout the study were made between four categories of individuals. The breakdown of these categories are as follows:

#### Study Sample

Group I	White Special Education Students	100 subjects
Group II	Black Special Education Students	51 subjects
Group III	White Regular Students	94 subjects
Group IV	Black Regular Students	74 subjects

#### Measurement of Cultural Goals and Marginal Personality Characteristics

Measure of marginal personality characteristics and value and expectancy patterns were obtained through interviews with the subjects. The instrument used was constructed by Afflect. She tested and revised it extensively before using it in her research. The Oklahoma City Board of Education Research Department felt that the personal information sheet Afflect used to initiate the interview was in violation of the Privacy Act, and would not approve its use. Therefore, some background information is not available for this study.

The interviews lasted approximately twenty minutes. Each consisted of four parts: two involving sorting; two involving question/answer responses. The first sorting determined value of cultural goals; the second, expectancy in obtaining these goals. The first question/answer response was comprised of open-ended questions and the second question/answer area was designed to show marginal personality characteristics. All of the responses were recorded on a response sheet by the interviewer.

To carry out the sorting process the goals were written on 5"x8" cards and randomized. The student was shown a goal to read or had it read to him at the same time. He was then asked to put the card in a position appropriate to his response.

During the first sorting, the student was asked to place the cards according to how much he liked each item. He ranked according to "likes very much," "likes a little," and "do not like." This sorting yielded the value each student had for the cultural goals.

For the second sorting the cards were randomized again, and this time the student evaluated them in terms of what he really thought would happen to him, not what he would like to happen. The categories for this selection were 1) what he feels will happen to him, 2) what he feels will not happen to him, and 3) those items that had a 50-50 chance of occurrence. The results of this sorting gave the expectancies for achieving these goals.

In the first set of questions the student was asked several questions about what he would like to have most of all, the kind of person he would like to be, and which of the goals most people think important. In the concluding portion of the interview the student was read a series



of questions designed to show marginal personality characteristics.

### Test Features.

#### Cultural Goals

Affect selected forty items as cultural goals. The goals dealt with:

1. Being liked and getting along with others:
2. Advancing academically and performing adequately on present intellectual tasks.
3. Desired job attributes (large paycheck and a steady job).
4. Participation in school and leisure activities and management of money.
5. Future roles the individual might fulfill.

These were divided into Personal Relations (5 items), Intellectual Achievement (17 items), Job Achievement (7 items), Present Activities (6 items), and Future Activities (5 items).

To determine the value score for each subject items placed in the "like very much" pile were given a score of 3, the items placed in the "like a little" pile were given a score of 2, and items placed in the "do not like" pile a score of 1. The subarea scores were then tallied and combined for a total score. High value for those cultural goals were indicated if a high score were obtained. Low value for these goals were indicated by a low total score.

The expectancy score was obtained through a similar procedure. Those items the subject felt would happen to him were given a score of 3, those items given a 50-50 chance of occurrence were given a score of 2, and the items the subject felt would not happen to him were given a score of 1. High total scores indicated the individual expected to

achieve many of the goals, and a low score indicated the individual did not expect to achieve many of the goals.

The discrepancy score was obtained by subtracting the expectancy score (E score) from the value score (V score) for each item. Only the positive remainders were added to obtain scores for each subarea and finally for the total score.

### The Marginal Personality

What is the marginal man like? Kerckhoff derived a description from Park, Stonequist and others, and provides us with the following picture:

"The marginal man is said to be characterized by serious doubts about his place in any social situation. He is unsure of his relationship with friends and acquaintances and is fearful of rejection. This fear of rejection leads him to avoid many situations. He often wants to take part in activities or attempt to do various things but is stopped by fear of failure or rejection. The ambivalence is also seen in sudden shifts in mood and in inability to make up his mind to act decisively.

He is painfully self-conscious in the presence of other people. He feels inadequate and is convinced that others can do things much better than he. He thus feels lonely and isolated most of the time and wishes he were more adequate and skillful. His apathy and impotence are reflected in frequent day dreams.

His hypersensitivity is seen in his excessive worry about the future. He is characteristically apprehensive about any new venture, and seems to be trying to find causes for being unhappy. He sees life simply as a bad experience. Things often seem to go wrong no matter what he does, and he finds it difficult to enjoy himself. Closely related to this general gloominess and ambivalence mentioned above is a restless feeling that gnaws at him. He feels he should be doing something about his unhappy situations, but finds it difficult to know what to do.

All of the above leads him to be highly critical of other people and to feel that others treat him unjustly. Most people are seen as unreliable and often antagonistic they

do not appreciate his better points and seem anxious to find fault with him."<sup>1</sup>

The measure of personality characteristics used by Kerckhoff were incorporated by Afflect in her study. This incorporation will be reflected in the current study. Kerckhoff delineated four dimensions of marginality: (1) ambivalence and doubt; (2) introversion and apathy; (3) inner turmoil and depression; and (4) aggression and paranoia. Based upon these four dimensions he developed a personality inventory composed of 44 items. From 44 items, twenty-five were selected for this study. While Kerckhoff's items were presented in a statement form requiring the subject to indicate if it were true or false, Afflect put the statements into question form asking for a yes or no response from the subject. (See appendix I for the Marginal Personality Characteristics Questionnaire.)

The questions were scored by assigning a value of 2 to items answered in the direction of marginality and a value of 0 to items answered in the non-marginal direction. The scores were totaled for a subarea and then for a total score. A greater incidence of marginal personality characteristics were manifested by the higher score.

#### Statistical Treatment of the Data

The major variables of this study are the value, expectancy, discrepancy, and marginal personality characteristic scores. In keeping with Afflect's study, the term "dependent variable" referred to value, expectancy, discrepancy, and marginal personality characteristic scores. In tests which show the relationship between marginal social position and scores, the value, expectancy, and discrepancy scores become de-

pendent variables. For that reason all four scores will be called dependent variables. To maintain the validity of this study the same statistical techniques with the same variables, as stated in the original study, were used to show the strength of the relationship between the value, expectancy, discrepancy and marginal personality characteristic scores a simple linear correlation was used.

The two-way analysis of variance is the major statistical test in this study for comparison of groups. This technique provided a test for differences in the dependent variables between white and black students, special education, and regular students and between special education and race. The primary interaction observed in this study is between "school status" and "race." The analysis served to study one aspect of interaction as to whether special education placement or status affects black students the same way as white students. The white and black students would show the same patterns and tendencies if there were no interaction. Conversely, if there were a significant interaction, it would indicate that special education placement does not lead to the same consequences for blacks as for whites. At that point, any future statement regarding special education placement would then be qualified by the particular racial group to which it applied.

Because the dominant individuals in this study have been defined by two-variables-whiteness and regular student status, the test for interaction is important, particularly since the prediction had been the marginal individuals would differ in various ways from the dominant individuals. A unique pattern for the white regular students would be expected—and was shown by a significant interaction effect.

The chi-square tests were used to show differences between regular and special education and between black and white. Quartile breaking points for the dependent variables were used during one series of chi-square tests. The results from these calculations detected significant differences which occurred at the extremes of the distribution and were initially obscured in a test of differences between means or medians. Over-valuing and rejection of cultural goals combined with wishfully high expectancies emerged at these quartile breaking points.

### Controls

The principal control variables were socio-economic status, age, sex, and school. Additionally, IQ controls for the special education students were used. Control of these variables was done through a 2x2x2 analysis of variance design. This particular design allows for three variables to be tested in conjunction with each other. Using control-tests, race was used as the first variable, special education as the second, and the control variable of sex as the third. Taking into account the control variable, the F-test proved whether or not the effects of race and special education were still significant. If there were significant differences due primarily to the control variable it was indicated in the test, as were the measures for interaction.

The design required two levels of the control variables. This is achieved by the dichotomization of each control variable. Sex and school were obvious divisions. After the total sample was drawn a median split was used to determine the age division. Socio-economic status was based upon occupation. (The father's occupation if present was the criteria, if not, the mother's occupation was used.) Prestige

ratings were assigned to the occupations on the basis of Bogue's socio-economic indexes of detailed occupations. The median rating was used to make the division between high and low occupation ratings.

#### Summary

The analysis of variance was used to test the prediction that individuals defined as marginal (black and special education students) would show higher marginal personality scores and higher discrepancy scores than the dominant individuals. This test was also used to show other differences in value and expectancy patterns. The simple linear correlation tested the prediction that high discrepancy scores were related to marginal personality characteristics. The relationship between value and expectancy scores (used independently) and marginal personality characteristics was shown with the correlation.

## Footnotes

- <sup>1</sup>Alan C. Kerckhoff and Thomas C. McCormick, "Marginal Status and Marginal Personality." Social Forces 34 (October 1955), 51

## CHAPTER IV

### RESULTS OF STATISTICAL ANALYSIS

Three hundred nineteen ( $n = 319$ ) high school students who were enrolled in three Oklahoma City high schools were asked to complete a test designed to measure marginal personality characteristics and value and expectancy patterns. Ninety-nine ( $n = 99$ ) white regular students, seventy-four ( $n = 74$ ) Negro regular students, one hundred ( $n = 100$ ) white special education students and fifty-five ( $n = 55$ ) Negro special education students served as subjects in the study. These participants were interviewed individually. Each interview lasted approximately twenty minutes. The interview consisted of four parts: two involving sorting; two involving question/answer responses. The first sorting was to determine value of cultural goals; the second, expectancy in obtaining these goals. The first question/answer response was comprised of open-ended questions and the second question/answer area was designed to show marginal personality characteristics. All of the responses were recorded on a response sheet by the interviewer. The two-way analysis of variance test, as the statistical instrument, showed a comparison of the four study groups. Correlation was used to show the strength of the relationship between discrepancy and marginal personality scores in order to test the two null hypotheses. This chapter contains the results of testing these hypotheses. The five cultural goal subareas and the five area



control variables were examined in the second part of the chapter. A summary of all findings is presented at the end of the chapter.

### Marginal Personality Characteristics

The incidence within the four groups were examined before looking at the effects of marginal social position upon value and expectancy scores. This comparison demonstrated whether individuals who had been selected as occupying a marginal social position exhibited the specific psychological consequences of that position. A high incidence would be expected from the traditionally marginal group. The Negro sample and the special education groups have been barred from participation in society in many of the same ways as the minority groups.

The group comparisons are presented in Table IV-1. This table contains the mean scores for MPC and the level of significance achieved by F-test for differences between school status and race. The groups designated as marginal all showed higher MPC scores than the white regular group designated as the dominant group. With regard to Afflect's study the subarea and total MPC scores had lowered overall, but not significantly. The most important findings were as follows:

The special education students showed significantly higher MPC scores than the regular students. There was no significant difference among the Negro and white special education students. The data showed that special education status is conducive to the development of Marginal Personality Characteristics. This finding gave credence to the contention that special education status is a position on the periphery of the main-stream of American life. The suggestion that marginality accompanies special education placement was reinforced by this data.

TABLE IV - 1 MEANS (AND STANDARD DEVIATIONS) ON MPC, FOR SPECIAL EDUCATION AND REGULAR, WHITE AND NEGRO.

MARGINAL PERSONALITY CHARACTERISTICS SUBSCORES AND TOTAL SCORE	SPECIAL EDUCATION STUDENT		REGULAR STUDENTS		LEVEL OF SIGNIFICANCE		
	WHITE (N=100)	NEGRO (N= 51)	WHITE (N= 94)	NEGRO (N= 74)	SCHOOL STATUS DIFFERENCES	RACIAL DIFFER- ENCES	INTER- ACTION
1. AMBIVALENCE AND DOUBT	6.8 (3.4)	6.8 (3.2)	5.4 (3.0)	5.7 (2.9)	.01	N.S.	N.S.
2. INTROVERSION AND APATHY	4.8 (2.8)	4.2 (2.2)	3.7 (2.0)	4.0 (2.4)	.01	N.S.	N.S.
3. INNER TURMOIL	4.4 (4.1)	3.4 (3.8)	2.6 (3.0)	3.6 (3.2)	.01	N.S.	.01
4. AGGRESSION AND PARANOIA	3.4 (2.6)	3.7 (2.0)	1.3 (1.9)	2.9 (2.4)	.001	.01	.01
TOTAL MPC	19.4	18.1	13	16.2	.001	N.S.	.05
SCORE	10.3	(8.9)	(7.8)	(8.8)			

The mean marginal score for the Negro regular students was higher than the white regular students, while the score was lower for the Negro and white special education students. The areas where Negro regular students were particularly high in marginality were those in Inner Turmoil and Depression (Subarea 3) and Aggression and Paranoia (Subarea 4). These results were compatible with Afflects: The total scores were reduced but were still significant in the same subareas as her study.

Afflect's interpretation given to the high score in Aggression for all the Negro subjects was not that Negro students were aggressors, but they feel aggression. An item analysis indicated that Negroes showed the greatest differences from whites on items concerned with doing things alone rather than asking other people for help, and the item of perceiving that people make remarks behind one's back.

The original study supported the interpretation with: John Dollard, Caste and Class in a Southern Town (New Haven: Yale University Press, 1937); Bertram P. Karen, The Negro Personality (New York: Springer Publishing Company, 1958); and Robert Havighurst, Developmental Task and Education (New York: Longman-Green Company, 1951).

The white regular students exhibited the predicted pattern. In subarea scores and total score they obtained the lowest incidence of marginal personality characteristics. It appeared that when Whiteness and regular student status are combined, they produced characteristics typical of dominant individuals.

The results of the group comparisons of MPC's gave justification for speaking of Negro and white special education students as marginal. In looking at the differences between regular student status and special student status the indications were that special student status was

even more conducive to characteristics of marginality than the minority status. It is also important to point out that minority status and special student status did not seem to have a compounding effect. Negro special students did not show higher MPC than did white special students.

#### Results of Testing Null Hypothesis Number One

The null proposition of the first hypothesis was tested as follows:

$H_{01}$  : There is no statistically significant difference between mentally retarded persons, minority persons, and normal persons in marginal personality characteristics.

A two-way analysis of variance was used to make statistical comparisons. The results of the statistical calculations are presented in Table IV-1 (page 51).

The groups designated as marginal all showed higher MPC scores than the white regular group designated as the dominant group. The special education students showed significantly higher MPC scores than the regular students. These findings resulted in rejection of the first null hypothesis.

#### Value Scores

Prior to a discussion of the discrepancies between value and expectation, the patterns for valuing and expectancies must be presented. The analysis of Table IV-2 (page 55) showed that all four groups placed high value on the cultural goals. Within each group approximately 75-80 per cent of the goals were liked very much and only 15-18 per cent of the goals were reflected. This tended to support the concept that marginal individuals for the most part accepted the dominant cultural goals.

Important differences between groups did exist. The Negro students showed significantly higher value scores than did the white students. More of the cultural goals received a high value by the Negro students than by the white students. Within the Negro sample the special education students showed the highest value scores and the fewest rejections of the cultural goals. However, of the four groups, the white special education students had the lowest value scores and the greatest number of rejections of cultural goals. Thus, two tendencies emerged related to over-valuing by the Negro special education students and over-rejecting by the white special education students. These findings were also consistent with Afflect's study. Afflect interpreted these extreme patterns "as an indication that the special education students experience the pressures inherent in a marginal social position. The fact that these students exaggerate the tendencies of their respective racial categories reveals the importance of race in determining the direction of response. The value orientations of the racial groups are the significant determinant of the specific responses shown."<sup>1</sup>

#### Expectancy Scores

In the examination of the expectancy scores for the four groups, similar patterns emerged. The Negro students had significantly higher expectancy scores than did the white students. Table IV-3 (page 57) showed that both Negro regular and special education students had the higher expectancy scores. While the expectancy scores for the Negro special education students were higher from ten years ago, Negro regular students still showed the highest scores.

Table IV-2.  
Means (And Standard Deviations) on Items  
Accepted And Rejected, And Total Value Score  
For Special Education And Regular,  
White And Negro Students.

<u>Items</u>	<u>Special Education Students</u>		<u>Regular Students</u>	
	<u>White (N=100)</u>	<u>Negro (N=51)</u>	<u>White (N=94)</u>	<u>Negro (N=74)</u>
Items Liked Very Much*	26.0 (8.5)	33.0 (4.0)	28.0 (5.2)	30.0 (4.8)
Items Not Liked*	7.5 (5.2)	3.0 (2.8)	4.5 (3.1)	3.0 (2.7)
Total Value Score**	101.5 (10.3)	110.3 (5.0)	104.8 (6.4)	107.2 (7.6)

Note: The students sorted 40 items. Thus the first two rows have a maximum score of 40 and minimum scores of 0. Possible range for total value score from 40-120.

\* Using one-way analysis of variance the difference between the four groups significant at .001 level.

\*\* Differences between race significant at .001 level.

The school status of the subjects did not show any significant difference. This differed from Afflect's study of ten years ago in the findings that school status (special or regular) registered a significant difference on the expectancy scores. The rank ordering for expectancy from highest to lowest was Negro regular students, white regular students, Negro special education students, and white special education students last.

While expectancies of special education students were lower than the expectancies of regular students, they were no longer significantly lower. Expectancies among special education students had increased in the last ten years.

#### Results of Testing Null Hypothesis

##### Number Two

The null proposition of the second hypothesis was stated as follows:

$H_{O_2}$  : There is no statistically significant difference between the mean scores for A (value) and B (expectancies) of marginal personality characteristics as expressed by the mentally retarded persons, minority persons, and normal persons.

Discrepancy between mean scores for value and expectancy will correlate positively with the degree of MPC. This in effect is the degree of socialization to cultural values and realization of the barriers for achieving these goals. The results are presented in Table IV-4 (page 59).

As the data has shown, there is a difference between value and expectancy. Expectancy scores for all groups were lower than the value scores. Much higher discrepancy scores were obtained by the special

Table IV-3.  
Means (And Standard Deviations) On Items  
Expected And Not Expected, And Total Expectancy Score  
For Special Education And Regular,  
White And Negro Students.

<u>Items</u>	<u>Special Education Students</u>		<u>Regular Students</u>	
	<u>White (N=100)</u>	<u>Negro (N=51)</u>	<u>White (N=94)</u>	<u>Negro (N=74)</u>
Items Expected To Achieve	25.0 (6.5)	28.1 (5.8)	25.6 (6.6)	29.0 (6.2)
Items Not Expected To Achieve	10.4 (6.3)	9.2 (5.2)	7.3 (5.3)	7.1 (4.5)
Total Expectancy Score*	93.0 (12.1)	99.2 (11.8)	98.6 (8.9)	102.3 (8.4)

Note: The students sorted 40 items. Thus the first two rows have a maximum score of 40 and minimum scores of 0. Possible range for total value score from 40-120.

\* Difference between races significant at .01 level.



education students than by the regular students. These results allowed the researcher to reject the second null hypothesis.

#### Cultural Goal Subareas

To delineate the general tendencies discussed above, the five cultural goal subareas were examined. In looking at Table IV-5 (page 60) there were no outstanding differences between or among the groups when viewed in terms of school status. The scores revealed a high value placed upon the goals and a relatively high expectancy to achieve these goals. When race was considered, the two Negro groups both valued higher than the respective white groups. Their expectancies were higher in turn. The lower values by the white groups was most clearly seen in the white special education students.

#### Personal Relations

Good relationships with others received high value scores from all four groups. They also had high expectancies to achieve these personal goals, thus discrepancies were small. Personal interaction of the students indicated that all of the students felt accepted by the group they individually identified as their peers.

#### Intellectual Achievement Goals

Intellectual achievement goals were valued highly by all of the groups, but Negro students valued highest and, too, their expectancies for achieving these goals were high. The white special education students valued these goals the least of any of the student groups. Their expectancies were also lower. White regular students' values and expectancies were lower than Negro regular students. What was important to note was the Negro special education students scores were nearly as high as the regular student scores.

Table Iv-4.  
Means (and Standard Deviations) On  
Total Discrepancy Score,  
For Special Education and Regular,  
White and Negro Students.

<u>Measure</u>	<u>Special Education Students</u>		<u>Regular Students</u>	
	<u>White (N=100)</u>	<u>Negro (N=51)</u>	<u>White (N=94)</u>	<u>Negro (N=74)</u>
Total Discrepancy Score	13.6 (7.5)	13.9 (8.6)	10.1 (5.8)	11.3 (6.5)
Difference between school status categories significant at .0016				

TABLE IV - 5 SUBAREA MEANS (AND STANDARD DEVIATIONS) ON VALUE, EXPECTANCY AND DISCREPANCY SCORES FOR SPECIAL EDUCATION AND REGULAR, WHITE AND NEGRO STUDENTS.

	SPECIAL EDUCATION STUDENTS		REGULAR STUDENTS		LEVEL OF SIGNIFICANCE		
	WHITE (N=100)	NEGRO (N= 51)	WHITE (N= 94)	NEGRO (N= 74)	SCHOOL STATUS DIFF.	RACIAL DIFF.	INTER ACTION
PERSONAL RELATIONS							
VALUE	14.7 (2.1)	15.9 (1.6)	14.9 (2.1)	15.0 (2.2)	N.S.	.01	N.S.
EXPECTANCY	15.0 (2.2)	15.9 (2.1)	16.5 (1.9)	16.5 (1.9)	.001	N.S.	N.S.
DISCREPANCY	1.0 ( .4)	1.1 (1.4)	.3 ( .5)	.4 ( .8)	.001	N.S.	N.S.
INTELLECTUAL ACHIEVEMENT							
VALUE	44.2 (5.9)	45.5 (3.6)	45.8 (3.5)	45.9 (3.7)	N.S.	.01	N.S.
EXPECTANCY	41.0 (5.4)	41.6 (5.5)	41.7 (5.0)	41.8 (5.1)	N.S.	N.S.	N.S.
DISCREPANCY	5.0 (3.2)	6.2 (4.4)	6.1 (4.0)	6.1 (4.0)	N.S.	N.S.	N.S.
JOB ACHIEVEMENT							
VALUE	18.0 (2.2)	19.6 (1.2)	18.6 (1.7)	18.8 (1.9)	N.S.	.001	.01
EXPECTANCY	16.4 (3.0)	16.6 (3.4)	16.8 (2.4)	17.2 (2.4)	N.S.	N.S.	N.S.
DISCREPANCY	.4 ( .8)	.9 (1.2)	.1 ( .2)	.5 ( .9)	N.S.	.05	N.S.
PRESENT ACTIVITIES							
VALUE	14.9 (2.0)	15.2 (1.3)	15.0 (2.0)	15.9 (2.5)	N.S.	N.S.	N.S.
EXPECTANCY	15.0 (1.1)	15.9 (2.1)	15.2 (2.3)	16.5 (1.9)	N.S.	N.S.	N.S.
DISCREPANCY	.4 ( .8)	.9 (1.2)	.1 ( .2)	.5 ( .9)	N.S.	N.S.	N.S.
FUTURE ACTIVITIES							
VALUE	12.1 (1.7)	12.5 (1.8)	12.2 (1.3)	12.2 (1.3)	N.S.	N.S.	N.S.
EXPECTANCY	11.2 (2.0)	11.6 (2.0)	11.7 (1.3)	11.8 (1.4)	.05	N.S.	N.S.
DISCREPANCY	1.8 (1.4)	1.7 (1.5)	1.0 (1.0)	1.0 (1.0)	.001	N.S.	N.S.

These high scores for both groups of Negro students was entirely consistent with their traditional marginal role: a good education means a better job which means acceptance and upward mobility. The lower scores for the white students could have indicated a taken-for-granted attitude.

#### Job Achievement Goals

Within the area of job achievement there were a few significant differences with regard to race but not school status. Both Negro groups showed higher value scores and higher expectations. This was possibly inherent in the traditional minority position where the dollar was perceived as a way out.

#### Present Activities

The expectancy score was higher than the value score for all of the students tested. The students showing the highest discrepancies were the Negro students--and in particular the Negro special education students. The discrepancy scores appeared more significant in terms of race than school status.

#### Future Activities

In the area of future activities both groups of special education students showed the higher discrepancy scores. There was no discrepancy between the minority/majority students. The differences between groups would indicate that special education students were less sure of their futures than regular students.

#### Control Variables

There were five areas used as control variables. They were:

1. Socio-Economic Status
2. Age
3. Sex
4. School
5. I.Q.

Each area and its effect on this study will be examined. The results will be described.

#### Socio-Economic Status

Dr. Afflect used socio-economic status only in the area of job achievement. Occupation was used as the criterion of socio-economic status. She made the division into high and low occupation ratings based on a median rating for the total sample. These ratings were obtained from indexes compiled by J. Bogue, Skid Row In American Cities, (1963). Socio-economic status did not show any effect in any of the subareas in Afflect's study.

Socio-Economic Status was not used as a control variable for this study as it had no effect on the subareas in the previous study. A determination was made that the 1963 index was no longer current information, making the statistics invalid.

#### Age

Dr. Afflect had an age range of 15-16 and 17-20. The age range for this study was 14-16 and 17-19. Since Dr. Afflect's study, the Oklahoma City Public Schools added the ninth grade to the high school. This explains the lowering of the age group.

Dr. Afflect found that age made a difference in the expectancy level. The study revealed that the younger the subject, the higher the expectancy. As the subjects became older, the expectancy level dropped and became more realistic. The same results were found in this study.

### Sex

Dr. Afflect found that males placed higher value on job achievement items and had higher expectancy and value scores for future activities. Females had higher expectancy and value scores for their present activities. The results were the same for both regular and special students. This study revealed that females increased in their expectancy and value scores for future activities. They also placed a higher value on job achievement items. The difference was not relevant to the major hypothesis.

### School

Dr. Afflect used four Oklahoma City high schools in her study: Capitol Hill High School, Central High School, Douglass High School, and Northwest High School. This study included three schools: Douglass High School, Northwest High School, and U. S. Grant High School.

There were three reasons for the choice of these schools. Central High School had been closed since Dr. Afflect's study. Integration had changed the number of Negro students in the schools. The three schools selected offered the same socio-economic levels.

Dr. Afflect found a difference between schools among the white students. The students of Central and Capitol Hill High School showed greater discrepancy scores and marginal personality scores than the students of Northwest High School.

There was no significant difference found among students or schools in the study. It appeared that integration had made the students of all schools consistent in their scores.

### I.Q.

In Dr. Afflect's study and the present one the control variable of I.Q. was only used with the special education students. Dr. Afflect found a considerable difference in I.Q. between the white and Negro students. A greater number of Negro students were in the low I.Q. categories. In this study neither race exhibited a difference in I.Q. scores. This was contributed to the 1974 eligibility standards that stated the I.Q. range to be 50-75. The lower scores made the students more consistent in I.Q.

Dr. Afflect found the low I.Q. students had higher discrepancy scores than the high I.Q. students. The results were the same in this study. In both studies when I. Q. was added as an additional independent variable, a higher portion of the variation in marginal personality characteristics was shown. If I. Q. were held constant, there would still be discrepancy and marginal personality characteristics.

### Summary of Results

Two hypotheses were tested to determine the amount of marginal personality characteristics between mentally retarded persons, minority persons, and normal persons, and to find significant difference between mean scores for value and expectancies.

Results of testing the first null hypothesis showed the groups designated as marginal all with higher marginal personality characteristic scores than the white regular group designated as the dominant group. The special education students showed significantly higher marginal personality characteristics than the regular students. Thus, hypothesis one was rejected.

Results of testing the second null hypothesis showed there was a difference between value and expectancy. Expectancy scores for all groups were lower than the value scores. Much higher discrepancy scores were obtained by the special education students than by the regular students, and this hypothesis was also rejected.

Cultural goal subarea scores revealed a high value placed upon the goals and a relatively high expectancy to achieve these goals.

Negro regular students placed high value upon cultural goals and had a high expectancy to achieve these goals. The discrepancy between the Negro regular students and dominant white regular students was not significant.

Negro special education students also placed a high value on cultural goals and exhibited a high expectancy to reach these goals. However, as a group, the Negro special education students showed a larger degree of discrepancy between value and expectancy than the Negro regular students.

White special students rejected more cultural goals than either of the other marginal groups. Their expectancy scores were also low, but not significantly lower than the Negro special education students. The white special students still exhibited greater discrepancy scores than any of the groups.

The five control variables of socio-economic status, age, sex, school, and I.Q. were the same in both studies. In some of the areas there was a slight variation in scores from the original study. The differences were slight and both studies found the same results using the control variables.



The conclusions drawn from these results are presented in Chapter five. The final chapter also contains a short summary of the entire study and implications of Marginal Personality Characteristics.

## Footnotes

1

Marilyn Afflect, "Reactions to Marginality: A study of Mentally Retarded and Ethnic Minorities," Unpublished doctoral dissertation, University of California, Los Angeles, (1966), xiv.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR FURTHER RESEARCH

The problem in this study was to determine whether or not the discrepancies between value and expectancy among mentally retarded individuals differ from the discrepancies found ten years ago; and to ascertain if mentally retarded individuals continued to exhibit reported characteristics associated with marginality. Three hundred and nineteen (N=319) high school students who were enrolled in three Oklahoma City high schools were asked to complete a test to measure Marginal Personality Characteristics and value and expectancy patterns. Ninety-nine (N=99) White regular students, seventy-four (N=74) Negro regular students, one hundred (N=100) White special education students, and fifty-five (N=55) Negro special education students acted as subjects in this study. Participants were interviewed individually. Each interview lasted approximately twenty minutes. The interview consisted of four parts: two involving sorting; two involving question/answer responses. The first sorting determined value of cultural goals; the second, expectancy in obtaining these goals. The first question/answer response was comprised of open-ended questions and the second question/answer area was designed to show marginal personality characteristics. All of the responses were recorded on a response sheet by the interviewer.

### Results of the Experiment

Results of testing the first null hypothesis showed the groups designated as marginal all showed higher marginal personality characteristic scores than the White regular group designated as the dominant group. The special education students showed significantly higher marginal personality characteristics than the regular students.

Results of testing the second null hypothesis showed there is a difference between value and expectancy. Expectancy scores for all groups were lower than the value scores. Higher discrepancy scores were obtained by the special education students than by the regular students.

The cultural goal subarea findings found that of the four groups the Negro students showed significantly higher value scores than did the White students. Within the Negro sample, the special education students showed the highest value scores. Compared to the Negro special education students the White special education students had the lowest value scores.

In present activities the expectancy score was higher than the value score for all of the four groups of students. The Negro students showed the highest discrepancies. Among the two Negro groups the Negro special education students were the highest. The discrepancy scores appeared more significant in terms of race rather than the school status.

In the area of future activities both groups of special education students showed the highest discrepancy scores. There was no discrepancy between the minority-majority students. The differences between groups indicated that special education students were less sure of their futures.

The five control variables remained constant. In the results of some testing areas, a slight variation of scores occurred when compared with Dr. Afflect's study. The differences were slight, and the control variables had the same results in both of the studies.

#### Conclusions Drawn from the Results of the Experiment

Several conclusions were drawn from the results obtained during the study. These conclusions are presented as an extension of the study and should not be generalized to other school systems or situations.

The overall conclusions were as follows:

#### CONCLUSION NUMBER 1

Results of testing the first null hypothesis led to the conclusion that minority groups continue to exhibit marginal personality characteristics, and of the minority groups, special education students showed a significantly higher incidence of marginal personality characteristics. The explanation for this is twofold: First, integration has not made the traditional minority group more a part of the dominant society. The feelings of isolation for those in the minority position are very similar to those found in the Afflect Study. These feelings of isolation still exist. A possible way to correct this problem of isolation is to channel this type student in as many varying situations in society as possible to become a part of the norm. Some examples would be a part time job, group activities in school or mainstreaming in classroom activities. A second possible explanation is in the relation to the special education students. Despite the increased funding, work-study programs, mainstreaming and other advances in special education programs, special

education students continue to perceive themselves as different and apart from the regular students. Special education students feel less a part of society than the traditional minority students. Perhaps the differences between the two designated minority groups stem from two possible explanations. First, Negro regular students have an awareness that some of them will blend with society. They have examples of others that they have not only blended into society but have become successful members as well. Second, white special education students have an awareness that they will not blend as well socially or economically in society. Special education students do not have successful examples to pattern. Special education students recognize that few of them will ever succeed in terms of socio-economic status. The researcher can recommend an increased effort in improving self-concept of the special education students. Positive reinforcement and group techniques will help to change the students' feelings about themselves.

#### CONCLUSION NUMBER 2

Results of testing the second null hypothesis revealed a difference between value and expectancy. Expectancy scores for all groups were lower than the value scores. Higher discrepancy scores were obtained by the special education students than by the regular students. These discrepancies can be seen as realistic expectancy scores among regular students and an uncertainty among special education students with regard to the future. In keeping with their marginal social position, the special education students do value the cultural goals, but at the same time are aware of their limited access to realize these goals. To overcome the self expectancy deficiencies, a concentrated effort should be

made to help special education students establish realistic goals. The expectancy scores rise as the goals become more attainable.

#### Implications for Further Research

Although the essence of this research was to determine if, in the last ten years, there had been any major changes in the manner in which special education students and traditional minority (Negro) students perceive themselves, the true dilemma of the special education student cannot be fully examined in this study. Recent court rulings concerning ethnic composition of special education, PL 94-103 which necessitates yearly reviews and individualization of all programs for exceptional children, the growing influx of additional ethnic minority groups add compounding factors.

One question this study did not attempt to examine is the relevancy of the question of marginality with particular regard to ethnic minorities. In a time when ethnic pride is on the increase, when the dominant cultural values are in the process of rejection and being replaced by sub-culture cultural values, minority groups may exhibit some marginal characteristics. They may show some discrepancy between value and expectancy and at the same time not be truly marginal in the classical sense.

The picture of special education is in a constant state of change. What was true in terms of placement at the time this study was conducted has already been reviewed. The Health Education Welfare guidelines were rewritten to lower the maximum I.Q. score to 65 that a student must have to qualify for special education placement. This was placed in effect for the 1976-77 school year. Therefore, there is a possibility

that at least some of the students used in this study as part of the mentally retarded group have been returned to the regular classroom. One area for future research is how these students who were once identified as mentally retarded now perceive themselves. Will they feel a greater part of the social mainstream or more alienation from it?

One question that needs to be examined in depth is the stage of growth development where the feelings of marginality begin. This study and Dr. Afflect's research both dealt with high school students. Many of these students have been in special education classrooms most of their school years. At what point did these students become aware of their social position? A cross-sectional study on retarded students might yield this information. Additionally, a longitudinal study following those students identified as mentally retarded would be beneficial. After they leave the public schools and settle into a community, will they then perceive themselves as integrated with the social stratum ~~is~~ still on the periphery, and to what degree?

It would appear that marginality is most relevant in relation to mentally retarded individuals. It is felt that there are many aspects of marginality and mental retardation that can be investigated and explored in further research so that educators can become more aware of the problems confronting the mentally retarded student.



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# APPENDIX A

## INTERVIEW SCHEDULE

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

AGE \_\_\_\_\_ SEX \_\_\_\_\_ GRADE \_\_\_\_\_

ADDRESS \_\_\_\_\_

FATHER'S OCCUPATION \_\_\_\_\_

MOTHER'S OCCUPATION \_\_\_\_\_

V High Medium Low

GROUP MEMBERSHIP \_\_\_\_\_

C High Medium Low

### Personal Values Questionnaire

Liked	Very	much	1	2	3	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
29	30	31	32	33	34	35	36	37	38	39	40				
Liked			1	2	3	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
29	30	31	32	33	34	35	36	37	38	39	40				

Not Liked		1	2	3	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
29	30	31	32	33	34	35	36	37	38	39	40			

What are the things you would like to have most of all? What are the things you would like to be able to do most of all?

What kind of a person would you like to be if you could be any kind of person you wanted?

#### Expectations Questionnaire

Will Happen		1	2	3	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
29	30	31	32	33	34	35	36	37	38	39	40			

Maybe		1	2	3	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
29	30	31	32	33	34	35	36	37	38	39	40			

Will Not Happen	1	2	3	4	5	6	7	8	9	10	11	12	13	
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
29	30	31	32	33	34	35	36	37	38	39	40			

Which of these things do most people think are very important? Name 3 or 4 of the most important things.

Work experience

Do you have a job? (If so, list job) \_\_\_\_\_

What jobs have you had in the past? \_\_\_\_\_

- \_\_\_\_\_ 1. Do you often stay away from people because you are afraid they might not like you?
- \_\_\_\_\_ 2. Do you feel uncomfortable when you are around people you do not know?
- \_\_\_\_\_ 3. Do people seem to change from day to day in the way they treat you?
- \_\_\_\_\_ 4. Do you often have a hard time making up your mind?
- \_\_\_\_\_ 5. Do you sometimes feel unhappy without knowing why?
- \_\_\_\_\_ 6. Do you sometimes feel that nobody really understands you?
- \_\_\_\_\_ 7. Do you wish people liked you better than they do?
- \_\_\_\_\_ 8. Do you make friends easily?
- \_\_\_\_\_ 9. Do you often find yourself day-dreaming instead of paying attention to what is going on?
- \_\_\_\_\_ 10. Do you feel lonely most of the time, even when you are with other people?
- \_\_\_\_\_ 11. Can you do most things as well as the other kids?
- \_\_\_\_\_ 12. Do most of the people you know like to have you near them?
- \_\_\_\_\_ 13. Many times do you feel that something terrible is going to happen?
- \_\_\_\_\_ 14. Do you often feel that life is not worth living?
- \_\_\_\_\_ 15. Do your feelings get hurt almost every day?
- \_\_\_\_\_ 16. Do you enjoy yourself as much as the other kids do?
- \_\_\_\_\_ 17. Do things turn out bad no matter what you do?
- \_\_\_\_\_ 18. Are you happy and contented most of the time?
- \_\_\_\_\_ 19. Do you worry about things more than other people?
- \_\_\_\_\_ 20. Do you usually enjoy yourself wherever you go?
- \_\_\_\_\_ 21. Do you often get blamed for what someone else has done?
- \_\_\_\_\_ 22. Do you think it is better to try to do things alone because you can't count on other people?
- \_\_\_\_\_ 23. Do people always pick on you?



\_\_\_\_\_ 24. Do people often make mean remarks about you behind your back?

\_\_\_\_\_ 25. Are other people almost always willing to help you if you need help?

## CULTURAL GOALS

### Personal Relations

1. To get along well with most of the kids.
2. To be in on the fun that goes on around here.
3. To have many friends in different groups.
4. To know that the teacher likes you as a person.
5. To be well liked by most of the people around you.

### Intellectual Achievement

6. To get good grades.
7. To read many books.
8. To be able to write stories.
9. To read fast.
10. To graduate from high school.
11. To be well prepared for class discussion.
12. To win a scholarship to some college.
13. To graduate from college.
14. To get your ideas across in class.
15. To be able to answer other kids' questions about school work.
16. To understand new things quickly in class.
17. To have your teachers want you to go to college.
18. To do well in math and science classes.
19. To have other kids think you are a good student.
20. To have the teachers think you are a good student.
21. To have good enough grades to go on to college if you want to.
22. To be able to go to trade school.

### Job Achievement

23. To have a job which will give you a chance to get ahead.
24. To have a steady job.
25. To have a job that people look up to.
26. To have a job with a large pay check.
27. To have a job where you work on your own.
28. To have a job where you are boss over a large number of people.
29. To have a job in which you make decisions.

### Present Activities

- 30. To belong to clubs at school.
- 31. To go to school ball games.
- 32. To be able to go out in the evenings.
- 33. To buy your own clothes.
- 34. To do the grocery shopping for the family.
- 35. To go to movies.

### Future Activities

- 36. In the future to be respected in your city.
- 37. To get married in the future.
- 38. In the future to be a leader in your city.
- 39. To have your own home in the future.
- 40. To go into the service (army, navy or air force).