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THE UNIVERSITY OF MANITOBA

A STUDY IN ENVIRONMENTALLY DEPRIVED AREAS OF THE CITY OF  
WINNIPEG OF THE RELATIONSHIP BETWEEN THE SCHOOL  
PERFORMANCE OF SELECTED ELEMENTARY SCHOOL  
CHILDREN AND THE EDUCATIONAL EXPERIENCE  
OF THEIR PARENTS

Being the Report of a Research Project Submitted  
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by

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## ABSTRACT

This study was of a descriptive nature and was designed to examine if there was a relationship between some aspects of family life style of families living in an environmentally deprived area of Winnipeg and the school performance of their children.

Our area of study was concerned with variations of the parental educational level, the parental aspirations towards education, and the parental attitude towards education as basically significant factors in examining the relationship between the parents' educational experience and the children's school performance. The proportions of parents whose children were performing satisfactorily were compared and contrasted with those parents whose children were performing unsatisfactorily.

The data was obtained from face-to-face interviews with forty-seven families that met the requirements of the study, and covered the time period from September, 1965 to April, 1966.

The findings revealed that the parents' educational experience had an influence on their children's current school performance, and that there were variations in parental school experiences between children who perform satisfactorily and children who perform unsatisfactorily. Our findings showed that a greater proportion of parents whose children were performing satisfactorily had a high educational level, had a high aspiration level, and had a predominantly positive attitude towards their educational experience than those parents whose children were performing unsatisfactorily.

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## CHAPTER I

### INTRODUCTION

This study was carried out by fifteen students in their Masters' Year at the School of Social Work at the University of Manitoba during the 1965-66 academic year. It was undertaken in conjunction with three other groups of Masters' Year students.

The broad purpose of this study was to explore the effects of environmental deprivation, including cultural stimulation and parental attitudes, on the school performance of children who live in areas which are environmentally deprived.

The two broad areas of concern that served as background and focus of our study were: education, and environmental deprivation.

The reason for selecting the above focus is society's increased awareness of and concern for the large minority who live in conditions of deprivation. Without societal intervention these conditions tend not only to perpetuate themselves, but become more pronounced at the same time that the conditions of affluence in the general context of society are improving.

Moreover, this relative impoverishment often has a depressive effect on the aspirations of the group, creating hopelessness and apathy rather than ambition or motivation towards self-improvement.

In our modern, complex, technological, urbanized industrial society, where occupations are highly specialized and stratified, it becomes more

and more difficult to move out of the realms of poverty without the technical skills and knowledge that an advanced education can provide. A low aspiration level impedes educational motivation and achievement, as will be discussed in the next chapter, where we review several research studies which discuss factors influencing aspirations and educational achievement.

Lack of education is becoming a major factor in causing low income, unemployment and poverty, since it reduces the individual's opportunities for productivity and mobility. Much of the current literature has been devoted to the subject of the predominant importance of education--in regard to the individual's life-chances towards financial independence, as well as in relation to the maintenance of the social integration of the group. The dual functions of education in the context of society are based on values and are interrelated. The humanistic value aspect of education is equally essential in terms of aspiration and motivation, with the strictly utilitarian conception of education.

Environmentally deprived areas have been described in the current literature as having a culture or life style of their own, distinctive from that of the general society. It has been suggested, and tested, that the life style, value orientation, social posture of those ". . . living in a chronic state of poverty have strong common cultural characteristics, presumably growing out of a common set of situationally induced behaviors."<sup>1</sup> It was found, that such a distinctive life style or

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<sup>1</sup>Leonard Schneiderman, "The Culture of Poverty--A Study of the Value Orientation Preferences of the Chronically Impoverished," (A Thesis submitted to the Faculty of the Graduate School of the University of Minnesota, 1963), p. 14.

culture is an inevitable consequence of prolonged poverty ". . . shared by the impoverished and transmitted by them from generation to generation through the family's acculturation of its children."<sup>1</sup>

It was concluded--as it will be elaborated in the next chapter--that this culture or life style is functional for survival in a chronic state of poverty, but simultaneously non-functional and severely deficient for the attainment of success by standards valued in the value system of the dominant American culture. Thus, cultural deprivation presumably imposes barriers to educational achievement, and affects the children's educational motivation.

These findings directed our efforts to identify the presence or absence of certain selected factors in the life style of families living in environmentally deprived areas, as conditioning and influencing the behavior and interaction of its members in relation to their children's motivation toward education.

This study related the variations among life styles of families in environmentally deprived areas to the school performance of their children, recognizing the importance of education as a means of eliminating the conditions of deprivation which constitute the culture of poverty.

The broad area of the study was selected by the Research Committee of the School of Social Work at the University of Manitoba. The general topic presented to the fifty-nine master's year students of the class of 1965-66, was to study some aspects of the life style of families living in environmentally deprived areas in the City of Winnipeg, that may have

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<sup>1</sup>Ibid., p. 165.



a significant relationship to the school performance of the children of these families.

Two major areas of family life style were set down for study purposes by the Research Committee of the School: motivation for education, and opportunities for cultural stimulation.

The total group of students was divided into four groups, and each group had a focus suggested by the Research Committee. The four groups of students worked independently on their suggested focus, and did not relate the data of their findings to the findings of the other three groups.

After considerable reading and discussion on this subject certain characteristic factors of family life style were selected within the above mentioned two broad areas for study purposes. Consequently, the two major areas of our study were further delineated into the following four major aspects:

- (1) Variations in the parent's educational experiences, as motivating their children's current school performance.
- (2) Variations in the children's own educational experiences, as motivating their current school performance.
- (3) Variations in the opportunities for culturally stimulating experiences in the home, as influencing the children's current school performance.
- (4) Variations in the opportunities for culturally stimulating experiences within the community, as influencing the children's current school performance.

The specific focus of our group was directed towards the educational experiences of the parents, as they affect the educational motivation

and the school performance of their children.

We believed that this study would have value for educators and social workers as it attempted to underline the interrelatedness of family conditions---school performance--and the wider cultural and environmental factors.

It was our hope that this study would serve to point out the need to consider the relationship between those factors inherent in the life styles of families living in environmentally deprived areas and the school performance of their children, when planning for the enhancement of their educational motivation and school performance. We also hoped that further studies would be attempted which would give consideration to variables other than those used in this study.

Four areas identified as deprived by the senior planning officer of the Metropolitan Planning Corporation of Greater Winnipeg, constituted the physical setting of this study.

The Winnipeg School Division supplied the names of seventy-four school children who lived in four deprived areas designated as the setting of this study. These children also represented four schools. Thirty-five of these children were indicated by their teachers as performing adequately, and thirty-nine were identified as failing to meet the school requirements. The children were enrolled in grades one through three.

The study was carried out in Winnipeg, Manitoba, between September 1965 and April 1966.

Our group of fifteen students took on the task of studying the variations of the parent's educational experiences, and how those factors influenced their children's educational motivation and current school per-

formances. Thus, our focus was one aspect of the beforementioned variables studied by the entire research group. After considerable discussion in relation to our readings and knowledge on this subject we felt that this area offered a great many variables with which our focus may be associated, and that with the time limitation involved, we had to select those variables deemed significant, yet also most readily measurable. For this reason we selected the parents' educational level, the level of the parents' aspiration towards education, and the parents' attitude towards education as basically significant factors in examining the relationship between the parents' educational experiences and their children's school performances.

It should be pointed out, that we did not attempt to measure parents' attitudes per se, but we felt, that the parents' own educational experiences would be reflected in their attitudes towards their children's educational motivation and educational experiences.

We also felt, that the exclusion of any of these variables would jeopardize the validity of our study, and further, that the inclusion of other factors, while these might broaden the scope, would not significantly alter the validity of our findings.

It was inferred from our readings that environmentally deprived areas differ and have particular characteristics according to their geographic location, since the dominant culture of which they are part will influence the particular subculture of the area. Therefore for interpretation purposes our study was limited to the particular urban areas of Greater Winnipeg with its characteristic socio-economic factors, and would only be applicable in urban areas with similar characteristics and

to children in grades one, two and three.

A major limitation was that our sample was not obtained by random selection, limiting the extent to which our findings may be considered applicable to the population from which the sample was drawn.

The theoretical concepts which this study utilized, were drawn from the social sciences, i.e. psychology, sociology and anthropology. Since the major concern of our group was to identify the relationship between the parents' educational experiences and their children's educational motivation, we were looking for those theoretical concepts and research findings, that may indicate this relationship.

As will be discussed in Chapter II, recent research studies in this field indicated that there is a correlation between a wide range of family factors and the educational motivation and the school achievement of the children. There was significant evidence that there was a pervasive relationship between parental values--rooted in the social class conditions of their life, and contributing to characteristic child rearing and socialization patterns--and the school performance of their children.

It was widely accepted in the behavioral sciences, "that the family situation, in performing its role of socialization, is the primary source of highly enduring attitudes and values."<sup>1</sup> Since parental values are learned by children, a clearer understanding of those factors, that contribute to the development of educational motivation seemed to be an

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<sup>1</sup>Leonard B. Siemens, "The Influence of Selected Family Factors on the Educational and Occupational Aspiration Levels of High School Boys and Girls," (A Master of Arts thesis by the Faculty of Graduate Studies), p. 9.

obvious departure for our specific focus.

From our readings and discussions on the subject some broad generalizations emerged, that provided the rationale for our hypotheses.

The rationale for our main hypothesis was based on the socializing function of the family, the parents acting as role models for their children, and transmitting their values and goals, as well as those of the community through their behavior and attitudes, as well as through their child rearing patterns to their children. We expected therefore, that the higher the educational level of the parents, the higher will be their value base toward education, and that they would transmit this value base to their children.

We also expected that parents with higher educational experience themselves would tend to encourage their children towards higher educational achievement in school in various ways. They may convey a positive attitude which we expected to be related to their own educational experiences which in their case was successful, and growth producing.

We similarly and simultaneously expected that in cases where the parents' own educational experiences have been unsuccessful or unsatisfactory, this would be conveyed to their children as a negative influence and might contribute to their lack of educational motivation and unsuccessful experience in the school setting.

The above rationale was considerably supported by the findings of Leonard B. Siemens,<sup>1</sup> who related parental educational achievement and parental educational encouragement to the educational and occupational

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<sup>1</sup>Leonard B. Siemens, Ibid.

aspiration level of high school youths, and found a correlation between them.

We also expected that the parents' higher aspiration level related to their own educational experiences will have a motivating influence on their children's education. The findings of F. E. Jones' study<sup>1</sup> revealed considerable evidence that children's school performance was related to the degree of the parents' educational aspirations for their children. Parents with a higher aspiration level are expected to have higher expectation towards their children's educational activity, and they can express this expectation in various ways, supporting and enhancing their children's educational motivation and educational achievement.

Since parental goals, values and motivational patterns are transferred to their children not only by example and precept, but by the settled process of experience in the continuous interaction that takes place between them, and since the child operates out of the feeling content, we expected that the parental attitudes toward education will affect their children's motivation through verbal and non verbal communication. Values and feelings are expressed in attitudes, and since children are sensitive and respond to their parents' attitudinal behavior, we expected to find a relationship between the parents' positive or negative attitude toward their own educational experiences, and their children's educational motivation and educational achievement. This positive, or negative attitude of the parents related to their own educational experiences is expected to be reflected in their attitudes towards their chil-

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<sup>1</sup>Frank E. Jones, The Social Bases of Education, Canadian Conference on Children, 1965.

dren's current educational experiences.

From our discussions and the above rationale emerged the following main hypothesis and the three sub-hypotheses for our study:

In the families of selected elementary school children living in environmentally deprived areas of Winnipeg, there are variations in educational experience between parents of children whose school performance is satisfactory and parents of children whose school performance is unsatisfactory.

A greater proportion of parents of children whose school performance is satisfactory than parents of children whose school performance is unsatisfactory have a high educational level.

A greater proportion of parents of children whose school performance is satisfactory than parents of children whose school performance is unsatisfactory had a high educational aspiration level.

A greater proportion of parents of children whose school performance is satisfactory than parents of children whose school performance is unsatisfactory have a positive attitude toward their educational experience.

For the purposes of this study it was necessary to define several terms:

- (1) Satisfactory performance is above average achievement in school functioning as identified by the class teacher at October 1965.
- (2) Unsatisfactory performance is below average achievement in school functioning as identified by the class teacher at October 1965.
- (3) Elementary school children in this study are children enrolled in grades one through three, and who have been identified by the school per-

sonnel as possessing sufficient intellectual capacity to achieve the acceptable school standard.

(4) For purposes of our study, educational experience is defined as educational achievement, educational aspiration and attitude towards one's own school experience.

(5) Environmentally deprived areas are geographic regions of Winnipeg identified by the Metropolitan Planning Corporation of Greater Winnipeg as regions in transition which fall below accepted socio-economic standards.

(6) High educational level is defined as grade nine or above.\*

(7) High educational aspiration level is defined as a desire to attain an educational level of grade nine or above.\*

In attempting a study of this scope it was necessary to make several assumptions:

(1) As the groups studied have been identified by the school personnel as having sufficient intellectual capacity to achieve the accepted school standard, it was assumed that variations in school performance would not be significantly affected by differences in intelligence.

(2) It was assumed that educational opportunity (teaching standards, and teaching materials) in the different schools and classes would be constant.

(3) It was assumed that the teacher's assessment of students as performing satisfactorily or unsatisfactorily was made objectively and would be a true indication of the student's school performances at the time of the study.

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\*The arbitrary delineation between high and low levels of education and training was based upon the fact that it is necessary to complete grade nine to meet entrance requirements for most technical training courses.



(4) It was assumed that the four school areas in which our study was set, were environmentally deprived to a similar extent, so that differences would not affect the result of our study.

(5) It was assumed that the schedule was to be administered and answered in an honest and objective manner.

The families of the seventy-four selected elementary school children were asked to answer questions contained in an interview schedule. All four study groups submitted questions for this schedule, and a combined schedule was drawn up for the four groups. The schedule was administered in a face-to-face interview with the parents of the school children.

For the purpose of testing the adequacy of the schedule, a pre-test was done in which the schedule was administered to eleven families. Of this group, which also represented the four school districts, the children were enrolled in grades four to six, five of these were performing satisfactorily, and six were performing unsatisfactorily.

After the pre-testing, minor changes were made in the section of the schedule pertaining to this study. The schedule was then administered to the sample group of families.

Our group's method of study was to sollicit the parents' educational experiences, their own aspirations for education and their present attitudes towards education.

In the analysis of this data, the findings were then classified into two main groups: responses from families whose children were performing satisfactorily, and responses from families whose children were performing unsatisfactorily. These groups were then compared and contrasted

in relation to the variables studied to ascertain whether or not the findings would confirm the expectations as set forth in the main and sub-hypotheses. The following chapters will consider the work done by the research group and the final results which were obtained.

## CHAPTER II

### BACKGROUND OF THE STUDY

Poverty has been recently rediscovered--as a grave social problem--in the affluent American society. The misleading and common belief, that the number of the poor is declining through the natural operation of the economy, and that an income revolution reduces inequalities of wealth and income in an affluent society--has been battered by a number of recent studies and writings.

M. Harrington outlines the problem of what it means to be poor in an affluent industrial society today. He states that poverty is a historically relative concept. The great changes taking place in the American economy, technology and industry brought about new aspects and standards of life. The new technology broadened man's potential of achievement, made a longer and healthier life possible, brought about higher aspirations, and created new needs, and it is within this context that we can understand the nature of poverty today.<sup>1</sup>

J. Bernard outlines the consequences and concomitants of abundance in the sense of productivity as follows: "it has introduced a new principle of class organization, it has led toward a leveling upward of income, education, occupational status, and consumption patterns, it has substituted an ideology of abundance for an ideology of scarcity and it

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<sup>1</sup>Michael Harrington, The Other America, (New York: MacMillan Co., 1964).

has changed the quality of the population." "The abundance of one generation is the scarcity of the next."<sup>1</sup>

Implicit in abundance is the concept of standard. S. M. Miller points out that poverty can be measured by two viewpoints: the standard approach, whereby an income level is specified as a poverty line and those below this level are considered poor; and the relative approach, when a specified percentage of the population are thought of as poor and one is concerned about changes in their condition relative to that other groups in society.<sup>2</sup>

Harrington uses the second principle and estimates that by current American standards almost half of the population live in poverty or deprivation. "Poverty should be defined in terms of those who are denied the minimal levels of health, housing, food, and education that our present stage of scientific knowledge specifies for life as it is now lived in the United States.

Poverty should be defined psychologically in terms of those whose place in the society is such that they are internal exiles, who, almost inevitably, develop attitudes of defeat and pessimism and who are therefore excluded from taking advantage of new opportunities. Poverty should be defined absolutely, in terms of what man and society could be."<sup>3</sup>

Harrington underlines the relative aspects of poverty and elabor-

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<sup>1</sup>Jessie Bernard, Social Problems at Midcentury, (New York: Holt, Rinehart and Winston, Inc., 1957), p. 12, p. 23.

<sup>2</sup>S. M. Miller, "Poverty and Inequality in America: Implications for the Social Services," Mental Health of the Poor, Frank Riessman, Jerome Cohen, Arthur Pearl, (New York: The Free Press of Glencoe, 1964).

<sup>3</sup>Michael Harrington, op. cit., p. 175.

ates the idea that relative deprivation grows when the poor are a special part of the population. The structural and social changes brought about by industrialism and urbanism created a certain kind of poverty with certain characteristics. The aged, the migrant workers, the industrial rejects, children, families with female head, people of low education are the groups of particular disadvantage. The poor are more exposed to illness due to poor housing conditions and unhygienic circumstances whereby they have less possibility for treatment. Many of their problems are inextricably interrelated in causation and in influence on one another, and the culture of poverty becomes persisting and perpetuating from generation to generation.

In his article, "Some Theoretical and Methodological Problems in Serving the Multi-Problem Family"<sup>1</sup> L. Schneiderman suggests, that the greatest deviation in family problems occurs in the case of the lower class and here the problem of the broken family is much more prevalent. The rate of divorce, desertion, and premature death of partner is on the whole inversely correlated with economic and occupational status. The incidence of mental deficiency, illegitimacy, delinquency, school dropout, alcoholism and child neglect is higher in this population group than in the general population. These families have many various health, financial, and housing problems and their functioning is impaired by the additional problem of facing the requirements for the daily survival of poverty.

Harrington sees the children of the poor as the most significant

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<sup>1</sup>"Neighborhood Centers Serve the Troubled Family," (New York: National Federation of Settlements and Neighborhood Centers, 1964).

group among the poor, being the source of a kind of hereditary poverty and becoming the parents of the next generation of the culture of poverty. Children born into poor families today have less chance, and probably perpetuate the poverty of their parents. "The character of poverty has changed, and it has become more deadly for the young. It is no longer associated with migrant groups with high aspirations; it is now identified with those whose social existence makes it more difficult to break out into a larger society."<sup>1</sup>

The importance of education in our present day society is widely discussed from various point of views.

F. E. Jones elaborates the idea that education is inevitably subject to social influence. The nature of the educational system is influenced by social forces--and the individual is affected by both: the educational system and by his own environment.<sup>2</sup>

In this review we will focus on the social and cultural forces that influence the individual's educational motivation and educational behavior with emphasis on the family. Before proceeding to this we have to consider briefly the major societal implications rising out of the nature of our present day society. Wilensky and Lebeaux elaborate the idea that differentiation and specialization brought about basic shifts in the social stratification and quality of the occupational system and division of labor. With changing technology work changes and working roles become assigned on the basis of ability, skill and education. The

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<sup>1</sup>Michael Harrington, op. cit., p. 182.

<sup>2</sup>Frank E. Jones, The Social Bases of Education, Canadian Conference on Children, 1965.

requirements of skill and education are increasing in the new composition of labor force. Formal schooling is increasingly becoming the credential required for entry into the main economic system. Consequently the low educated, especially the young are more disadvantaged in relation to the economic system today than similarly low educated were one or two generations ago. The future trend toward automation increases the problem.<sup>1</sup>

L. B. Siemens reinforces this idea: "Today's world requires more highly educated workers than it did a decade ago and this trend toward a higher minimum educational requirement for gainful employment is accelerating rapidly."<sup>2</sup> Thus in our present day society there is a level of education and skill associated with a set of occupations and for those who aspire to high prestige of occupations, a high level of academic achievement is a fundamental condition of success. Therefore a high emphasis is placed today in motivating youth to high educational goals.

The primary role of education in economic development becomes more and more acknowledged and the recognition of the value of education is evidenced by the fact that the differences in annual income between those of elementary, secondary and university education are significant.

The economic point of view considers the economic consequences of educational investments inducing economic growth on national level.

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<sup>1</sup>Harold L. Wilensky and Charles N. Lebeaux, Industrial Society and Social Welfare, (New York: Russell Sage Foundation, 1958).

<sup>2</sup>Leonard B. Siemens, The Influence of Selected Family Factors on the Educational and Occupational Aspiration Levels of High School Boys and Girls, a Master of Arts thesis by the Faculty of Graduate Studies, (University of Manitoba, 1965), p. 2.

Thus social and individual educational factors are interrelated and the motivation of youth to higher education is justified from both: societal and individual point of views.

F. Riessman emphasizes the importance of education for a deeper reason. He sees education "essential to democracy to combat the anti-intellectualism, prejudice, and intolerance that are bound to be characteristic of any educationally deprived group, and are, in fact, dominant motifs of the disadvantaged in America."<sup>1</sup>

K. Naegele sees the role of education in maintaining largely the continuity in society, in carrying the burden of holding to some tradition while rationalizing change.

In spite of the great emphasis on education, findings of Jackson and Fleming suggest that "we are utilizing to the full the talents of no more than one-third of our academically gifted young men and women."<sup>2</sup> There is evidence of talent waste and talent loss when considering the low proportion of Canadian youth entering college education.

There is further wide statistical evidence that among children who come from environmentally deprived circumstances there is a high proportion of school failure, school drop-outs, reading and learning disabilities, as well as adjustment problems. A number of previous studies indicate that there is a pervasive relationship between the factors of cultural and economic deprivation and the educational motivation of children. There is also evidence that educational behavior and school per-

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<sup>1</sup>Frank Riessman, The Culturally Deprived Child, (New York: Harper and Row, 1962), p. 6.

<sup>2</sup>Leonard B. Siemens, op. cit., p. 8.



formance are related to socio-cultural factors.

M. Deutsch points out, that the relationship between social background and school performance is not a simple one, and should be seen as an accumulation of many background variables.

There is a general agreement that parents exert a powerful influence on the educational and occupational aspirations of their children. Children's motivation is related to parental values and attitudes since the family is the primary source of socialization. Wide range of research has been reported on the broad area of family influences upon aspiration levels of children in the United States. The concept of social class has proved to be useful in analysing the interplay of all those variables that condition the behavior and attitudes of families and individuals and their interaction as effected by their social and cultural environment. "Members of different social classes by virtue of enjoying (or suffering) different conditions of life, come to see the world differently--to develop different conceptions of social reality, different aspirations and hopes and fears, different conceptions of the desirable."<sup>1</sup>

Thus, conceptions of the desirable--values--become a key concept to understand the relationship between the larger social structure and the behavior of the individual. The differences in the values held by parents of different social classes explain some of the differences in child rearing, in parents' relationship with their children, and contribute to the understanding of motivational and aspirational factors toward education inherent in the family system.

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<sup>1</sup>Melvin L. Kohn, "Social Class and Parent-Child Relationships: An Interpretation," Mental Health of the Poor, Frank Riessman, Jerome Cohen, Arthur Pearl, (New York: The Free Press of Glencoe, 1964).

To view different socioeconomic or social class groups as manifesting different life styles or cultures has found growing expression in the social science and social work professional literature.

Leonard Schneiderman, in his study "The Culture of Poverty" discusses the major aspects and organizing values of the culture of poverty. Schneiderman's socio-cultural approach is based on the concept of culture and he applies the functional aspect of culture to the understanding of poverty--as a distinctive life style. He states that:

All people, everywhere, have had to develop styles of life consistent with the material resource base of their environments. The chronically impoverished, no less than their well-to-do and middle class neighbors, face the very same requirement for survival, that is, the development of a distinctive design for living in harmony with the material circumstances of their lives. . . . The cultural characteristics of any people are . . . interrelated and interdependent set of traits that had been developed, not by the application of any predetermined logical scheme, but through a slow, unplanned series of accretions resulting from trial-and-error attempts of the groups to find ways of adjusting to its environment. The inevitable product of prolonged poverty is a distinctive life style or culture, shared by the impoverished and transmitted from generation to generation through the family's acculturation of its children into this culture of poverty. . . . The life-style thereby generated and perpetuated . . . is functional for survival in a chronic state of poverty.<sup>1</sup>

Schneiderman further points out that poverty and deprivation thus has a structure, a rationale, a way of life of its own with its "own modalities and distinctive social and psychological consequences for its members."<sup>2</sup>

In this study the significant value orientation preferences of

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<sup>1</sup>Leonard Schneiderman, "The Culture of Poverty--A Study of the Value Orientation Preferences of the Chronically Impoverished," (a Thesis submitted to the Faculty of the Graduate School of the University of Minnesota), University Microfilms, Inc., 1963, pp. 1-3.

<sup>2</sup>Ibid., p. 154.

the impoverished were studied in relation to the value preferences held by the general community. The Kluckhohn Theory of Dominant and Variant Value Orientations was utilized as a framework for the study. The findings of the study justified the conclusion that "the chronically impoverished share a distinctive life style or culture of poverty . . . which is at once internally consistent and distinctive from that dominant in the general community."<sup>1</sup>

The significant points of differentiation of the culture of poverty from that dominant in the general American community include:

- a preference for Harmony-with-Nature and Subjugation-to-Nature orientation in contrast to the preference of Mastery-over-Nature orientation in the general community,
- a Present Time orientation in contrast to the dominantly Future Time orientation in the general community,
- a non-developmental conception of activity, a Being orientation, in contrast to the Doing, accomplishing, go-getter values of American life,
- a non-statistically significant preference for Pessimistic over Optimistic alternatives in viewing Human Nature was found.

The identification of some of the distinctive value preferences of the impoverished has some essential implications. The study suggests that poverty in modern nations is not only a state of economic deprivation, or disorganization, but "it is also something positive in the sense that it is a way of life, stable and persistent, a dynamic force which affects participation in the larger national culture and become a subculture of

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<sup>1</sup>Ibid., p. 171.

its own."<sup>1</sup>

The appearance of disorganization is largely a function of the ethnocentricity of the middle class community, including the public school teachers and the social workers who serve the impoverished.

It follows "that the impoverished acculturate their children into a life style or culture severely maladapted for success in middle-class urban America."<sup>2</sup> Based on the assumption that there is a relationship between the generalized value and the particularized expression of it in behavior, Schneiderman's general formulations upon the subject of poverty are useful tools for observing some characteristic elements and specific behavior patterns relevant for our study.

This study is concerned with some of the characteristic relationships between the life style of families living in environmentally deprived areas and the school performance of their children. Relevant to this study is the concept of life style, because it implies to the characteristic factors that condition the behavior patterns and the interaction of the family and its members. The concept of life style involves environmental factors, socio-economic conditions, interpersonal relationships and interactional factors within the family, all related to the value preferences of the group. All those factors are interrelated and acting upon each other. In the following we will focus on those aspects that are relevant to our study.

Review of the literature shows considerable evidence that there

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<sup>1</sup>Ibid., p. 11.

<sup>2</sup>Ibid., p. 172.

is a relationship of wide range of social class indicators to the educational aspiration level and to the scholastic achievement level of youth. Many studies found that those factors vary directly with the social class position.

F. E. Jones indicates that various research findings revealed "that the drop-out rate is higher for students coming from lower social class families."<sup>1</sup>

"In a study of drop-outs among students between grades 7 and 12 in Canada, 29% of the boys and 20% of the girls, belonging to families of above-average economic status families dropped out before completing high school. Studies conducted in specific regions of Canada confirm those undertaken on a national basis."<sup>2</sup> Studies undertaken in the United States, Britain and France show that the proportion of working class children dropping out of school is greater than among middle class children. Moreover, there is evidence that higher the social class of the father, the more likely the child will continue toward higher education.<sup>3</sup>

Jones further refers to various studies in the United States that show a higher scholastic achievement for pupils drawn from higher class families than those drawn from lower class families.

There is further strong evidence that students from higher social class show a higher level of aspiration toward education than students from lower social class. Studies undertaken in the United States show

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<sup>1</sup>Frank E. Jones, op. cit., p. 12.

<sup>2</sup>Ibid., p. 13.

<sup>3</sup>Ibid., p. 16.

favorable attitudes to education among students from the comparatively higher socio-economic levels.

There is considerable evidence, then, to show that students from higher social classes, as compared to those from the lower classes, stay in school longer, achieve higher levels of education, form better scholastically, and are more strongly motivated to achieving scholastic goals as shown by stronger aspirations to higher levels of training, stronger interest in school work and greater involvement in school activities.<sup>1</sup>

Both Siemens and Jones elaborate the idea that motivation toward high educational and occupational achievement depends upon the attitudes and values individuals entertain toward these goals. Values are powerful determinants in the individual's motivational energy, "hence the energy directed into the educational and occupational achievement of an individual is related to the position that educational and occupational achievement occupy in the value hierarchy of the individual."<sup>2</sup>

Different studies support the evidence that the achievement oriented values of the middle class are stronger than in the lower class.

Schneiderman states:

A logical analysis of the requirements for success in the student role suggests the essential importance for adequate student performance of a future time orientation, capacity for investment in a future which one anticipates as bigger and better and which justifies present effort for future gain. It suggests also the importance of a sense of value in activity geared to self development and attainment as opposed to the spontaneous expression in activity of impulses and desires. The incogruity between the value preferences necessary for "success" as a student and those dominant among the chronically impoverished is clearly suggested by this study.<sup>3</sup>

Parental attitudes and values reflect the value orientation of the

<sup>1</sup>Ibid., p. 26.

<sup>2</sup>Leonard B. Siemens, op. cit., p. 15.

<sup>3</sup>Leonard Schneiderman, op. cit., p. 160.

group, the class to which they belong. Since the family situation is the primary source of socialization, parental values affect the behavioral patterns of their children. Various studies reveal that familial patterns of child rearing differ by social class. Parental values and goals determine their child rearing practices to a considerable degree.

Explaining Class Differences in Parental Values, M. L. Cohen examines the principle components of class differences in life conditions as contributing to parental value preferences. As such he sees those components in the differences in occupational circumstances and educational differences as determining parents' value orientation. While middle class occupations require a greater degree of self-direction, abstract thinking, and are more dependent upon one's own actions--working class occupations requirements are more subject to standardization and require more the following of rules.<sup>1</sup>

Jones commented on three values essential for "success" and achievement in today's middle-class dominated society: achievement itself, individualism and self discipline. It obviously follows that those children, in whose socialization those values were encouraged and rewarded, will have a competitive advantage over those whose socialization emphasized other values. Various studies concluded that these values are more characteristic of middle-class than of lower class. Various studies discuss the characteristic differences in child rearing and family relationships influenced by social class value orientation.

Relevant for our study is to identify those factors within the

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<sup>1</sup>Melvin L. Kohn, op. cit., p. 164.

social structure of the family that influence the attitudes related to educational behavior.

By defining values, goals and social expectations for their children, in the course of socialization, parents can communicate the importance they attach to education, as an activity valuable in itself or as a valued means to occupational success. In addition, parents may communicate the more general values which aid scholastic achievement by emphasizing the satisfactions in order to achieve more distant goals. In various ways, parents may express their expectations of their children by indicating how far they are expected to go in school, how well they are expected to do, and what aspects of education are important.<sup>1</sup>

Jones refers to several studies that support the finding that children's scholastic activity is related to the degree of the parents' educational aspirations for their children. "A comparison of high scholastic achievers and under achievers showed that parents of high achievers were more likely to encourage scholastic achievement than parents of under achievers. . . . In Alberta, 29% of high school drop-outs specified lack of parental interest as a major cause for dropping out."<sup>2</sup>

Relevant to our study are some of the findings of Siemens' study. "The purpose of the study was to determine the educational and occupational aspirations of high-school aged youth and to relate these aspiration levels to a wide range of family, peer group and school related factors."<sup>3</sup>

The findings of this research study indicated that there is a strong and highly significant relationship between the children's aspiration level and parental education level. It was found that "the educational and occupational aspiration levels of high school boys and girls

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<sup>1</sup>Frank E. Jones, op. cit., p. 39.

<sup>2</sup>Ibid., p. 41.

<sup>3</sup>Leonard B. Siemens, op. cit., p. 45.



increase along with the level of father's educational achievement"<sup>1</sup> and with the mother's educational achievement.

This finding is supported by an Alberta study mentioned by Jones, that revealed "that 55% of students coming from homes where one or both parents had some college education, achieved their Grade 12 Diplomas in comparison to 35% of students coming from homes where neither parent had attained any level of college education."<sup>2</sup>

Findings of Siemens further showed "that the educational and occupational aspiration levels of high school boys and girls increase with increasing strength of father's . . . mother's . . . encouragement for continuing education."<sup>3</sup>

The review of the available literature shows that there is significant evidence, that there is a pervasive relationship between the school performance of children and parental values rooted in the social class conditions of their life, and contributing to characteristic child rearing and socialization patterns.

There is less scientific evidence that parents' educational level, educational aspiration level and attitudes toward their children's educational experience influence their children's school performance.

However, studies revealing the characteristic factors of a disadvantaged area and of environmentally deprived families and children give considerable support to the rationale of this research study.

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<sup>1</sup>Ibid., p. 68.

<sup>2</sup>Frank E. Jones, op. cit., p. 14.

<sup>3</sup>Ibid., p. 68.

J. B. Conant describes the depressing socio-economic and cultural background factors, as well as the lack of job opportunities as determining desirable educational potential.<sup>1</sup> He sees the real issue in socio-economic integration. In discussing the importance of the home situation in relation to the child's educational achievement and behavior, Conant sees the parents' educational aspirations and the support of parents in the education of their children as essential.

Riessman reveals some of his findings that indicated "that members of underprivileged groups had a rather surprising view about the importance of education."<sup>2</sup> Moreover, the study of Sears and Maccoby found that "deprived parents are more concerned that their children do well in elementary school than are middle-class parents."<sup>3</sup>

However, it is clear, as Riessman points out, that this aspiration toward education may be tempered by the actual economic possibilities. The meaning of education to the culturally deprived are different. Motivation for education is influenced by utilitarian attitudes, in terms of usefulness, in relation to employment, oriented to the vocational, in contrast to the academic aspect of education. M. Deutsch remarks, that "no matter how the parents might aspire to a higher achievement level for the child, their lack of knowledge as to the operational implementation, combined with the child's early failure experiences in school, can so effectively attenuate confidence in his ability ever to handle compe-

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<sup>1</sup>James Bryant Conant, Slums and Suburbs, (New York: McGraw-Hill Book Co., 1961).

<sup>2</sup>Frank Riessman, op. cit., p. 10.

<sup>3</sup>Ibid., p. 11.

tently challenge in the academic area, that the child loses all motivation."<sup>1</sup>

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<sup>1</sup>Martin P. Deutsch, "The Disadvantaged Child and the Learning Process," Mental Health of the Poor, Frank Riessman, Jerome Cohen and Arthur Pearl (eds.), The Free Press, New York, 1964, p. 185.

## CHAPTER III

### METHOD

For purposes of securing the necessary information for this research project, the study group decided on face-to-face interviews as this seemed to be the most satisfactory method in which to obtain the desired information.

After the topic of the study was selected and defined, and the specific area for our focus and scope was delineated by the Research Committee of the School, our group formulated the hypothesis with its three sub-hypotheses. The members of the group then devised an interviewing schedule for the purpose of testing the three sub-hypotheses and to see if the collected data would provide them with the required information for analysis. The schedule was administered to a selected group of respondents using the face-to-face interview. The schedule had been tested prior to the actual interviewing survey. The data used for analysis was based upon the completed interviewing schedules.

A sample size of seventy-four families was obtained with the cooperation of the Metropolitan Planning Corporation of Greater Winnipeg and the Winnipeg School Division.

To obtain the sample the Research Committee of the School approached Mr. L. Haxby, the senior planning official of the Metropolitan Planning Corporation of Greater Winnipeg with the request to identify four environmentally deprived areas in Greater Winnipeg. With the co-

operation of Mr. Douglas Duncan, Director of Research of the Winnipeg School Division, four schools were selected, each located in the above defined area, and the principals of these schools were requested to identify the names of the children and their families for study purposes. The criteria for selection was to identify approximately ten children from each school who performed satisfactorily, and approximately ten children from each school who performed unsatisfactorily, as evaluated by their class teachers as at October 1965.

All the children selected were in grades one, two or three. These children were identified in consultation by the principals of the four schools and the classroom teachers, and as a result a sample of seventy-four families was obtained by the Research Committee of the School of Social Work through the collaboration of the Winnipeg School Division.

Within the sample of seventy-four families thirty-five children—one child in each family—were performing satisfactorily, and thirty-nine children were performing unsatisfactorily as at October 1965.

The interviewing schedule was devised by the fifteen members of the group on the basis of discussion by the members, and consensus by the members as to the wording of the questions and their relation to the main hypothesis and the three variables being studied. In designing the questions it was our aim to relate each question to the rationale supporting one of our three sub-hypotheses as outlined in Chapter I. The schedule was divided into two sections with the purpose of being administered individually to the mothers and to the fathers of the families studied.

The size of the sample was based on the rationale that each mem-

ber of the fifty-nine students comprising the total research group should have the opportunity to interview at least one family--allowance being made for uncooperative parents.

Not all of the families in the sample were interviewed and out of the original seventy-four, forty-seven schedules were completed. Within the sample of forty-seven families twenty-seven children were performing unsatisfactorily and twenty children were performing satisfactorily. The original sample size of thirty-nine in the unsatisfactory group was reduced to twenty-seven for the following reasons: three families were eliminated from the sample because the children were not living with their parents, one family could not be located, and eight parents were not interested in participating.

The original sample size of thirty-five in the satisfactory group was reduced to twenty for the following reasons: one family was eliminated from the sample because the child was enrolled in kindergarten, two families could not be located, and twelve parents were not interested in participating.

In summary, four families had to be eliminated from the sample, three families could not be located, and twenty parents were not interested in participating.

The particular use of the sample in this research project gives rise to some limitations. The sample was not derived through random sampling which would effect its validity in terms of generalizing and predicting from the findings. From the sample of forty-seven families studied we expected the individual participation of the mother and fathers. This was a limiting factor, as not all fathers and mothers were willing to partici-

pate and in some instances there were broken families.

The validity of the information provided by the respondents was not tested, and the information obtained had to be drawn often on the personal judgement of the interviewer.

The schedule set up by the members of the group was used as the instrument to obtain the necessary data. The questions were developed out of group discussions, knowledge of learning theory and out of a review of the literature as outlined in Chapter II. It was our aim to obtain measurable responses related to the variables of our hypotheses in ascertaining both parents' grade level, aspiration level toward education and their predominant attitudes towards school and education.

The schedule was tested in December 1965 by its application to eleven families living in the environmentally deprived area as defined in this study. The children of these families were in grades four to six attending one of the designated schools in this study.

The purpose of the pre-test was to assess the adequacy of the schedule. It proved helpful and directed the group to make changes in the schedule which clarified existing questions and enabled us to give more logical sequence to our questions in order to assure more validity to the obtained information.

As a result, one significant change was made in our schedule in changing the order of questions three, four and five. Question five was changed to three as this followed more logically out of question two. Consequently questions three and four became questions four and five.

A copy of the administered schedule as used in its final form is to be found in Appendix A.

The schedule consisted of eighteen questions, comprised of three open-end questions and fifteen closed questions. Closed-end questions were utilized in order to ensure clarity and standardization and to provide the simplest possible categories for analysis. In addition it was felt that questions of this nature would be easier to assess. The open-end questions were included in order that some depth could be attained.

Questions involving education were asked initially, as the research group felt that these were the least threatening to the respondents and would be the most easily answered. Questions concerning the parents' educational achievement were asked to determine the grade level achieved by both parents. We specifically asked for grade "passed", because most vocational schools and similar institutions are interested in the grade an individual has completed as an eligibility requirement for further training. The specific question to determine the grade level was question one, and two, four and five questions were intended to check the reliability of the first response.

Questions directed at determining the parents' aspiration level were six, seven and eight, and three, nine and ten would serve to support and to validate responses related to the parents' aspiration level.

Question eleven was asked to determine the parents' predominant attitudes toward school and questions twelve, thirteen and fourteen were asked to test the reliability of their responses to question eleven.

To add further depths to our study questions fifteen, sixteen, seventeen and eighteen served to obtain further information as related to the overall family patterns in relation to educational achievement, aspirations and predominant attitudes toward school. These last questions



were also asked as a check on the validity of the previous information.

For purposes of this study it was hoped to interview the mother and the father, administering the same schedule individually. The use of the schedule tended to control the interview, and attempts were made to make the questions as precise and clear as possible. The introductory remarks to the interviewer were designed to standardize the administration of the schedule.

Due to the fact that this study was only a part of a broader four part study--as was mentioned in Chapter I--the schedule A pertaining to the parents' educational experiences--formed a part of a composite schedule administered to all families in the sample. This composite schedule contained four parts, namely: part A which included our research group's questions as mentioned before, part B contained questions concerning the cultural influences in the home, part C contained questions concerning the children's educational experiences apart from the school, and part D contained questions concerning the children's cultural experiences in the community.

The face sheet was composed by the Research Committee and included general information regarding the family's size, marital status, ethnic origin, length of residence, parents' occupation and income--with the purpose of serving the needs of each of the four study groups for the use of interpretive data.

An original draft of the composite schedule was tested with the pre-test group of eleven families in December 1965--following which each part was revised by the appropriate student group.

The revised composite schedule was administered in January of 1966;

questions in each part were asked in turn from part D to part A in an attempt to proceed from the least to the most sensitive areas.

The use of a composite schedule permitted access to a larger sample but meant that each part of the schedule had to be kept at a minimum length.

One interviewer had to administer an entire schedule, therefore, a briefing session was held for the whole research group to familiarize the interviewers with the parts of the schedule that were prepared by the other three study groups and to ensure uniformity in the administering and interpreting of the schedules.

In contacting the families provision was made for two interviews with each family for each interviewer. A letter of introduction signed by the Director of the Research Committee was to introduce the interviewer at the first contact. The first contact was to introduce the purpose of the research study, to determine whether the family had a child within the required grade range, and to find out whether the parents were interested in participating. The second interview was then set up for the administration of the schedule. The interviewer was not informed of the child's school performance prior to the interview. A letter of thanks was sent by the Research Committee of the School of Social Work to each family which participated.

However, certain limitations arose from the use of the combined schedule. As each schedule was administered by a different interviewer, the reliability of standardized responses could not be assured. The differences in the interpretation of the responses could affect the validity and objectivity of the information obtained. Another limitation was, that

some of the questions had to be paraphrased as the respondents were unable to understand them for reasons of language barrier, or other difficulties regarding communication.

Several limitations arose from the use of the schedule prepared by our research group. The great length of the combined schedule contributed to the resistance of the respondent combined with a loss of accuracy by the time that schedule A was completed.

The interviewing members representing an educational institution might have effected the administration of the schedule, since the nature of the questions related to education indicated a cultural bias toward education.

Some of the questions asked may have limited the respondent and/or influenced the response of the respondent, due to the fact that some of the questions raised may have an emotional component. The attitudinal closed-end questions tended to predispose the respondent to certain scaled responses, while the open-end questions often did not give us responses that could be categorized and thus be researchable.

Explanation and paraphrasing of the questions lead often to connotations.

The data for analysis consisted of the responses of the sample group to the questions in the interview schedule, plus the data obtained from the Winnipeg School Division regarding the satisfactory and unsatisfactory performance of the children. As indicated in Chapter I, the initial step in the analysis was to classify the responses into four major classifications.

The responses were first classified into two basic classification

systems, namely: "satisfactory" and "unsatisfactory". Responses from parents whose children were performing satisfactorily were classified into the "satisfactory" group, and responses from parents whose children were performing unsatisfactorily were classified into the "unsatisfactory" group. This classification was based on the information we obtained from the schools.

These two classified groups were further broken down into two groups, namely: "Fathers" and "Mothers"—classified according to responses obtained from mothers' and responses obtained from fathers'.

We thus obtained four major classifications: the responses of the fathers' and the responses of the mothers' in the group of children whose school performance was satisfactory; and the responses of the fathers' and the responses of the mothers' in the group of children whose school performance was unsatisfactory.

Measured against these four major classifications were three main categories. These three main categories were directly related to the three specific areas of the three sub-hypotheses, namely: the parents' (mothers and fathers) educational level, the parents' (mothers and fathers) aspiration level and the parents' (mothers and fathers) predominant attitude toward school.

(1) The parent was considered to have a high level of education, if he or she completed grade nine or more—grade nine being defined the criteria for a high level of education.

(2) The parent was considered to have a high level of aspiration, if he or she aspired to a grade nine or more education.

(3) The parent was considered to have a predominantly positive attitude

toward school, if he or she responded "liked" or "liked very much".

In the second and third categories we did not include responses when the mother answered the question for the father, nor when the father answered these questions for the mother. "Do not know" answers were not counted in the latter two categories. In the third category a "neutral" response was not considered as indicating a positive attitude toward school and therefore these responses were not used.

The first category was directly related to the first sub-hypothesis, the second category was directly related to the second sub-hypothesis and the third category was directly related to the third sub-hypothesis.

Responses from questions one, six and eleven were directly related to the three main categories. The remaining questions and the corresponding responses were sorted into the four major classifications and were used for interpretation purposes deepening the study and supporting the reliability of the findings as they were related to the three areas of the sub-hypotheses.

Responses related to question seventeen were not used, because we obtained no significant information that could be related to the above mentioned three categories. A number of responses related to the open-end questions could not be categorized and were not useful for the purpose of this study.

From the data gathered, through the use of the schedule it was possible to test the three sub-hypotheses by comparing and contrasting the greater proportions of each of the three categories in the "satisfactory" group against the proportion of each of the three categories in the "unsatisfactory" group.

Data regarding "mothers" and "fathers" were kept separately, because we could not find adequate means of combining the responses in order to get a unified, measurable quality and quantity of response.

The analysis of the data is presented in tabular form, and the measurements are shown in proportions.

The findings of our study and the analysis of the data will be presented in greater detail in Chapter IV of this research study.

## CHAPTER IV

### PRESENTATION OF THE FINDINGS

A total of forty-seven schedules were obtained from the original sample of seventy-four families. Twenty-seven families had to be excluded for the following reasons: three were excluded because the children were not living with their parents, one child was in kindergarten, three families had moved and/or could not be located, and twenty refused to co-operate.

Out of the forty-seven schedules obtained some were incomplete in terms of our requirement to obtain responses from both parents individually. Therefore the number of responses that could be used in the analysis of our findings showed the following breakdown:

In the group of responses obtained from the parents of children performing satisfactorily a total of twenty families were interviewed, of which two families did not have fathers in the home due to separation and four fathers were not at home during the interview. All the mothers in this group were interviewed. The statistical sample size of this group thus totals to fourteen completed schedules obtained from the father's responses, and to twenty completed schedules obtained from the mother's responses.

In the group of responses obtained from the parents of children performing unsatisfactorily a total of twenty-seven families were interviewed, of which nine families did not have fathers in the home due to

separation, two due to divorce, and one father was in the hospital with a terminal illness. One mother was not at home at the time of the interview. The statistical sample size of this group thus totals to fifteen completed schedules obtained from the father's responses, and to twenty-six completed schedules obtained from the mother's responses.

A further breakdown of the use of the responses in the analysis of our findings will be accounted for in each of the major categories of the study.

The first major step in the analysis consisted in organizing data for analysis relative to sub-hypothesis number one of this study. This consisted of grouping the responses studied according to the parent's grade level achieved. The responses given to question one in the schedules were first classified into two major classifications according to the responses of those parents whose children were performing satisfactorily, and according to the responses of those parents whose children were performing unsatisfactorily. Their responses were then classified into two categories, one of which represented a grade nine or above education achieved, the other representing a lower than grade nine education achieved. Within each classification the responses of the fathers and the responses of the mothers were grouped separately. We then compared the proportion of those parents (mothers and fathers) who achieved a high level of education in the satisfactory class with the proportion of those parents (mothers and fathers) who achieved a high level of education in the unsatisfactory class.

The findings are presented in Table I.



TABLE 1

DISTRIBUTION BY PERCENTAGE OF PARENTS OF CHILDREN WHOSE SCHOOL PERFORMANCE WAS SATISFACTORY AND UNSATISFACTORY ACCORDING TO THE LEVEL OF ACADEMIC ACHIEVEMENT

Academic Achievement	Satisfactory		Unsatisfactory	
	Father	Mother	Father	Mother
	%	%	%	%
Grade nine or above	64.29	45.00	26.67	26.92
Below grade nine	35.71	55.00	73.33	73.08
Total	100.00	100.00	100.00	100.00

In the satisfactory class nine fathers had a high level of education of the fourteen responses obtained from the fathers. It should be noted that in five instances the mothers were the respondents for the fathers and that these responses were accepted as valid and were included in this category.

Nine mothers had a high level of education of the twenty responses obtained from the mothers.

In the unsatisfactory class four fathers had a high level of education of the fifteen responses obtained from the fathers. It should be noted that in four instances the mothers were the respondents for the fathers and that these responses were accepted as valid and were included in this category.

Seven mothers had a high level of education of the twenty-six res-

ponses obtained from the mothers.

The findings presented in Table 1 indicate that a greater proportion of the parents in the satisfactory class had a high level of education as compared with the proportion of the parents in the unsatisfactory class. It should be interesting to note that there is a significant trend toward a high education of fathers as compared with the mothers within the satisfactory class, while the parents in the unsatisfactory class seem to have a comparable level of education showing no significant difference.

The data obtained from question two revealed that some of the parents obtained their education in various countries other than Canada, such as: Finland, France, Hungary, Italy, Palestine, Poland and Romania.

The grade levels achieved were equated to the Canadian educational system by using community resource people, and it was found that no adjustment was necessary.

In order to give more depth and validity to our study, we looked at some other factors that might be relevant to our findings related to the parent's educational achievement.

The responses given to the questions four and five were classified according to whether the parents repeated any grades during their educational experiences, and according to the number of grades repeated. The data obtained revealed that one father and five mothers failed their grades in the satisfactory class and that none of these failed their grades more than once.

Three fathers and five mothers in the unsatisfactory class failed their grades once, while three mothers failed their grades more than one

time and two mothers never attended school in this class. Comparing the data obtained in percentages shows that 11.11 per cent of the father respondents failed their grade once in the satisfactory class, as compared with the 20.00 per cent of the father respondents in the unsatisfactory class. Twenty-five per cent of the mother respondents failed their grade once in the satisfactory class, as compared to the 33.33 per cent of the mother respondents in the unsatisfactory class. In comparing the proportions obtained in the satisfactory class with the proportions obtained in the unsatisfactory class, we found, that a greater proportion of the fathers and mothers failed their grades once or more than once in the unsatisfactory class, than those in the satisfactory class.

As a matter of interest and in order to give our study more dimension the research group looked at some factors that might have contributed to the parents' educational achievement. These factors are related to the parents' family life styles, revealing the paternal and maternal-parental educational level, as well as the highest grade completed by the parents' brothers and sisters.

The responses given to the questions fifteen and sixteen were classified according to the last grade completed into two categories, one of which represented a grade nine or above education, the other representing a lower than grade nine education achieved. A grade nine or above education being defined as a high level of education, we then compared the proportion of those selected family members who achieved a high level of education in the satisfactory class with the proportion of those selected family members who achieved a high level of education in the unsatisfactory class. The data obtained revealed that one paternal grandfather and

two paternal grandmothers had a high level of education in the satisfactory class, while in the unsatisfactory class three of the paternal grandfathers and none of the paternal grandmothers had a high level of education.

In respect to the maternal grandparents three maternal grandfathers and two maternal grandmothers had a high level of education in the satisfactory class, while in the unsatisfactory class seven maternal grandfathers and six maternal grandmothers had a high level of education.

It is interesting to note that in the satisfactory class the responses of twelve fathers and the responses of fifteen mothers indicated that they did not know the educational achievement of one or of both of their parents. In the unsatisfactory class the responses of seven fathers and the responses of fourteen mothers indicated that they did not know the educational achievement of one or of both of their parents.

Comparing the data obtained in percentages showed that in the satisfactory class 11.11 per cent of the paternal grandfathers had a high level of education, as compared with the 27.2 per cent in the unsatisfactory class. Of the paternal grandmothers in the satisfactory class, 22.22 per cent had a high level of education, as compared with the 0.00 per cent in the unsatisfactory class. Fifteen per cent of the maternal grandfathers had a high level of education in the satisfactory class, as compared with the 26.93 per cent in the unsatisfactory class. Ten per cent of the maternal grandmothers had a high level of education in the satisfactory class, as compared with the 23.07 per cent in the unsatisfactory class.

It is interesting to note that a greater proportion of the grandparents had achieved a high level of education in the unsatisfactory class,

than those grandparents in the satisfactory class. However, it is difficult to make a valid comparison, since we should point out that 46.55 per cent of the total responses in the satisfactory class gave a "do not know" answer to the question, while only 28.38 per cent of the respondents gave this answer in the unsatisfactory class. Therefore it was felt that the data obtained in this category was incomplete and did not yield valid conclusions.

In respect to the educational level obtained by the parents' siblings the obtained data showed no significant differences between the two classes. Five siblings of fathers' in the satisfactory class (representing 55.55%) had a high level of education, as compared with the six siblings of fathers' (representing 54.54%) in the unsatisfactory class. Eleven siblings of mothers' (representing 55.00%) in the satisfactory class achieved a high level of education as compared with the seventeen siblings of mothers' (representing 65.38%) in the unsatisfactory class.

It is interesting to note that a somewhat higher proportion (65.38%) of the mothers' siblings in the unsatisfactory class had a higher level of education as compared with the same proportion (55.00%) in the satisfactory class.

To analyse the data related to sub-hypothesis number two of this study, we grouped the responses according to the parent's high educational aspiration level. The responses given to questions six and seven in the schedules were first classified into two major classifications according to the responses of those parents whose children were performing satisfactorily, and according to the responses of those parents whose children were performing unsatisfactorily. Their responses were then classified

into two categories, one of which represented a grade nine or above aspiration level, the other representing a lower than grade nine aspiration level. Within each classification the responses of the fathers and the responses of the mothers were grouped separately. We then compared the proportion of those parents (mothers and fathers) who had a high aspiration level in the satisfactory class with the proportion of those parents (mothers and fathers) who had a high aspiration level in the unsatisfactory class.

The findings are presented in Table 2.

TABLE 2

DISTRIBUTION BY PERCENTAGE OF PARENTS OF CHILDREN WHOSE SCHOOL PERFORMANCE WAS SATISFACTORY AND UNSATISFACTORY ACCORDING TO THE ASPIRATION LEVEL

Aspiration Level	Satisfactory		Unsatisfactory	
	Father	Mother	Father	Mother
	%	%	%	%
Grade nine or above	85.71	82.35	63.64	72.00
Below grade nine	14.29	17.65	36.36	28.00
Total	100.00	100.00	100.00	100.00

In the satisfactory class six fathers had a high aspiration level of the seven responses obtained from the fathers. It should be noted that five responses were excluded, as the mothers responded for the fathers, and these responses were not accepted as valid in this category. In two

instances we obtained a "do not know" response from the fathers that could not be used.

Fourteen mothers had a high aspiration level of the seventeen responses obtained from the mothers. In three instances we obtained a "do not know" response from the mothers that could not be used.

In the unsatisfactory class seven fathers had a high aspiration level of the eleven responses obtained from the fathers. It should be noted that four responses were excluded, as the mothers responded for the fathers, and these responses were not accepted as valid in this category.

Eighteen mothers had a high aspiration level of the twenty-five responses obtained from the mothers. One mother indicated a "do not know" response that could not be used.

The findings presented in Table 2 indicate that a greater proportion of the parents in the satisfactory class had a high aspiration level as compared with the proportion of the parents in the unsatisfactory class. It should be interesting to note that within the unsatisfactory class a higher proportion of the mothers had a high aspiration level as compared with the fathers, while in contrast, a higher proportion of the fathers had a high aspiration level as compared with the mothers in the satisfactory class.

In order to give more validity to our study, the research group looked at the findings related to other questions indicating the educational aspiration level of the parents.

Question three was tabulated in order to ascertain the causal factors that influenced the parents to leave school at the time they did.

The responses studied were classified into three categories:

"personal", "environmental", and "others"---according to the respondent's indicated reason for leaving school. Those respondents who left school through personal choice or on their own volition were categorized as "personal", those whose decision to leave school was related to/or affected by environmental forces rather, were categorized as "environmental", of which financial considerations were sorted out separately. We finally considered as "others" those responses that indicated a combination of both: personal and environmental factors, or in which instances we could not make a valid appraisal in terms of the above two categories because of the complexity of the causal factors, or due to the ambiguity of the response.

The obtained data revealed that in the satisfactory class two fathers left school for personal reasons and seven fathers for environmental reasons (of which three responses indicated financial considerations), while in the unsatisfactory class one father left school for personal reasons and eight fathers for environmental reasons (of which four indicated financial considerations). Eight mothers in the satisfactory class left school for personal reasons, and twelve mothers for environmental reasons (of which seven indicated financial considerations), while in the unsatisfactory class ten mothers left school for personal reasons, and ten mothers for environmental reasons (of which three indicated financial considerations).

In the unsatisfactory class two fathers' and four mothers' responses were classified as "others".

The data obtained indicated a very slight difference between the two classes in relation to the causal factors for which the parents were



leaving school.

It should be interesting to note however, that a significantly greater proportion of parents left school for environmental reasons in both classes, of which financial considerations seem to indicate a significant proportion--than for personal reasons.

In comparing the data in the two categories: "personal" and "environmental" in each class against each other we found that 76.54 per cent of the responding fathers in the satisfactory class left school for environmental reasons (of which 43 per cent were financial considerations), and 88.88 per cent of the responding fathers in the unsatisfactory class left school for environmental reasons (of which 50 per cent were financial considerations). Sixty per cent of the responding mothers in the satisfactory class left school for environmental reasons (of which 34 per cent were financial considerations) and 41.66 per cent of the responding mothers in the unsatisfactory class left school for environmental reasons (of which 30 per cent were financial considerations).

Another step of the analysis--in relation to the parents' aspirational level--consisted of grouping the responses studied with the attempt to determine the reasons for the parents wanting to go further with their education.

The responses obtained from question eight were grouped into three categories according to whether the reasons for wanting a further education were occupationally and/or financially oriented, or school oriented. The third category was the "others". Those responses were considered as occupationally oriented that indicated that the parents valued education rather as a means; as it enabled them to achieve occupational aspirations,

or financial remunerations. Those responses were considered as school oriented that indicated that the parents valued education rather as an end; for its educational benefits and values. Those responses which could not be categorized in either of the above two categories were considered as "others".

Responses categorized as "others" were not included in the final analysis. Those who responded to this question that "they reached the grade they wanted" (a total of twenty-one responses) were not considered as answering this particular question and these responses had to be excluded. "Do not know" responses were also excluded. Because a greater proportion of the responses could not be utilized, we obtained a small number of valid responses, and this could influence the validity of our findings.

It should be interesting to note that the fathers in both classes aspired toward a high education for occupational and/or financial reasons. A greater proportion of the mothers in the satisfactory class aspired to a high education for its own sake (representing 58.33% of the mothers in this class), as compared with a greater proportion of the mothers in the unsatisfactory class as being occupationally and/or financially oriented (representing 85.71% of the mothers in this class). Thus, a greater proportion of the mothers in the unsatisfactory class is occupationally and/or financially oriented in relation to their educational aspiration, as compared to the proportion of the mothers in the satisfactory class. Conversely, a greater proportion of the mothers in the satisfactory class had a school orientation in relation to educational aspiration, as compared to the proportion of the mothers in the unsat-

isfactory class.

Responses to questions nine and ten related to the parents' aspiration level indicating whether they had followed up their expressed aspiration in taking further courses after leaving school.

These responses were grouped into two categories: those parents who obtained further training, and those parents who did not obtain further training.

Analysis of the data revealed that three out of nine responding fathers (representing 33.33%) obtained further training in the satisfactory class, as compared with six out of eleven responding fathers (representing 54.55%) in the unsatisfactory class.

Five out of the fifteen responding mothers (representing 25.00%) obtained further training in the satisfactory class, as compared with the three out of the twenty-three mothers (representing 11.54%) in the unsatisfactory class.

Thus, a greater proportion of the fathers in the unsatisfactory class obtained further training as compared with the proportion of fathers in the satisfactory class--while a greater proportion of the mothers in the satisfactory class obtained further training, as compared with the proportion of the mothers in the unsatisfactory class. It should be interesting to note, that a significant proportion of parents did not obtain further training after they had left school (66.67% of the fathers and 75.00% of the mothers in the satisfactory class, and 55.45% of the fathers and 88.46% of the mothers in the unsatisfactory class).

Another step of the study consisted of categorizing the responses related to question eighteen, in order to analyze the parents' aspiration

level for their children's educational achievement.

These responses were grouped into four categories:

- (1) those responses that indicated a grade eight or lower educational aspiration for their children,
- (2) those responses that indicated a grade nine to twelve educational aspiration for their children,
- (3) those responses that indicated a grade twelve or higher educational aspiration for their children, and
- (4) those responses who did not know.

The obtained data revealed that none of the parents aspired to a lower than grade nine education for their children, but all parents aspired to a grade nine or higher educational achievement. Eight fathers of the nine responding in the satisfactory class (representing 88.88%) indicated a grade nine or higher educational aspiration for their children, as compared with the six fathers of the eleven responding in the unsatisfactory class (representing 54.54%).

Fifteen mothers of the twenty responding in the satisfactory class (representing 75.00%) indicated a grade nine or higher educational aspiration for their children--as compared with the nineteen mothers of the twenty-six responding in the unsatisfactory class (representing 73.07%).

It is significant to note that a greater proportion of mothers and fathers in the satisfactory class had a grade nine or higher educational aspiration for their children--as compared with the proportion of the fathers and mothers in the unsatisfactory class. A greater proportion of fathers (44.44%) and a greater proportion of mothers (45.00%) in the satisfactory class had a grade twelve or higher educational as-

piration for their children, as compared with the fathers' (36.36%) and the mothers' (30.76%) aspiration level in this category in the unsatisfactory class.

One father and five mothers in the satisfactory class, and five fathers and seven mothers in the unsatisfactory class indicated "do not know" responses.

To analyze the data related to sub-hypothesis number three of this study, we grouped the responses according to the parents' predominant attitudes toward their school experiences. The responses given to question eleven in the schedules were first classified into two major classifications according to the responses of those parents whose children were performing satisfactorily, and according to the responses of those parents whose children were performing unsatisfactorily. Their responses were then classified into two categories, one of which represented a positive attitude toward their school experiences, the other representing a non-positive attitude toward their school experiences. Within each classification the responses of the fathers and the responses of the mothers were grouped separately. We then compared the proportion of those parents (mothers and fathers) who have a positive attitude toward their school experiences in the satisfactory class with the proportion of those parents (mothers and fathers) who have a positive attitude toward education in the unsatisfactory class.

The findings are presented in Table 3.

In the satisfactory class seven fathers had a positive attitude of the nine responses obtained from the fathers. It should be noted that five responses were excluded, as the mothers responded for the fathers,

and these responses were not accepted as valid in this category.

Fourteen mothers had a positive attitude of the twenty responses obtained from the mothers.

TABLE 3

DISTRIBUTION BY PERCENTAGE OF PARENTS OF CHILDREN WHOSE SCHOOL PERFORMANCE WAS SATISFACTORY AND UNSATISFACTORY ACCORDING TO THEIR PREDOMINANT ATTITUDE TOWARDS THEIR EDUCATIONAL EXPERIENCES

Predominant Attitude	Satisfactory		Unsatisfactory	
	Father	Mother	Father	Mother
	%	%	%	%
Positive attitude	77.78	70.00	72.73	58.33
Non-positive attitude	22.22	30.00	27.27	41.67
Total	100.00	100.00	100.00	100.00

In the unsatisfactory class eight fathers had a positive attitude of the eleven responses obtained from the fathers. It should be noted that four responses were excluded, as the mothers responded for the fathers, and these responses were not accepted as valid in this category.

Fourteen mothers had a positive attitude of the twenty-four responses obtained from the mothers. We should note, that two mothers could not respond to this question, because they did not attend school at all.

The findings presented in Table 3 indicate that a greater proportion of the parents in the satisfactory class have a positive attitude to-

wards their school experiences as compared with the proportion of parents in the unsatisfactory class. It should be interesting to note, that in both classes the fathers indicated a greater proportion of positive attitude as compared with the proportion of the mothers.

In order to analyze the responses to questions twelve, thirteen, and fourteen, the data was classified into three categories: those who "liked" their teachers, their subjects taught and the other students, those who "disliked" them and those who "did not know". "Liked" responses were considered as positive attitudes, "disliked" responses were considered as non-positive attitudes, and "do not know" responses were not included in the data.

The data obtained did not yield significant conclusions, since the respondents expressed a predominantly positive attitude toward their teachers, their subjects taught, as well as toward the other students. Most of the parents responded to the questions with "liked", and the members of the research group questioned the validity of these responses.

Related to the study of the parents' predominant attitudes toward their school experiences was question seventeen. It should be noted that the responses obtained were small in number and irrelevant to the question, consequently the data obtained was not measurable, and not valid for analysis.

In order to give this study broader dimension the research group tabulated the data obtained by administration of the face sheet. The data obtained revealed some additional interesting material which, although not directly related to the hypotheses, nevertheless pointed out significant factors characterizing the groups studied, and thus could be relevant for

further discussion.

One factor which seemed especially significant was that of family stability. In the satisfactory grouping there were three out of twenty families (representing 15 per cent) where irregularities in marital patterns existed, as compared with the unsatisfactory group in which thirteen out of twenty-seven families (representing 48.15 per cent) indicated structural deficiency or disruption, due to separation, divorce, or common-law relationship.

The satisfactory performers more often came from homes with two parents, indicating in these homes a greater degree of family stability. The relatively large number of separations (33.33 per cent) among parents in the unsatisfactory group, as compared with the number of separations in the satisfactory group (10.00 per cent) leads one to suspect that the effects of a one parent situation (be they economic or emotional) are not favorable to a child's school performance.

It was further interesting to note that there was a considerable difference between the two groups in range of the number of children in the home. In the satisfactory group the number of children per family ranged from one to seven and totalled eighty-eight children for the twenty families interviewed. In the twenty-seven families of the unsatisfactory group the number of children per family ranged from two to eleven and totalled one hundred and thirty children. The average number of children per home was 4.4 per cent in the satisfactory group as compared with 4.8 per cent in the unsatisfactory group.

The above factor becomes more significant in the light of the differences in income between the two groups. Comparing the income levels



of the two groups in terms of percentages, it was interesting to find, that 80% of the families in the satisfactory group had an income level at/or over \$3,000.00, as compared with the 44.4% of families in the same income category in the unsatisfactory class.

Fifty-five per cent of the families in the satisfactory group have an income level at/or over \$4,000.00, as compared with the 29.6% of families in the same income category in the unsatisfactory group.

Thirty-five per cent of the families in the satisfactory group had an income level at/or over \$5,000.00, as compared with the 18.5% of families in the same category in the unsatisfactory group.

Another factor explored in the face sheet was that of mobility. We obtained this information by having the interviewee indicate the length of residence at present location and list the other places of residence during the past five years. Each family was given a mobility rating of one to begin with and each move was considered an additional unit. This would mean that a family's mobility factor would account for the number of places at which the family had resided during the past five years. The unsatisfactory group had a mobility rating of 57, which amounted to an average mobility rating of 2.11 per family.

The satisfactory group rated slightly lower in mobility with a total rating of 37 and an average mobility rating of 1.85 per family.

In the satisfactory group eleven out of twenty families (55 per cent) had been living at their present residence for the full five years, while in the unsatisfactory group ten out of twenty-seven families (37.04 per cent) had been living at their present residence for the full five years.

The following chapter will present a summary and interpretation of the findings and some of the conclusions that may be drawn from them.

## CHAPTER V

### CONCLUSIONS

In this study, we considered certain aspects of family life style of families living in an environmentally deprived area of Winnipeg that contributed to their children's satisfactory or unsatisfactory school performance.

A sample of forty-seven families who met the requirements of the study, were interviewed to complete the schedules from which our data for analysis was obtained.

We attempted to isolate those factors that would indicate the variations in parental motivation towards education that would contribute to, and influence the satisfactory school performance or unsatisfactory of their children.

We selected the parental educational level, the level of the parents' aspiration toward education and the parents' attitude toward education as basically significant factors, in examining the relationship between the parents' educational experience and their children's current school performance.

From the analysis of data in the previous chapter the research group was able to determine some of the major conclusions which resulted from the study. The responses of the sample group of forty-seven families were arranged according to the classification system that was described in Chapter III.

The main hypothesis tested was as follows:

In the families of selected elementary school children living in environmentally deprived areas of Winnipeg, there are variations in educational experience between parents of children whose school performance is satisfactory and parents of children whose school performance is unsatisfactory.

The results of our findings substantiated this hypothesis. Throughout the study, the data revealed a constant and significant relationship between the educational motivation of the parents and the satisfactory school performance of the children. This would support the ideas from theory that children are a reflection of parental attitudes, values, skills and level of understanding.

This hypothesis was supported by the data in that each of the three sub-hypotheses were supported to some degree.

The first sub-hypothesis tested that:

A greater proportion of parents of children whose school performance is satisfactory than parents of children whose school performance is unsatisfactory have a high educational level.

Our findings supported this sub-hypothesis. The analysis of the data indicated that a greater proportion of parents (54.65 per cent) of children whose school performance was satisfactory had a high educational level than those parents (26.79 per cent) of children whose school performance was unsatisfactory, representing a ratio of 1:88 to 1.

It should be noted, that in comparing the educational level of fathers and mothers in each group, a significantly larger percentage of the fathers in the satisfactory group had a high educational level while in the unsatisfactory group, the percentages between the fathers and the

mothers were comparable.

The data of non-failure of grades at school also adds support to this hypothesis, in that a greater proportion of the parents of satisfactory achievers had a low grade failure incidence as compared with the proportion of the parents of unsatisfactory achievers.

It should be noted, that in comparing the non-failure of grades of fathers and mothers in each group, a significantly larger percentage of the fathers had a low failure incidence.

The relationship between the fathers' educational achievement and their children's successful school performance would be an interesting basis for future research possibilities.

Thus the data in supporting the sub-hypothesis added support to the findings of other research projects, which have found similar results as indicated in Chapter II.

The second sub-hypothesis stated that:

A greater proportion of parents of children whose school performance is satisfactory than parents of children whose school performance is unsatisfactory had a high educational aspiration level.

The findings supported this sub-hypothesis. The data revealed that a greater proportion of parents (84.03 per cent) of children whose school performance was satisfactory had a high educational aspiration level than those parents (67.82 per cent) of children whose school performance was unsatisfactory, representing a ratio of 1:3 to 1.

In both groups, it was significant to note the trends in the families' aspirations, the values placed on education and the reasons for leaving school at the time they did. It was noted that in both groups

the parents' aspirations for education were vocationally oriented, rather than academically, and that a significantly greater proportion of parents left school for environmental reasons--of which financial considerations seem to indicate a significant proportion--than for personal reasons.

This supports the theories, that the culturally deprived aspire towards a good education but do not have the environmental opportunities that would help them realize their aspirations, and the premise that the culturally deprived are interested in education for its practical values.

Our findings thus support other studies, as mentioned in Chapter

II. Frank Riessman states:

What does education mean to the culturally deprived? . . . There is practically no interest in knowledge for its own sake; . . . The average deprived person is interested in education in terms of how useful and practical it can be to him. Education provides the means for more and different kinds of employment, provides a more successful secure future.<sup>1</sup>

Our findings also revealed, that parents in both groups aspired to a grade nine or higher education for their children. It is significant to note that a greater proportion of parents of those children whose school performance was satisfactory had a grade twelve or higher educational aspiration for their children than those parents whose children were performing unsatisfactorily.

These findings also lend to support Frank Riessman's ideas:

. . . deprived parents are more concerned that their children do well in elementary school than are middle-class parents. . . . When compared with higher socio-economic groups, the underprivileged are less interested in college for their children. But there is a substantial percentage that feels that college is necessary.<sup>2</sup>

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<sup>1</sup>Frank Riessman, The Culturally Deprived Child, New York: Harper and Row, 1962, pp. 12-13.

<sup>2</sup>Ibid., p. 11.

It was interesting to note with regard to the first two sub-hypotheses that in the group of satisfactory achievers more fathers than mothers had attained or aspired to a high level of education, while in the group of unsatisfactory achievers the reverse was true. This suggests the importance of the fathers' influence, as born out of some other studies mentioned in Chapter II.

The third sub-hypothesis tested stated that:

A greater proportion of parents of children whose school performance is satisfactory than parents of children whose school performance is unsatisfactory have a positive attitude toward their educational experience.

The data continued to support this sub-hypothesis, but it was not as well supported as the other two sub-hypotheses had been. The findings revealed that a greater proportion of parents (73.89 per cent) of children whose school performance was satisfactory had a predominant positive attitude towards their own educational experience than those parents (65.53 per cent) of children whose school performance was unsatisfactory, representing a ratio of 1:12 to 1.

The variations in the proportions are not as significant in this category. Both groups indicated a predominantly positive attitude towards their school experience, their teachers, subjects and peers. It should be noted that the responses were not tested as to their consistency, so that there may be some question as to the validity of the responses. A more precise use of the schedule would have contributed to more adequate responses.

The high percentages in the group of unsatisfactory achievers for educational aspiration and attitude to education as compared to education-

al level attained would seem to lend support to other research findings, that the lower class person is interested in education but lacks the opportunity to succeed. This becomes more obvious when it is considered that 55.6 per cent of the parents of the unsatisfactory achievers were living below the poverty line as compared to 20% of the group of satisfactory achievers. The wide differences between the number of families having a low income level between the groups of satisfactory and unsatisfactory achievers would indicate that there is a relationship between income and education and/or school performance. This would support the findings of F. E. Jones, who found a close relationship between the families' socio-economic status and their children's school performances. The reasons for leaving school, as mentioned before would further add support to this idea.

Thus the main hypothesis of this study seems to be supported within the limits of this study, and it is possible to say that there are variations in educational experience between parents of children whose school performance is satisfactory and parents of children whose school performance is unsatisfactory.

While the areas that were studied were significant, the study seemed to indicate several other areas that might be significant in explaining the differences between why some children succeed and others fail in school.

The face sheet information indicated over-all trends in both groups of families as to their income, marital status and mobility factors.

More families in the satisfactory achievers' group had an income



that was considered as being at/or over the poverty line. More families in the satisfactory achievers' group of children remained in a more permanent residence in the past five years, which would be a factor in considering a sustained and uninterrupted school year.

More families in the satisfactory group of children experienced more stable marriages, so that it was more likely that they had both parents at home.

These factors would seem to have contributed to a more stable environment both in providing the opportunities for learning, but also in providing the quality and quantity of parental influences that could contribute to a more satisfactory school performance. Each of these areas could provide a basis for further study.

Generally, the conclusions in this study support the literature concerning environmental deprivation and educational opportunities, and the significant relationship between family life style and the school performance of children. While the major hypothesis and the three sub-hypotheses of this study seem to be substantiated, it is necessary to remember that this study dealt with the families of children enrolled in grades one to three in schools situated in environmentally deprived areas of the City of Winnipeg. It must also be remembered that the decision as to whether a child was performing satisfactorily or unsatisfactorily was made by the class teacher after one month of school in the current year. Thus the validity of this study is limited to circumstances that meet this criteria.

On the whole the schedule was reliable in that it gave consistent results to the large majority of questions. However, in order to determine the validity of the study, other attempts to measure the educational

experiences of the families would have to be made, to see whether the results would be similar.

Although this study is limited in the applicability of its findings, it is hoped, that it can contribute to the existing knowledge available; and that questions and points of interest to those working with and planning for these families have been raised, so that further research will direct itself to the environmentally deprived families of this country, so that they and their children be enabled to actively and adequately participate in our national life. To achieve this purpose is the basic commitment of the social work profession, and education is one of the major means to it.

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APPENDIX A

Part I

Interview Schedule

Research Project 1965-66

Schedule No. \_\_\_\_\_

Interviewer \_\_\_\_\_

Family Name \_\_\_\_\_

Performance S U

Address \_\_\_\_\_

School A B C D

Family Members

Name

Age

Living in Home

Father

Yes \_\_\_ No \_\_\_

Mother

Children

Marital Status (if one parent family) Divorced \_\_\_ Separated \_\_\_ Widowed \_\_\_

Others in Household:

Relationship \_\_\_\_\_

Ethnic Origin - - - Father \_\_\_\_\_ Mother \_\_\_\_\_  
(Language spoken by male ancestor on arrival in Canada)

Length of Residence at present address \_\_\_\_\_

Length of Residence in Winnipeg \_\_\_\_\_

(If appropriate) Where else have you lived in Winnipeg during past 5 years?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Father's Occupation \_\_\_\_\_

Mother's Occupation \_\_\_\_\_

Gross Family Income \_\_\_\_\_

Part AInstructions to Interviewers

1. Interview both parents, together if possible.
2. Complete appropriate section for each parent.
3. Complete one schedule for father and one for mother.

- 1) What was the last grade you passed in school? \_\_\_\_\_
- 2) Where? \_\_\_\_\_
- 3) Why did you leave school at the time you completed this grade?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 4) Did you repeat any grades? Yes \_\_\_ No \_\_\_
- 5) How many grades did you repeat? \_\_\_\_\_
- 6) When you left school had you reached the grade you wanted to reach,  
or did you want to go further?  
Reached the grade you wanted? \_\_\_\_\_  
Wanted to go further? \_\_\_\_\_
- 7) If you wanted to go further what grade did you want to get to? \_\_\_\_\_
- 8) Why did you want to go further? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 9) Have you taken any courses since leaving school?  
Yes \_\_\_ No \_\_\_
- 10) If yes, what course(s)?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

N.B. Interviewer: For questions 11 - 14 present all alternatives and check (v) appropriate response.

... cont'd.

Part A - cont'd.

- 11) Which of the following best describes the way you feel about your school experience?

Disliked very much \_\_\_\_\_ Disliked \_\_\_\_\_  
 Neutral \_\_\_\_\_ Liked \_\_\_\_\_  
 Liked very much \_\_\_\_\_

- 12) How did you feel about your teachers?

Liked \_\_\_\_\_ Disliked \_\_\_\_\_  
 Don't know \_\_\_\_\_

- 13) How did you feel about the subjects you were taught?

Liked \_\_\_\_\_ Disliked \_\_\_\_\_  
 Don't know \_\_\_\_\_

- 14) How did you feel about the other students?

Liked \_\_\_\_\_ Disliked \_\_\_\_\_  
 Don't know \_\_\_\_\_

- 15) What was the last grade completed by

your mother? \_\_\_\_\_ your father? \_\_\_\_\_

- 16) What was the highest grade obtained among your brothers and sisters?

\_\_\_\_\_

- 17) Do you think that school is different today from when you attended?

Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_

If yes, in what way? \_\_\_\_\_

- 18) How far do you want your child to go in school?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_