

**TEACHERS' ATTITUDES TOWARD  
CULTURALLY DEPRIVED CHILDREN**

**BY**

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TEACHERS' ATTITUDES TOWARD CULTURALLY  
DEPRIVED CHILDREN

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A Research Paper  
Presented to  
the Graduate Council of  
Austin Peay State University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in Education

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by  
Mary Earlene Burney *R-52*

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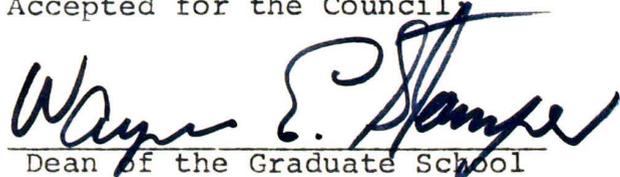


To the Graduate Council:

I am submitting herewith a Research Paper written by Mary Earlene Burney entitled "Teachers' Attitudes Toward Culturally Deprived Children." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts in Education, with a major in Curriculum and Instruction.

  
Major Professor

Accepted for the Council

  
Dean of the Graduate School

## ACKNOWLEDGMENTS

The writer wishes to express sincere gratitude to Dr. E. Bryan Crutcher, major professor, who contributed advice and suggestions throughout this study and in the preparation of the report.

The writer is also grateful for the assistance received from Mr. William Sanford, principals, and fifth grade teachers in the Clarksville City Schools, without whose cooperation this study could not have been made.

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## CHAPTER I

### THE PROBLEM

#### INTRODUCTION

Numerous current efforts to evaluate and upgrade the education of the culturally disadvantaged child are being made. Increasingly, educators are proposing that one of the reasons why teachers are largely ineffective in teaching the culturally disadvantaged child is that they have tried to superimpose their middle class values upon a group whose values and attitudes are somewhat different from their own values.<sup>1</sup>

Since the rapid migration of southern Negroes and rural whites will increase the number of culturally disadvantaged children in the cities to one in two children by 1970, the importance of teachers' developing a fresh outlook toward these children is apparent.<sup>2</sup>

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<sup>1</sup>Allison Davis, "Teaching Language and Reading to Disadvantaged Negro Children," Elementary English Journal, XLII (November, 1965), 793; Bruno Bettelheim, "Teaching the Disadvantaged," NEA Journal, LIV (September, 1965), 8; S. M. Miller and Frank Riessman, "Working Class Subculture: A New View," Social Problems, IX (Summer, 1961), 96; John N. Beck et al., Teaching the Culturally Disadvantaged Pupil (Springfield: Charles C. Thomas, 1965), p. 23.

<sup>2</sup>Frank Riessman, The Culturally Deprived Child (New York: Harper and Brothers, 1962), p. 1.

## STATEMENT OF THE PROBLEM

The purpose of this study was to investigate teachers' attitudes toward the culturally disadvantaged children in their classes.

The population sample was all fifth grade teachers in Clarksville, Tennessee public schools.

The writer chose to include for study the following questions to see how they were related to teachers' attitudes:

1. Do experienced teachers express attitudes of favorability or unfavorability toward culturally disadvantaged children?
2. Do teachers who have had special training or inservice work to prepare them to teach culturally disadvantaged children tend to score more favorably or unfavorably on the attitude scale?
3. Do teachers who have a higher percentage of culturally disadvantaged children in their classes tend to score more favorably or unfavorably on the attitude scale?
4. Do teachers who have a higher educational level express attitudes of favorability or unfavorability toward culturally disadvantaged children?

## SIGNIFICANCE OF THE PROBLEM

In these times when much emphasis is being placed upon upgrading the teaching of the culturally disadvantaged

children, many studies are being made concerning the techniques of teaching this group. Although several educators have mentioned the importance of teachers' attitudes toward these children, to date no significant published study on this subject has been found by the investigator. It is believed by the investigator that any study which might offer insight into this problem or encourage further investigation may be significant.

#### ASSUMPTIONS AND LIMITATIONS OF THE STUDY

This study was limited to the fifth grade teachers in the Clarksville City Schools. It was the investigator's studied opinion, however, that the respondents represented teachers of a variety of middle class and culturally deprived children, so that within the limits of this study the sample was satisfactory, though small.

The attitude scale used in this study was selected from a previous research study.<sup>3</sup> It may have certain limitations, but it was assumed for the purpose of this study that the scale measured the attitudes it sought to measure and that teachers would be truthful in their responses.

It was assumed by the investigator that the respondents had a concept of what "culturally disadvantaged child"

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<sup>3</sup>Sara L. Bein, "An Attitude Scale for Teachers of Culturally Deprived Children," (unpublished Master's thesis, University of Louisville, 1966).

meant. The teachers in Clarksville, Tennessee, public schools know who the culturally disadvantaged children are because these children have been identified. Not wishing to become entangled in complex definitions, the investigator left this point of definition up to each respondent.

#### DEFINITION OF TERMS

In this paper the following terms were used interchangeably: culturally deprived, educationally deprived, culturally disadvantaged, educationally handicapped, working class, lower class. Recognizing that these terms imply different shades of meaning, the investigator used them interchangeably, following the practice of the definitive work of Frank Riessman.<sup>4</sup> No particular difference in meaning was intended in this paper.

Attitude, in this paper, was intended to be construed as a system of beliefs, feelings, and predispositions to action which become interrelated and tend to remain rather constant.<sup>5</sup>

Quartile, in this paper, was construed as one of the four parts in which an item or score falls.<sup>6</sup>

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<sup>4</sup>Riessman, op. cit., p. 1.

<sup>5</sup>David Krech, Richard S. Crutchfield, and Egerton L. Ballachey, The Individual in Society (New York: McGraw-Hill Book Company, 1962), pp. 137-140.

<sup>6</sup>Frederick E. Croxton and Dudley J. Cowden, Applied General Statistics (New York: Prentice Hall, Inc., 1941), pp. 211-212.

## ORGANIZATION OF THE STUDY

The population for the study was the fifth grade teachers in the Clarksville, Tennessee, public schools. The investigator chose this population because it was believed to include a fair sample of teachers. Due to a limited amount of time, the investigator assumed that this group gave a cross section of teachers.

The attitude scale was selected from a previous research study.<sup>7</sup> The attitude scale with a demographic data page (found in Appendix B) was submitted to all the fifth grade teachers in the Clarksville, Tennessee, public schools.

The data were presented in the form of tables in order to make the information more easily understood.

Chapter I discusses the problem of the study. Chapter II includes a review of the literature on the middle class value system. Chapter III includes the design of the study. Chapter IV includes the presentation and analysis of the data. Chapter V includes the summary, conclusions, and recommendations derived from the study.

A copy of the letter sent to the teachers, questionnaire, and demographic data sheet are included in the Appendixes.

## CHAPTER II

### REVIEW OF THE LITERATURE

Educators today are challenged to meet the educational needs of all youth. In the classroom they face slow, average, and above average learners; also, learners from lower, middle, and upper class homes. Students from average and upper class homes seem to have had their educational needs met by today's schools. However, those children from lower class or low income homes seem to be creating a frustrating atmosphere within the classroom in many schools.<sup>1</sup>

In order to initiate this study, the researcher reviewed the literature relating to the middle class value system and the lower class or culturally disadvantaged child which often are in conflict with each other.

#### LITERATURE ON THE MIDDLE CLASS VALUE SYSTEM

One of the most comprehensive discussions of the middle class value system is by Albert K. Cohen. He noted

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<sup>1</sup>Harry L. Miller, Education for the Disadvantaged (New York: The Free Press, 1967), pp. 97-163; Benjamin S. Bloom et al., Compensatory Education for Cultural Deprivation (New York: Holt, Rinehart and Winston, Inc., 1965), pp. 20-28; Hugh C. Black, "Pestalozzi and the Education of the Disadvantaged," The Educational Forum, XXXIII (May, 1969), 511-521; Staten W. Webster (ed.), The Disadvantaged Learner (California: Chandler Publishing Co., 1966), p. 477; Mario D. Fantini et al., The Disadvantaged (New York: Harper and Row, 1968), p. 304.

that ambition is considered a middle class value. This often means a long-term aspiration toward a difficult-to-achieve goal. The middle class child is instilled with the competitive spirit and urged to "get ahead."

The middle class family also places emphasis on the value of individual responsibility. Resourcefulness and self-reliance are urged. Outstanding performance of almost any kind is praised, as the middle class puts greater emphasis on the cultivation and possession of skills. Industry, thrift, and the ability to deny oneself immediate satisfaction to achieve a more long range goal are cultivated. This puts much emphasis on planning and thought and favors leaving nothing to chance.<sup>2</sup>

The middle class value system also rewards good manners and other social amenities. Making friends and getting along with one's peers is important. The middle class person must learn to control many of his feelings, particularly physical aggression and violence. Leisure time must be spent constructively; recreation must be wholesome; hobbies are valued. Although sharing is encouraged, middle class values emphasize the right of the owner to do what he wishes with his belongings, regardless

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<sup>2</sup>Lester D. Crow et al., Educating the Culturally Disadvantaged Child (New York: David McKay Company, Inc., 1966), p. 102.

of the family and other primary group relations.<sup>3</sup> Property also becomes a reward of achievement and must be cared for conscientiously.<sup>4</sup>

Although not all of the foregoing values are completely foreign to all lower class children, most of them are pertinent to the subject, especially in the light of Frank Riessman's early work. Almost all statements made by other authors also appear in Riessman's book, and since his work predates most of the others, it seems likely that his work has stimulated much of that of the others.

#### LITERATURE ON THE CULTURALLY DEPRIVED

Much literature is written about the subject of the culturally deprived child; and much of it casts him in a negative or uncomplimentary light with many "can'ts" and "don'ts."

Frank Riessman has done a great deal of research on the culturally deprived individual. From research which he and the Ford Foundation have conducted, it has been established that in 1960 one out of every three children in America's large cities was culturally deprived, and it is

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<sup>3</sup>Frank Riessman, The Culturally Deprived Child (New York: Harper and Brothers, 1962), p. 8.

<sup>4</sup>Albert K. Cohen, Delinquent Boys: The Culture of the Gang (Glencoe, Illinois: The Free Press, 1955), pp. 73-109.

estimated that by 1970 there may be one deprived child for every two enrolled in school in these large cities.<sup>5</sup>

Basil Bernstein has conducted research on the language development of the culturally disadvantaged child. He has further pin-pointed some of the developmental aspects of the lower class child's language patterns. The child's group uses a different mode of language. It is a limited form of language use which discourages the speaker from verbally elaborating subjective intent and progressively centers around descriptive rather than abstract concepts.<sup>6</sup>

This "restrictive" language gives the child a language environment characterized by short, grammatically simple, often unfinished sentences stressing active voice; repeated use of conjunctions; little use of subordinate clauses; inability to hold a formal subject through a speech sequence; rigid and limited use of adjectives and adverbs; constraint on the self-reference pronouns; frequent use of the personal pronouns; frequent use of statements where the reason and conclusions are confounded to produce a categorical statement; frequent use of "sympathetic circularity" or use of "Wouldn't it? You see? You know?"; many idiomatic phrases or sequences; "the individual qualification is

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<sup>5</sup>Riessman, op. cit., p. 1.

<sup>6</sup>Basil Bernstein, "Language and Social Class," British Journal of Sociology, XI (September, 1960), 271.

implicit in the sentence organization; it is a language of implicit meaning."<sup>7</sup> A child who learns this restricted language at home must learn a different "elaborate" language at school.<sup>8</sup>

It is suggested that there are many reasons why he cannot learn readily. There is a lack of an educational tradition in the home. Growing out of this, the child has insufficient language and reading readiness skills. As a result of his limited experience with formal language, people wrongly think he is non-verbal.

Riessman feels the following characteristics stand out when faced with the culturally deprived learner:

1. Culturally deprived students seem to exhibit slow learner characteristics. The cause of their learning slowness is not a lack of mental ability but a lack of a learning environment in the home which will aid them in the school learning situation.

2. A culturally deprived learner may look no different than the average or above average student; therefore, he cannot be picked out by simply looking over the class.

3. They have a feeling of inability to get an adequate education.

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<sup>7</sup>This is a compilation of Bernstein's work as quoted in Robert J. Havighurst's "Who Are the Socially Disadvantaged?" Journal of Negro Education, XXXIV (Winter, 1965), 43.

<sup>8</sup>Ibid.

4. They want education more for utility than for knowledge.
5. They do not understand how to achieve a higher education.
6. Their reading is ineffective.<sup>9</sup>

Riessman states additional characteristics as found in School Life:

7. They have inflexible opinions.
8. They feel the world is responsible for their misfortune rather than themselves.
9. They are slow in performing intellectual tasks.
10. They cannot express themselves in the language of the middle class which speaks in abstract ideas.
11. They lack academic know-how which includes the ability to listen and take tests.<sup>10</sup>

The lower class child also has an inadequate motivation to pursue a long-range educational career, and he has a poor estimation of himself. He feels antagonism toward the school and teacher, although it is now believed that he has a more positive attitude toward education than was previously supposed.<sup>11</sup> Poor health, improper diet, frequent

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<sup>9</sup>Riessman, op. cit., p.14.

<sup>10</sup>Frank Riessman, "The Culturally Deprived Child: A New View," School Life, XLV (April, 1963), 6-7.

<sup>11</sup>Joe A. Apple, Readings in Educating the Disadvantaged (New York: A Division of Associated Education Service Corporation, 1968), p. WIKSA.

moving, and noisy homes throw up further road blocks.<sup>12</sup>

He probably lacks certain skills which make it difficult for him to get a job, prepare for an interview, fill out forms, answer questions, and listen well.<sup>13</sup>

On the other side of the ledger are some pluses for the culturally disadvantaged child. Slow learners are not necessarily poor learners. However, they are likely to be ignored in the ordinary classroom and become discouraged. They typically work slower and require more examples before arriving at conclusions or forming concepts.<sup>14</sup> They are unwilling to jump to conclusions or to generalize quickly. Exceptions to the rule bother them. They prefer the concrete to the abstract. Even though the motor or physical approach is more time consuming, they do learn with this approach. These children usually need a warm-up period, but then they work tenaciously. They tend to be extroverted, not being able to look inward easily.<sup>15</sup> Another dimension to their verbal ability becomes apparent in conversations with their peers and often in role-playing situations.

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<sup>12</sup>Riessman, "The Culturally Deprived Child: A New View," pp. 4-5.

<sup>13</sup>Allison Davis, Social Class Influences Upon Learning (Cambridge: Harvard University Press, 1948), p. 12.

<sup>14</sup>Riessman, The Culturally Deprived Child, pp. 63-70.

<sup>15</sup>Susan W. Gray et al., Before First Grade (New York: Teachers College Press, Columbia University, 1966), p. 7.

In order to take advantage of these educational strengths we must consider the possibility of discovering a new kind of talent characterized by different ways of learning and thinking, instead of the old ways which appear to have a middle class model in mind. We must consider a genuine pluralism, where children of diverse backgrounds would be encouraged to develop very differently in light of their specific strengths and particular learning styles.<sup>16</sup>

The family of the culturally deprived child plays a significant role in his development. It typically consists of many children and several parents or parent substitutes. It offers protection, but the children are not overprotected. Although there may not be a real sense of security, the child is offered cooperativeness and mutual aid. There is freedom from self-blame and accompanying guilt. A physical style of reacting, including the ability to express anger, is present. An enjoyment of games and cars is shared with other members of the family. However, he will probably also share crises such as illness, death, unemployment and marital troubles early in his life.<sup>17</sup>

Since individuality is discouraged, there is less jealousy and competitiveness among the siblings, and they

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<sup>16</sup>Riessman, The Culturally Deprived Child, p. 109.

<sup>17</sup>Davis, op. cit., pp. 65-69.

learn to enjoy each other's company. Physical punishment is a major source of discipline but this does not deter aggressive behavior. House work and training usually start later than with the middle class child, usually when it can pay off more readily.<sup>18</sup> Davis observes that "the family's demands upon the infant itself differ significantly between the middle class and lower class."<sup>19</sup>

The motivation of the culturally disadvantaged child presents a large problem area. Davidson and Lang suggested that middle class teachers tend to give preferential treatment to the middle and upper social economic class pupils and to withhold rewards from pupils of the lower economic class.<sup>20</sup> The lower class child does not achieve as well as the middle and upper class child partly because of motivation. It is likely that the lower class child will have negative perceptions of his teachers' feelings toward him, and these will lower his efforts to achieve in school and/or increase the probability that he will misbehave. Poor achievement will aggravate the teachers' attitudes toward

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<sup>18</sup>Riessman, The Culturally Deprived Child, p. 36.

<sup>19</sup>Davis, op. cit., p. 12.

<sup>20</sup>Hilda Taba, Teaching Strategies for the Culturally Disadvantaged (Chicago: Rand McNally & Co., 1966), p. 13; Sidney W. Tiedt, Teaching the Disadvantaged Child (New York: Oxford University Press, 1968), p. 3; Teaching the Disadvantaged Young Child, Compilation of Selected Articles from Young Children (Washington, D. C.: National Association for the Education of Young Children, 1966), p. 26.

him and so the circle goes. They point up a positive correlation between children's perceptions of teachers' feelings toward themselves (the children) and the children's perceptions of themselves. The more favorably the child perceives himself, the more positive will be his perception of the teacher's feeling toward him. There is also a positive correlation between the favorable perception of the teachers' feelings and good academic achievement and classroom behavior.<sup>21</sup>

Another motivation problem has its source in the school. The school expresses the mores of the group to which it belongs rather than the ideals to which it adheres. Teachers are seen as stereotypes of ethnocentrism and autocracy. Both they and the children have a feeling of loyalty to their own group and a hostility to those who threaten it. This makes for a situation which is debilitating to both and harms the motivation level.<sup>22</sup>

A recent study attempts to determine the opinions of 373 teachers on the views of Frank Riessman's work. Teachers were asked to agree or disagree with seventy-eight statements selected from Riessman's The Culturally Deprived Child; the selected statements fell into four categories:

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<sup>21</sup>Helen H. Davidson and Gerhard Lang, "Children's Perceptions of Their Teachers' Feelings Toward Them," Journal of Experimental Education, XXIV (December, 1960), 107-117.

<sup>22</sup>M. M. Hughes, "Teacher Behavior and the Concept of Self," Childhood Education, XLI (September, 1964), 29-33.

1. The background and personality of the child.
2. The teacher of the culturally deprived child.
3. Classroom procedures and pupil management techniques for the culturally deprived child.
4. Curriculum, school organization, and school administration in the culturally deprived school.

The majority of teachers tested agreed with fifty-nine of the statements, disagreed with nineteen, and did not feel knowledgeable enough to judge seven. The investigator concluded that further research was warranted to determine whether some of Riessman's conclusions needed revision or whether some teachers needed re-education.<sup>23</sup>

Subtle forms of discrimination in the schools also work against the culturally disadvantaged child. Reading texts are typically less tuned to the interests of the disadvantaged. Parent-teacher associations patronize or ignore the underprivileged parents. Intelligence tests are quite invalid for these children. School psychologists and guidance counselors frequently underestimate the possibility of the economically underprivileged going to college. Friendship cliques and clubs do not favor the culturally deprived. The teachers' unfavorable images and expectations militate

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<sup>23</sup>P. J. Groff, "Culturally Deprived Children: Opinions of Teachers on the Views of Riessman," Exceptional Children, XXXI (October, 1964), 61-65.

against the respect and encouragement needed by the child.<sup>24</sup>

The various forms of covert discrimination lower the culturally deprived child's aspiration level. He is overwarned away from professional jobs. A soft approach is often adopted which talks down to him, assumes he lacks intellectual curiosity and conceptual ability, lowers academic standards, and takes for granted he is not interested in learning.<sup>25</sup>

The picture is not all bleak. The school and teachers can do much to help the culturally deprived. A fresh approach to the appraisal of ability is needed. The teacher needs to forget the intelligence quotient and look again at the student. Early identification of the student's problems and strengths and more adequate guidance are possible. The raising of the cultural level can be attempted as well as the raising of educational achievement. Emphasis on developing an adequate self-concept in the child and the resulting raising of the aspirational level and educational sights are necessary.<sup>26</sup>

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<sup>24</sup>Riessman, The Culturally Deprived Child, pp. 17-18.

<sup>25</sup>Ibid., pp. 19-23.

<sup>26</sup>Morris Krugman, "The Culturally Deprived Child in School," NEA Journal, L (April, 1961), 23-24.

The present limiting curriculum threatens the culturally deprived child and impedes his fullest growth since it violates some basic principles of education; e.g., recognizing individual differences, starting where the learner is, linking vicarious experiences with first-hand experiencing, motivating more adequately, and the sharing of planning between the pupil and teacher.<sup>27</sup>

Certain curriculum areas could be utilized more effectively. They include emphasizing health education; improving human relations through study of all peoples and cultures; widening recreational opportunities; enlarging social services; widening participation in group living and civic affairs; extending opportunities for creating; improving economic stability through improved personal and vocational knowledge; extending knowledge of cultural heritage; offering opportunities to discover children's talents and abilities; utilizing life situations to enlarge meaning; developing ability to think and solve problems; and motivating learning in general.<sup>28</sup>

After further consideration of the intelligence quotient, Frank Riessman found that even taking an intelligence test is a social situation and needs the establishment

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<sup>27</sup>Deborah Partridge Wolfe, "Curriculum Adaptations for the Culturally Deprived," Journal of Negro Education, XXXI (Spring, 1962), 139-151.

<sup>28</sup>Ibid., p. 143.

of rapport. The intelligence quotient score cannot be considered stable for the culturally disadvantaged. Directed practice in taking tests, the establishment of rapport and an attempt to motivate the student results in improved scores. Culture-fair tests are necessary to get a truer picture, but even then the discerning teacher can get at another dimension of his intelligence from discussions, role playing, games, sports, humor, and gossip. The intelligence tests currently in use lack many refinements.<sup>29</sup> For example, they do not test creativity, "stick-to-it-tiveness," and various special aptitudes and skills.<sup>30</sup>

Definite steps in several areas can be taken. New reading books are needed which do not stress the middle class environment but stress the positive aspects of the lower class child's culture; e.g., cooperative family traditions, informality, and humor. Emphasis placed on school know-how is important. They need to learn how to ask and answer questions, how to study, how to relate to the teacher, and how to take tests. The worthwhileness of education needs explanation as it relates to obtaining jobs, dealing with red tape, warding off manipulation, and understanding the world.<sup>31</sup>

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<sup>29</sup> Riessman, The Culturally Deprived Child, pp. 50-61.

<sup>30</sup> E. Paul Torrance, Guiding Creative Talent (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1963), pp. 162-187.

<sup>31</sup> *Ibid.*, p. 30.

The deprived child will learn language best through speech. Sentence pattern drills should supplant much of the drill on grammar. His own sentences should be used as examples for drills. Writing assignments should be unstructured and associative, with subjects related to his life and not middle-class oriented. The teacher should analyze the relationship of writing errors to speech and use reading as a device to improve writing. He should proceed from experience to speaking to reading. His reading should be related to his experience in a general sense. The material he reads should show that people can fail, have problems, are frightened, and suffer personal indignities. The teacher needs to help him realize that reading should be an integral and enjoyable part of both his school and home life.<sup>32</sup>

The teacher must never run the risk of using a soft approach, however. He does not simply indulge the child's interest, but attempts to educate him. He shows how ideas and theories have practical merit, highlights intellectual heroes, and masculinizes the school in such areas as reading and manners.<sup>33</sup>

Certain learning principles need stressing. All learning is stimulated or hindered by the teacher's feelings

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<sup>32</sup>Herbert Scheuler, "The Teaching of the Disadvantaged," Journal of Teacher Education, XVI (June, 1965), 174-180.

<sup>33</sup>Riessman, The Culturally Deprived Child, p. 31.

or attitudes toward the pupil.<sup>34</sup> Learning is also influenced by how close the curriculum comes to one's personal life and concerns. Starting where the child is and progressing from there is important. Individualized attention is necessary. These considerations should help the culturally disadvantaged child develop his abilities and interest to continue his education.

#### SUMMARY

The author realizes that the literature on the culturally disadvantaged child is so vast that only a sampling of it is possible. However, it is felt that enough of the literature has been reviewed to point up the problem--that the importance of the teachers' attitudes toward the culturally deprived child does influence the child's concept of himself and his subsequent learning in school. Since our urban school population is comprised of 40 per cent to 60 per cent of children from poor homes, it is imperative that teachers of these children study the problems associated with their learning and make adjustments in school programs to meet their social, intellectual, and emotional needs. Therefore, I am doing a study of teachers' attitudes toward culturally disadvantaged children.

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<sup>34</sup>Davis, *op. cit.*, p. 793.

## CHAPTER III

### DESIGN OF THE STUDY

#### PROCEDURES USED

The attitude scale was composed of twenty-four statements which expressed varying degrees of favorability and unfavorability of attitudes toward culturally disadvantaged children. These statements related to the three components of attitude--beliefs, feelings, and the predisposition to action. Some were stated in a positive manner and some were stated in a negative manner.

A seven-point scale was used with the categories labeled strongly agree, agree, tend to agree, undecided, tend to disagree, disagree, and strongly disagree. The values for each category progressed from zero to six with zero being the most unfavorable response and six being the most favorable. The scores for each item were added together to obtain a final summation.

To guard against a response set, the statements were occasionally changed from item to item so that a strongly agree was sometimes favorable and sometimes unfavorable. Each item was thought to be psychologically related to the object--in this case the culturally deprived child. Because the scale sought to measure teachers' attitudes, a majority

of the items were related to factors that would be likely to influence the culturally deprived child's accomplishments and behavior in the classroom. Many of the items were thought to be related to how the teacher viewed the child, and whether or not his middle class values distorted his view.

### Validity of the Instrument

The two most reputable methods of attitude scale construction are the Thurstone and the Likert methods. This attitude scale was taken from a previous study. The construction of the scale is according to the Likert Method of Summation.<sup>1</sup>

### SOURCE OF THE DATA

The data for this study were obtained from questionnaires completed by the fifth grade teachers in the Clarksville City Schools. (See Table I, page 24.)

Written permission to conduct the study was secured from the Superintendent of the Clarksville-Montgomery School System. The principal of each school was then contacted and appointments were made to give the questionnaires to the teachers. Interviews were conducted with the teachers by

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<sup>1</sup>Allen L. Edwards and Kathryn Claire Kenney, "A Comparison of the Thurstone and Likert Technique of Attitude Scale Construction," Journal of Applied Psychology, XXX (1946), 82-83.

TABLE I  
PARTICIPATING SCHOOLS

School	Number of Returns	Percent of Culturally Deprived*
1. Barksdale	4	0 - 5 %
2. Moore	3	6 - 20 %
3. Smith	3	21 - 40 %
4. Bailey Cobb	3	21 - 40 %
5. Howell	1	81 - 94 %
Totals	14	100 %

\*The percent of culturally deprived children in the school was arrived at by averaging the respondents' estimates.

the researcher in person. The teachers were requested to complete the questionnaires and return them to their principal's office within two or three days. / The list of participating schools and the number of returns from each school appears in Table I, page 24.

### Treatment of Data

The investigator decided to draw the conclusions for this study from a comparison of the highest scoring individuals, who were the more favorably disposed toward culturally deprived children, with the lowest scoring individuals, who viewed culturally deprived children more unfavorably. To do this, the data were grouped into four quartiles.

The first quartile is represented by the bottom 25 per cent of the group, the second quartile is the 26-50 per cent group, the third quartile is the 51-75 per cent group, and the fourth quartile is the 76-100 per cent group. Grouping the data in this manner allowed examination and comparison of the top (fourth) quartile with the bottom (first) quartile.

The 14 returns ranged in scores from 67 to 111, with 144 being the highest number of possible points. Following are the quartiles with the range of scores within each:

Fourth quartile	104.5 - 112
Third quartile	93.5 - 104
Second quartile	88.5 - 93
First quartile	65 - 88

To report each response in each statement of the problem, the fourth quartile was compared with the first quartile to determine which factors included in the study were related. Whenever a difference of 15 percentage points or more was evident, the investigator was of the opinion that the factors included in the study were not closely related. If the difference between the top quartile and the bottom quartile was less than 15 percentage points, the opinion of the investigator was that the factors included in the study were more closely related.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF THE DATA

The scores obtained from the attitude scale and the data gathered from the demographic data sheet (Appendix B) were compared and analyzed in the following presentation.

#### TEACHING EXPERIENCE

In each of the years-of-experience groupings (see Table II, page 28) there was not a great enough difference between the number of high scorers and the number of low scorers to indicate any difference. There appeared to be little difference between the attitudes of favorability or unfavorability of those teachers who had had limited teaching experience and those teachers who had had more teaching experience. The teachers with limited teaching experience expressed attitudes of favorability or unfavorability toward culturally disadvantaged children similar to the attitudes expressed by the teachers who had more teaching experience.

#### SPECIAL TRAINING OR INSERVICE WORK

Approximately 75 per cent of the respondents reported that no special training or inservice work was taken in order to prepare them for working with the culturally disadvantaged child. Table III, page 29, contains the complete

TABLE II  
 THE DIFFERENCE IN TEACHING EXPERIENCE  
 BY QUARTILE

	1-3 Years	4-6 Years	7-9 Years	10-12 Years	13 plus Years
Fourth Quartile	1	1		1	1
Third Quartile	1				2
Second Quartile	1			1	1
First Quartile	1		1	1	1
					n = 14

TABLE III  
 A COMPARISON OF TEACHERS WITH SPECIAL COURSE WORK  
 WITH THOSE TEACHERS WITHOUT COURSE WORK  
 BY QUARTILE

	College or University	Local	None
Fourth Quartile		4	
Third Quartile			3
Second Quartile			3
First Quartile			4
			n = 14

data. Of those teachers in the fourth quartile, 100 per cent reported local workshop courses, while not any of those in the first or second quartile reported such work.

There appeared to be a difference between the favorability of attitudes of those teachers who had special course work in teaching the culturally disadvantaged and those teachers who did not have any course work. For this group of respondents, those participating in courses in teaching the culturally disadvantaged did tend to score more favorably on the attitude scale.

#### PERCENTAGE OF CULTURALLY DEPRIVED CHILDREN FOUND IN CLASSES

Table IV, page 31, indicates that 100 per cent of those rating in the favorable fourth quartile reported 40 per cent or less of their classes as being culturally deprived. Of those rating in the unfavorable first quartile, 75 per cent reported having classes with less than 20 per cent culturally deprived, and 25 per cent reported having classes with 80 per cent or more culturally deprived children. Therefore, there appeared to be no difference between the attitude of favorability or unfavorability of those teachers who have a high percentage of culturally disadvantaged children in their classes and those who have a lower percentage of culturally disadvantaged children in their classes. The teachers who had a smaller percentage of culturally

TABLE IV

A COMPARISON OF TEACHERS' ATTITUDES WITH THE PERCENTAGE OF CULTURALLY DEPRIVED CHILDREN IN THEIR CLASSES BY QUARTILE

	0-5%	6-20%	21-40%	41-60%	61-80%	81-94%	95-100%
Fourth Quartile			4				
Third Quartile	2		1				
Second Quartile	2	1					
First Quartile		3					

n = 14

disadvantaged children in their classes tended to score unfavorably on the attitude scale. However, the teachers who reported a high percentage of culturally disadvantaged tended to score unfavorably on the attitude scale. It appeared that teachers reported unfavorable attitudes toward culturally disadvantaged children regardless of the percentage of culturally disadvantaged children in their classes.

#### EDUCATIONAL PREPARATION

An examination of Table V, page 33, will show that there appeared to be a difference in the attitude of favorability and unfavorability at the different educational levels that the respondents reported.

In the Bachelor degree column, two out of ten (20 per cent) scored in the upper quartile while three out of ten (30 per cent) scored in the lower quartile. However, at the Master's degree-or-better level, 75 per cent scored in the favorable third or fourth quartiles. There seemed to be a difference between the attitude of favorability or unfavorability of those teachers with less educational preparation. The teachers who had a higher educational level tended to express attitudes of favorability toward the culturally disadvantaged children.

Although it is unrelated to the problem, the respondents also indicated on the demographic data page their

TABLE V

A COMPARISON OF TEACHERS ACCORDING TO EDUCATION  
BY QUARTILE

	B.S.	M.A.	M.A. plus	Non-degree
Fourth Quartile	2		2	
Third Quartile	2		1	
Second Quartile	3			
First Quartile	3	1		
				n = 14

undergraduate majors. Table VI, page 35, shows that 40 per cent of the elementary education majors are in the favorable (fourth) quartile while only 22 per cent of non-elementary education majors rank in the top quartile.

The data indicated that the elementary education majors tended to score more favorably on the attitude scale. The tendency for the non-elementary education majors to score more unfavorably on the attitude scale may be due to the difference in training of the two groups. However, approximately 65 per cent of the teachers who were teaching in the fifth grade were non-elementary education majors.

TABLE VI  
 A COMPARISON OF TEACHERS ACCORDING  
 TO THEIR COLLEGE MAJOR  
 BY QUARTILE

	Elementary Education Majors	Non-Elementary Education Majors
Fourth Quartile	2	2
Third Quartile	1	2
Second Quartile		3
First Quartile	2	2
		n = 14

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### SUMMARY

In evaluating the problems which are faced by the culturally deprived or working class child in our schools, several authors have noted the importance of the teachers' attitudes toward these children as teachers help or hinder children in making the most of their educational opportunities.

In this study, the writer investigated the teachers' attitudes toward the culturally disadvantaged child as they related to the teaching experience of the teachers, the percentage of culturally disadvantaged children in their classes, and educational preparation of the teachers.

The questionnaire contained twenty-four items which could be responded to with strongly agree, agree, tend to agree, undecided, tend to disagree, disagree, and strongly disagree. On a demographic data page, each respondent indicated information regarding his teaching experience, percentage of culturally disadvantaged children in his classes, and educational preparation for working with culturally disadvantaged children.

The questionnaire was distributed to the fifth grade teachers who had varying proportions of culturally deprived and middle class children in their classes.

Conclusions were drawn from the data by comparing the highest scores (indicating the most favorable attitude) and the lowest scores (indicating the most unfavorable attitude). To do this, the scores were assigned to quartiles, each quartile representing 25 per cent of the total responding group. The first quartile was the lowest scoring or most unfavorable attitude group, and the fourth quartile was the highest scoring or most favorable attitude group.

If the difference between the top quartile and the bottom quartile were more than 15 percentage points, the factors included in the study appeared to be related. If the difference were less than 15 percentage points, the factors included in the study did not appear to be related.

#### CONCLUSIONS

The study indicated that there appeared to be little difference between the attitude of favorability or unfavorability of those teachers who have had limited teaching experience and those teachers who have had more teaching experience. Therefore, other factors not included in this study may be causing these unfavorable attitudes, or the reports may not be true about teachers. Also, teachers may be intelligent enough to hide their true feelings and may

not have responded on the interview what they actually felt and what they do.

The study also found that there was a difference between the attitude of favorability or unfavorability of those teachers who have had special course work in teaching the culturally disadvantaged and those teachers who had no course work or inservice education.

The percentage of lower class children found in the classes did not indicate a difference between attitudes of favorability or unfavorability of those teachers who had a high percentage of culturally disadvantaged children in their classes and those who had a lower percentage of culturally disadvantaged children in their classes. It appeared that teachers reported unfavorable attitudes toward culturally disadvantaged children regardless of the percentage of culturally disadvantaged children in their classes.

The study reported that there appeared to be a difference in the attitude of favorability and unfavorability at the various educational levels which the respondents reported.

#### RECOMMENDATIONS FOR FURTHER STUDY

On the basis of the findings of this investigation, the following recommendations are made:

1. That this study be replicated in other geographical areas both inside and outside the State of Tennessee in order to ascertain whether or not the findings of this study might or might not be borne out in other geographical areas.

2. That a separate investigation be made of the attitudes toward culturally deprived children of teachers who have had some experience in teaching in the federally-sponsored Head Start Program under Title II of the Economic Opportunity Act of 1964, and that a comparison be made between the attitude of Head Start teachers and those who have not participated in a Head Start Program.

3. That a study be made for the purpose of comparing the attitudes of teachers toward children who are believed to be culturally deprived with the attitudes of the same teachers toward children who are not considered to be culturally deprived.

4. That, for the purpose of research, a more precise definition be employed for the terms "culturally deprived," "lower class," and "working class."

5. That a study with an experimental design be statistically tested for selected factors to determine what factors are most significant in teachers' attitudes toward culturally different children.

6. That courses in the psychology of the education of the culturally disadvantaged are needed.



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APPENDICES

APPENDIX A  
FORM LETTER

...quite  
...the enclosed  
...name.  
...toward  
...to complete  
...University. On  
...the category  
...agreement with  
...Be sure  
...of the question-

...your principal's

...

...Barnes

April, 1969

Dear Fellow Teacher,

I realize that your time and energy are quite valuable. Will you please read and fill out the enclosed attitude scale for teachers? Do not sign your name.

I am investigating teachers' attitudes toward culturally disadvantaged children in order to complete my research study at Austin Peay State University. On the following attitude scale, please check the category which best describes your agreement or disagreement with the attitude statements about these children. Be sure to fill in the information on the last page of the questionnaire.

Please return this questionnaire to your principal's office within two or three days.

Thank you for your help.

Sincerely,

Mary Earlene Burney



## ATTITUDE SCALE FOR TEACHERS

**Directions:**

Please check the category which best describes your agreement or disagreement with each attitude statement. Please answer all of the statements but do not spend too much time on any one. Do not forget the information on the last page.

	Strongly agree	Agree	Tend to agree	Undecided	Tend to disagree	Disagree	Strongly disagree
.The culturally deprived child is often rude and vulgar.							
.The culturally deprived child is inherently different from the ordinary child.							
.The culturally deprived child will never come to develop much ambition.							
.If I could help it, I would never hire a person from the culturally deprived because he doesn't care if he never gets to be "somebody."							
.The culturally deprived child is not as resourceful as the middle class child, that is he cannot do with what he has on hand.							
.The culturally deprived child possesses many skills that could possibly develop into particular job skills.							



.Spending his leisure constructively is something that the culturally deprived child cannot do.

.I would demand that a culturally deprived or working class child abide by a rigid schedule I would set up for him.

.If I were a teacher of culturally deprived children, I would be sure that they earned my respect and love before I gave it.

.Modern IQ tests show that the culturally deprived child is equal to the ordinary child.

.I would hesitate to trust the culturally deprived child because he is sneakier than most children.

.Since the culturally deprived child takes good care of his property, I would not hesitate to give him the newest and best supplies.

.Most culturally disadvantaged people have a favorable attitude toward education as a way of bettering themselves.

.The first thing teachers should do is to try to change the culture of the culturally deprived before he can hope to reach the culturally deprived child.

	Strongly disagree	Disagree	Tend to disagree	Undecided	Tend to agree	Agree	Strongly agree
.Spending his leisure constructively is something that the culturally deprived child cannot do.							
.I would demand that a culturally deprived or working class child abide by a rigid schedule I would set up for him.							
.If I were a teacher of culturally deprived children, I would be sure that they <u>earned</u> my respect and love before I gave it.							
.Modern IQ tests show that the culturally deprived child is equal to the ordinary child.							
.I would hesitate to trust the culturally deprived child because he is sneakier than most children.							
.Since the culturally deprived child takes good care of his property, I would not hesitate to give him the newest and best supplies.							
.Most culturally disadvantaged people have a favorable attitude toward education as a way of bettering themselves.							
.The first thing teachers should do is to try to change the culture of the culturally deprived before he can hope to reach the culturally deprived child.							

Strongly disagree	Disagree	Tend to disagree	Undecided	Tend to agree	Agree	Strongly agree

.As a teacher, I would not hesitate to leave the class-room briefly while a group of culturally disadvantaged children were taking a test.

.The parents of culturally deprived children do not care about them or show as much interest in them as parents with more money.

.The culturally deprived child does not care how he looks.

11-944

11-108

check here.

graduate major?

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

years completed \_\_\_\_\_

do you have? \_\_\_\_\_

have you had to be disadvantaged?

\_\_\_\_\_

## DEMOGRAPHIC DATA

please answer carefully. Check where appropriate.

1. Your years of teaching experience:

1-3 \_\_\_\_\_

4-6 \_\_\_\_\_

7 - 9 \_\_\_\_\_

10 -12 \_\_\_\_\_

13 plus \_\_\_\_\_

2. What per cent of your classes do you estimate are lower class?

0- 5% \_\_\_\_\_

6-20% \_\_\_\_\_

21-40% \_\_\_\_\_

41-60% \_\_\_\_\_

61-80% \_\_\_\_\_

81-94% \_\_\_\_\_

95-100% \_\_\_\_\_

3. Your educational preparation:

If you are a non-degree teacher, please check here. \_\_\_\_\_

If a degree teacher, what was your undergraduate major?

\_\_\_\_\_

Have you completed a Master's degree? Yes \_\_\_\_\_ No \_\_\_\_\_

Hours completed \_\_\_\_\_

How many hours past a Master's degree do you have? \_\_\_\_\_

4. What special training or in-service work have you had to prepare you for working with culturally disadvantaged children?

None \_\_\_\_\_

College or university work \_\_\_\_\_ number of hours \_\_\_\_\_

Local workshops or in-service \_\_\_\_\_ amount \_\_\_\_\_