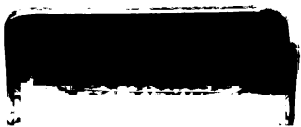


A PRELIMINARY STUDY OF  
MINORITY STATUS AND  
SCHOOL EXPERIENCE

Thesis for the Degree of M. A.  
MICHIGAN STATE UNIVERSITY  
PATRICIA K. FLOOD  
1973



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## ABSTRACT

### A PRELIMINARY STUDY OF MINORITY STATUS AND SCHOOL EXPERIENCE

By

Patricia K. Flood

This study focuses upon differences in self-concept of academic ability, perceived self-efficacy and school achievement between White and Indian students at the elementary school level. An underlying assumption of the study holds that school achievement is influenced by the self-concept of the individual, and that self-concept is based upon interaction with "significant others". The guiding hypothesis asserts that the perception of minority status will have negative effects on self-concept of ability, on sense of self-efficacy and on actual school achievement. From this general hypothesis five specific hypotheses regarding perception of academic ability, self-efficacy, teacher and parental support and actual performance levels were tested.

The research design involved a comparison of White/Indian students at the fifth through eighth grade level in two communities in Michigan's Upper Peninsula. Data regarding the several hypotheses were obtained through the administration of a questionnaire to 466 students in the two communities. It was found that Indian students do have a lower self-concept of academic ability, a lower sense of self-efficacy and lower achievement levels, but no apparent perception of lower teacher

support. While the data suggest that minority status (particularly in the context of economic deprivation), self-perceived efficacy, self concept of academic ability and academic performance are related, no cause-effect relationships can be demonstrated by the data.

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By

Patricia K. Flood

A THESIS

Submitted to  
Michigan State University  
In Partial Fulfillment of the Requirements  
For the Degree of

MASTER OF ARTS

Department of Sociology

1973

680337

## ACKNOWLEDGMENTS

I am deeply grateful to all those who provided help and encouragement throughout my graduate study and especially during this research period. Among those to whom I owe special thanks are:

Dr. Frederick B. Waisanen, my thesis advisor, for many hours of counseling and encouragement on this project and in the graduate work that has preceded it.

My Mother, whose love and support have made my graduate study possible.

Sue Roggelin, whose constant encouragement, assistance and friendship have been so important.

Mr. Donald A. LaPointe, whose generous cooperation made the data collection possible.

Dr. William A. Faunce and Dr. Wilbur B. Brookover, members of my committee for help and guidance on interpretation.

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## INTRODUCTION

This research examines possible differences between White and Indian elementary school children with regard to academic performance and aspirations. More specifically, the focus is on the relationship between self-concept and these factors. The underlying assumptions hold that school achievement and aspiration levels are largely dependent on the self-concept of the individual, and that self-concept is based on interaction with "significant others". The central assumption, in regard to process, is that self-concept develops over a relatively long period of time with different "significant others" being more "significant" at different points in time. While the family is the single most important source of a child's self-concept at an early age, teachers and peers later influence and often modify this basic self-concept. The central focus of this study is upon the school environment (teachers, peers, etc.) and some influences of this environment on the child's self-concept and consequently on his academic achievement and aspiration levels.

The intent of this study is not to demonstrate that minority status is the dominating factor in the Indian child's self-concept. At best this study is preliminary and exploratory in nature. The research is designed to determine if in fact minority status is a factor in the development of self-concept and, if so, if it has a

negative effect on academic performance and aspiration levels.

This study is a preliminary and exploratory phase of a larger research program which will examine questions of self-concept and minority status comparatively. In the larger study, the grade range of students will be extended through the full range, i.e., grades 1 through 12. Additionally, comparative data will be collected from a third school system in which Indian students are in numerical majority. This first phase study involves the comparison of White and Indian students where the Indians are in the numerical minority, with the population restricted to students in grades 5 through 8.

## THE SOCIO-CULTURAL CONTEXT

### Research Site

The site for this first phase of the research is Baraga County in Michigan's Upper Peninsula, specifically in the townships of L'Anse and Baraga, the two largest townships in the county. The county has considerably lower rates of employment, annual family income, and average education levels when compared to state and national levels. The 1970 census, however, indicates an 8.9% population increase for the county with 16.7% and 12.6% increase in L'Anse and Baraga respectively for the 1960-70 time period. This represents a reversal in population trends and indicates increasing educational and employment opportunities in the area.

The Keewenaw Bay Indian Community consists of approximately 800 Chippewa Indians in the L'Anse/Baraga area. The KBIC is divided into two principal communities, Zeba in L'Anse and Assinins in Baraga. The original basis for the division of the Indian community was a difference in religion with Assinins being predominantly Catholic and Zeba predominantly Methodist. Presently, however, the combined Indian population, the KBIC, is governed by one tribal council and is recognized as a single tribe by both the State and the Federal Government. The council is composed of twelve elected members, six from the L'Anse area and six from Baraga.

The KBIC is characterized by high rates of unemployment, school attrition, inadequate housing, etc., as are many Indian communities elsewhere in the U.S. In 1970, approximately 56% of the adult KBIC was gainfully employed, 22% were on pensions or social security, and 22% were unemployed. Included in the 56% who are employed are those whose employment is seasonal and others whose income levels are substantially below national and state levels. In 1969, 52% of Indian Households had annual family incomes of less than \$3,000, indicating substantial numbers of underemployed heads of households.

TABLE 1  
Income Distribution, KBIC, 1971<sup>1</sup>

Family Income Range	Number	Per Cent
Under \$1,500	34	19%
\$1,501--\$3,000	60	33%
\$3,001--\$5,000	48	26%
\$5,001--\$7,000	21	12%
\$7,001--\$10,000	13	7%
\$10,000 and over	6	3%

Adult education levels of the KBIC too are substantially lower than state and national average as indicated by the following table:

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<sup>1</sup>Taken from Indian Housing Survey of the KBIC prepared for the Baraga County Planning Commission and the Ojibway Housing Commission by Velican-Limon and Associates, Inc. 1971, page 8.

TABLE 2  
Educational Distribution by Sex and Marital Status, KBIC, 1971<sup>2</sup>

	0-5 years		6-8 years		9-12 years		1-4 College or Technical School		Total (100%)	
	N	%	N	%	N	%	N	%	N	%
Husband of Family	4	4%	48	38%	68	54%	5	4%	125	
Wife of Family	4	3%	45	30%	94	64%	5	3%	148	
Single Persons	2	4%	20	36%	31	56%	2	4%	55	
									<u>328</u>	

As is indicated by the above table, women generally complete more years of school than do men. In part, the comparatively low education levels can be explained by the restricted employment opportunities in the area. For the most part employment is of a low skill, laborer or clerical nature that does not require high levels of education. Given the employment situation in the area, advanced education, technical training, etc., become worthwhile only when and if the individual leaves the community.

The KBIC, then, is in many ways similar to other Indian communities in terms of income, employment, etc. There are, however, several basic differences between the KBIC and many Western reservations which have been studied by other social researchers. The Indian lands in the KBIC are not contiguous but are interspersed with public and private (White-owned) land. Efforts are being made, however, to consolidate the reservation land. There is then substantial interaction between the Whites and Indians on and off the reservation. The degree of assimilation of the KBIC is greater than many Western Indian tribes as indicated by relatively high rates of intermarriage, and the absence of a tribal language. While there are some Indian crafts in the area, particularly leatherwork, the bulk of the native Chippewa arts, crafts, and traditions are not practiced. In spite of the "Americanization" of the KBIC, many "traditional" Indian values are still in evidence. Time orientation, attitudes toward work and nature, etc., are still more traditional than modern.

It should be noted that the KBIC is committed to retaining

what is left of their Indian culture (particularly values) and to regaining as much as possible of what has been lost. The establishment of Indian industry operating under Indian values is a primary goal of the Indian community. A newly acquired cultural center in Baraga has stimulated community development programs. Vocational skills, arts, and crafts etc., are increasingly becoming available at the Center. An attempt is being made to develop a dictionary of the Chippewa language and to establish adult classes for the study of the language. Indian-led Reform Movements have been effective in these and other areas. For instance, the KBIC was instrumental in reaffirming the Indians' hunting and fishing rights in Michigan. Clearly, the KBIC members have become increasingly active in asserting their "Indianness" and more determined to better their situation without sacrificing any more of their heritage.

There is no federal or private Indian school in the L'Anse/Baraga area. The school system is composed of one elementary and one high school in both L'Anse and Baraga. The Indian children represent approximately 10% of the student population. The overall dropout rate for Baraga county in 1967-68 was 3.38% for grades nine through twelve. This is a comparatively large percentage when compared with other Michigan counties.<sup>3</sup> The dropout rates for Indians, however, was more than 80% in grades nine through twelve.<sup>4</sup> In the Baraga schools approximately 10% of the Indians

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<sup>3</sup>Michigan Statistical Abstract, pp. 70-71. Division of Research, Graduate School of Business Administration, MSU, 1970.

<sup>4</sup>Personal interview with Don LaPointe and Carolyne Perrault, counselors for Indian students in L'Anse, Baraga. July, 1971.



are in Special Education classes (no statistics available for L'Anse). The large majority of Indian students are in "General" or "Vocational" programs rather than in a college preparation program.

## THE THEORETICAL CONTEXT

One of the more recent and most influential studies of minority status and academic achievement was conducted by James Coleman in 1966. Of the factors Coleman found to be related to differential academic achievement, those of self-concept of ability and perceived control over the environment are the most relevant to this study.<sup>5</sup> In Coleman's research, these attitudes accounted for more variation in achievement than any other variables. In the same study Coleman found that minority students (with few exceptions, e.g., Orientals) had significantly lower perception of ability and control than Whites. While the number of Indians included in the survey was very small, the findings suggest that Indians correspond to the predominant pattern.

Minority status in and of itself is not a sufficient cause of a negative self-concept of ability. As Coleman's findings show, Orientals do not exhibit low self-concept of ability; in fact their self-concept, aspirations and performance tend to be higher than those of Whites. While the term "minority" implies some kind of difference from the "majority", there is no uniform basis for evaluation of such differences.

Self-concept develops through interaction with "significant others". Others' expectations and evaluations will largely determine one's behavior and self evaluation. The "significant others"

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<sup>5</sup>Coleman, James. Equality of Educational Opportunity, Government Printing Office, 1966, pp. 319.

considered here are primarily teachers and parents. The underlying assumption is that to some degree both parents and teachers negatively evaluate membership in the Indian community with regard to academic achievement. If both teachers and parents hold low expectations for Indian academic performance, these expectations will be perceived and internalized by the Indian student with a "self-fulfilling prophecy" becoming operative. Consequently, Indian students will develop a sense of powerlessness and low self-concept of academic ability to the additional consequence of low academic performance.

While there is little systematic research on the attitudes of Indian parents toward education, there is no reason to doubt that most Indian parents do value education, particularly as a means to improving their economic position. Success in most public schools however, requires a set of values and behaviors which are not in full fit with the traditional Indian community. Emphasis on competition and restraints on individual autonomy conflict with Indian values of cooperation and autonomy. Even where there has been substantial assimilation of the Indians, many of their traditional values remain intact. Indian parents do not get as involved with the school as do Whites. Attendance at PTA meetings is infrequent, largely because the Indian parents do not feel welcome. There seems to be little communication between parents and teachers beyond limited discussion during parent-teacher conferences.

While the parents value education, they are not generally

supportive of the school system. Many of the behavior expectations they have for their children in the home setting, such as co-operation and autonomy, conflict with those of the school. The school is not generally perceived as being friendly or supportive of the Indian Community. Many parents have themselves had very negative experiences as students. These attitudes and values are then communicated to the children. To the extent that they are internalized and become part of the child's self-concept there will be conflict when he encounters the values and behavior expectations of the teachers.

For most children one of the most significant "others" in the development of academic self-concept is the teacher. Rosenthal and Jacobsen found that by raising teachers' expectations for certain students, significant improvement in actual performance followed (Rosenthal and Jacobsen, 1968). Rist provides findings supportive of the "self-fulfilling prophecy" (Rist, 1970). His data show that students were identified as "fast" or "slow" learners at the kindergarten level. The "slow" learners were not expected to do well and in fact performed at increasingly lower levels throughout the three-year period of observation.

The expectation of the teachers are not necessarily explicitly communicated to the child, and teachers are generally unaware of any discrimination or overt discouragement of student achievement. Communication of low expectations may involve such actions as facial expressions, seating arrangement or assignment of classroom duties (Rist, 1970).

Certain conditions in the Indian Community in L'Anse/Baraga

may serve to lower teacher expectations for Indian student performance. Firstly the educational achievement level for Indian parents is much lower than the state and national levels and significantly lower than for Whites in the community. Secondly, and as noted above, there is little involvement of the Indian parents in school affairs. The teachers may interpret these as indicators of a lack of concern with education. There seems to be a feeling that the teacher cannot be expected to be as effective in teaching students receiving little support from home as with those whose parents are supportive.

The high enrollment of Indians in Special Education classes and the low percentage in college preparatory courses indicates that expectations for their performance may not be very high. High attrition rates, absenteeism and generally lower performance levels serve to "justify" these expectations. There seems to be little if any overt discrimination toward Indian students. On the other hand teacher expectations of Indian students seem to be lower than for Whites. Communication of these expectations, even non-verbally and indirectly, could result in lower academic achievement by Indian students.

The variables at issue, i.e., minority status, self-concept of efficacy, self-concept of academic ability, and perceived support of teachers and parents, undoubtedly produce interaction effects that significantly influence the level of academic performance. These interaction effects will be examined in the continuation and extensions of the present research. In exploratory context, we

are testing the following hypotheses:

H<sub>1</sub> Because of minority status, ethnicity will be a more salient factor in self-concept for Indians than for Whites.

H<sub>2</sub> Indians will tend to perceive teachers and family as being less supportive of educational achievement than will Whites.

H<sub>3</sub> Indian students will have a lower self-concept of efficacy than Whites.

H<sub>4</sub> Indians will have a lower self-concept of academic ability than Whites.

H<sub>5</sub> Indians will have a lower academic achievement level than Whites.

The variables to be operationalized are: 1) minority status; 2) perceived parental and teacher support; 3) self-concept of efficacy; 4) self-concept of academic ability and 5) performance.

### Methodology

Because of the large number of students involved in the study (466), personal interviews were not possible. Consequently, we used a self-administering questionnaire of 65 items. While some

of the individual items had already been validated in other research, it was necessary to construct new items. Pretesting was done in a Lansing Public school. While the pretest school did not have any Indian students in the 5-8 grade there were a significant number of Blacks and Chicanos in the sample. The SES composition of the Lansing sample was similar to that in the L'Anse/Baraga area. A revision of the questionnaire, based upon pre-test experience, followed.

### Instrumentation

Three indicators of perception of minority status were included in the questionnaire. The first was the "Who Am I" scale reduced in length to ten statements. Reference to ethnicity (White or Indian) or to membership in the KBIC were considered to be indicators of the salience of minority/majority status. Another item asked whether or not the individual perceived himself as being different in some important way from most other people and, if so, what was the basis of the difference. Both a perception of difference and a reference to ethnicity or minority status were necessary to indicate the salience of minority status to self-concept.

Identification of Indian students was made by a closed form questionnaire item, in which subjects were asked to check their "race", with response possibilities of "Oriental", "Black", "Indian", and "White". This self-designation procedure is, of course, far from perfect. There is a high probability that some students, given the reasonable options that racial identification affords, did not classify themselves as Indians, even though KBIC membership

criteria might have enabled it. The consequence of this is to reduce the number of Indians in the Indian-White comparisons by significant number.

The other variables were measured by multiple-item indices. (Data on item analysis in index construction is included in Appendix A). The following are representative items of the several indices:

TABLE 3  
Sample of Index Items

Variable	Illustrative Questions
Index of Teacher Support (5 items)	Of the teachers you know in this school how many don't care if the students get bad grades?  1 Almost None 2 3 4 5 Almost All
Index of Parental Support (4 items)	How good of a student do your parents expect you to be in school?  1 One of the best 2 3 4 5 Not as good as most of the students.
Index of Self-concept of Efficacy (4 items)	People like me will not have much of a chance to do what we want to do in life.  1 Strongly agree 2 3 4 Strongly disagree.
Index of Self-concept of Academic Ability (5 items)	What marks do you think you really can get if you try?  1 Mostly A's B's C's D's E's



Two items were used to determine the SES level of the student. The first of these was the education level of the father. The second asked for the father's occupation. Many of the students knew neither their father's education level or occupation. Many other responses seemed implausible, i.e., education level recorded as less than eight years with occupation listed as teacher. For these reasons no reliable measures of SES were available and SES could not be used in the analysis of the findings. Performance levels were obtained through a single item asking for marks actually received by the students.

#### Data Collection

The questionnaire was administered over a two day period in October, 1972. In the Baraga schools, the questionnaire was administered to individual classes with the teacher present in most cases. In L'Anse the students were assembled into two large groups, fifth through sixth grade in one group and seventh through eighth grade in the other. Teachers were not present during the administration in L'Anse with the exception of the director of student testing who was present at the administration to the seventh through eighth grades.

#### Results

The first hypothesis to be tested was salience of minority status in the development of self-concept of Indian children. Three items bearing on this issue were included in the questionnaire. The first was a closed-form identification of race, with four alternative responses. Many of the Indian students are of mixed heritage. The minimum amount of "Indian blood" required for membership

in the KBIC is 25 per cent. The presence of one-fourth "Indian blood" does not necessarily mean the individual will identify or consider himself to be Indian. In the present case, of the 77 Indian students enrolled in the two school systems at the 5-8 grade level, 53 identified themselves as being Indian. Because no names were put on the questionnaires and no prior identification of the Indian students was made, the number of absentees cannot be determined. In any case, for the 53 who did identify themselves as Indians, one indicator of minority status was obtained.

A second measure of the salience of minority status for self-concept was the mention of ethnicity or perceived minority status on the "Who Am I" section of the questionnaire. Of the 51 Indians who completed this section, 16% made an ethnic reference. This compares with 4% of the responding Whites who made such a reference. It should be noted that of the thirteen Whites who made an ethnic reference, several were negative statements such as "I'm not like those Indians".

The third measure of the salience of minority status was obtained from two items regarding self-perceived difference from others. The first question asked if the individual felt that he was different in some important way from others, and what that difference was. Twenty-seven per cent of the Indian respondents indicated that they believed themselves to be different, as against fifteen per cent for the Whites. Eighty-two per cent of those Indians who indicated that they were different and responded

to the second part cited their race as the determinant of the difference as compared to 94% of the White respondents who cited race as the difference. The second item asked whether or not they felt that others considered them to be different and what the nature of that difference was. Twenty-five per cent of the Indian respondents and sixteen per cent of the White respondents felt that others believed them to be different. Seventy three per cent of the Indians who responded to the second part of the item cited ethnicity as the determining factor as against ninety three per cent of the Whites. The responses to these two items indicates that race is an important factor in the self-identification process for both Whites and Indians.

The second hypothesis to be tested was that Indians would perceive teachers and parents as being less supportive of educational achievement than would Whites. This hypothesis was not supported by any of the relevant measures. There was no significant difference in perception of teacher support by race. This finding is unexpected and inconsistent with previous research. The speculative directions for these findings are several. As one possibility, perhaps a "demand" factor was operative in the testing situation. It could be that my presence as a university researcher as well as the presence of the teachers during the questionnaire administration may have inhibited objective responses to the several items. Prior to the administration of the questionnaires, many of the classes were told by school personnel that they were going to be given a "Test". While instructions stressed that there were no right or wrong

answers, the impression that they could score well or badly may have persisted. A second possible explanation is that the Indian students made 'adaptive' responses. If there is a conflict between home and school or teachers and students, one coping mechanism is that of acquiescence or adaptation to the situation. The likelihood of this sort of adaptive responding would be increased to the extent that Indian children may have felt that their responses were identifiable.

The findings do indicate a tendency for Indian children to perceive their parents as being less supportive of educational achievement than do Whites. Again, this did not reach significance at customary levels. The hypothesis of lower perceived parental support was based primarily upon assumption of conflicting values between home and school. There is no indication that Indian parents do not value educational attainment; indeed, aspirations for their children are as high as those of Whites. The items on which Indian parents were rated as being less supportive were generally those which reflected school values, i.e., "Do your parents expect you to do better in school than your friends?"

The third hypothesis tested was that Indians would have a lower self-concept of efficacy than Whites. This hypothesis was supported by each individual item and the index of the measure of self-efficacy. These items and the index differentiated Indians and Whites more than any other index, being significant at the .005 level. The fourth hypothesis, i.e., Indians will have a lower self-concept of ability, was similarly supported.

The relevant index was significant at the .05 level.

The final hypothesis asserted that Indians would have a lower actual performance level than Whites. The association of performance and race was significant at the .005 level, in the direction hypothesized.

Each of the items and indices was broken down by grade and race with the fifth, sixth, and seventh, eighth being grouped together. Each of the significant indices produced significant differences when compared by grade. Fifth and sixth grade Indians were significantly lower than seventh and eighth grade Indians with regard to self-concept of efficacy. The same findings were obtained in a comparison of the White fifth and sixth with White seventh and eighth. Indian/Indian and White/White comparisons were not significant on the self-concept of ability measure. While fifth and sixth grade Indians did not differ significantly from fifth and sixth grade Whites the seventh and eighth grade comparisons were significantly different.

## SUMMARY

Of the five hypotheses tested, four were supported by the data. The one exception is in the case of the hypothesized differences in perceived teacher support. The differences in self-concept of efficacy and in actual performance were particularly great, with significance levels being considerably below .005. This is in fit with Coleman's findings that, more than any other variable, the sense of self-efficacy is related to performance. While the difference in self-concept of ability was not as great, its relationship to performance is strong. The absence of any significant difference in perceived parental and teacher support was unexpected and somewhat problematical. Some possible explanations for this have already been offered.

The first phase study has several important limitations. Socio-economic status has been shown to be strongly related to student performance (Coleman, Pettigrew). No adequate measures of SES were included in the questionnaire. Secondly, the administrative circumstances may have affected responses in crucial ways. The presence of White teachers--as well as the absence of Indian adults--in the classroom at the time of the questionnaire administration may have produced "low risk" responses on questions on perceived teacher support.

Thirdly, the comparisons between Indian and White students is weakened by the impossibility of establishing a full census of Indian students, given our assurance of anonymity and the consequential absence of names from the questionnaires. Those Indian students who chose not to identify themselves racially, may share a set of characteristics that could seriously alter the findings.

The long-range plan of this research is to compare students in a wider grade-range in L'Anse/Baraga with students in the same grade range at Harbor Springs. The Harbor Springs schools would provide an opportunity to compare performance levels of Indians in a numerical minority. This would involve a comparison of grades one through eight in L'Anse/Baraga with the same grades in Harbor Springs. Further it would allow a comparison of Indians who moved from a majority position (grades one through eight, Harbor Springs) to a minority position (grades nine through twelve, Harbor Springs). The comprehensive grade range would serve to allow identification of that point in time when the Indian defines himself as being Indian and an examination of the consequences of this identification for self-concept and performance.

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## APPENDICES

APPENDIX A

TABLES

TABLE A.1: Self-Concept of Academic Ability\*

	Higher	Lower	Significance Levels
1) Indians 5-8 Whites 5-8	10 140	43 273	$\chi^2 = 4.84$ $\rho < .05$
2) Indians 5-6 Indians 7-8	12 5	20 16	$\chi^2 = 1.04$ N.S.
3) Indians 5-6 Whites 5-6	9 60	23 106	$\chi^2 = .62$ N.S.
4) Indians 7-8 Whites 7-8	2 80	19 166	$\chi^2 = 4.67$ $\rho < .05$
5) Whites 5-6 Whites 7-8	60 80	107 166	$\chi^2 = .52$ N.S.

TABLE A.2: Self-Concept of Perceived Efficacy

	Higher	Lower	Significance Levels
1) Indians 5-8 Whites 5-8	14 253	39 160	$\chi^2 = 24.9$ $\rho < .005$
2) Indians 5-6 Indians 7-8	10 14	22 7	$\chi^2 = 6.43$ $\rho < .025$
3) Whites 5-6 Whites 7-8	84 169	83 78	$\chi^2 = 13.30$ $\rho < .005$
4) Indians 5-6 Whites 5-6	10 109	22 57	$\chi^2 = 13.38$ $\rho < .005$
5) Indians 7-8 Whites 7-8	8 169	13 78	$\chi^2 = 8.02$ $\rho < .005$

\*The discrepancies in frequencies in the several comparisons in Tables A.1, A.2 and A.3 result from the need to utilize different "breaking points" in the dichotomization of attitudinal measures.

TABLE A.3  
Perceived Teacher Support by Grade

	Higher	Lower	Significance Levels
1) Indians 5-8 Whites 5-8	30 224	23 190	$\chi^2 = .13$ N.S.
2) Indians 5-6 Indians 7-8	16 13	16 8	$\chi^2 = .62$ N.S.
3) Whites 5-6 Whites 7-8	91 133	75 114	$\chi^2 = .04$ N.S.
4) Indians 5-6 Whites 5-6	16 91	16 75	$\chi^2 = .25$ N.S.
5) Indians 7-8 White 7-8	13 133	8 114	$\chi^2 = .39$ N.S.

TABLE A.4  
Performance by Race

	High	Low	Significance Levels
Whites 5-8	261	151	$\chi^2 = 19.10$
Indians 5-8	17	35	$p < .005$

APPENDIX B  
QUESTIONNAIRE



Student Survey

CS-SEP PILOT

Michigan State University

This is not a test. There are no "right" or "wrong" answers, and you will not be graded on the questions. All your answers are "correct" and very important. Please read and answer each question carefully. If you need help at any time, please raise your hand.



1. Ask yourself the question, "Who Am I?" Answer this question as if you were answering it only to yourself. Write your answers in the spaces below, making as many different answers as you think may be necessary.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

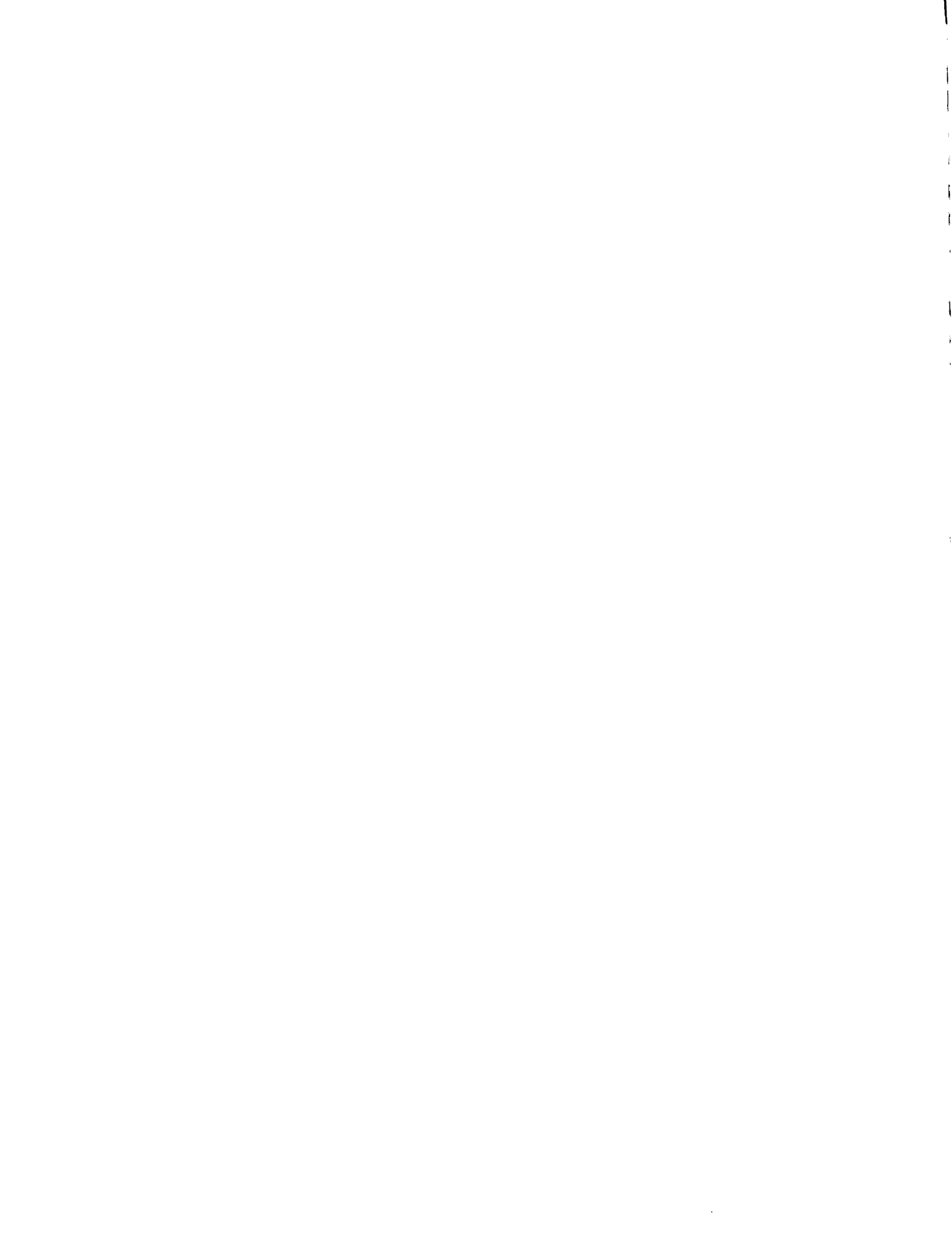
6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



2. How old are you?

\_\_\_\_\_ Years old

3. Are you a boy or a girl?

Boy

Girl

4. What is your present grade level?

5th

6th

7th

8th

5. How many years of school did your father complete?

Less than five years

Six or seven years

Eight or nine years

Ten to twelve years

One or two years of college

Three or four years of college

He graduated from college

I don't know

6. How many members, including yourself, are there in your family?

\_\_\_\_\_ Number of members in family.

7. How old is your youngest brother?

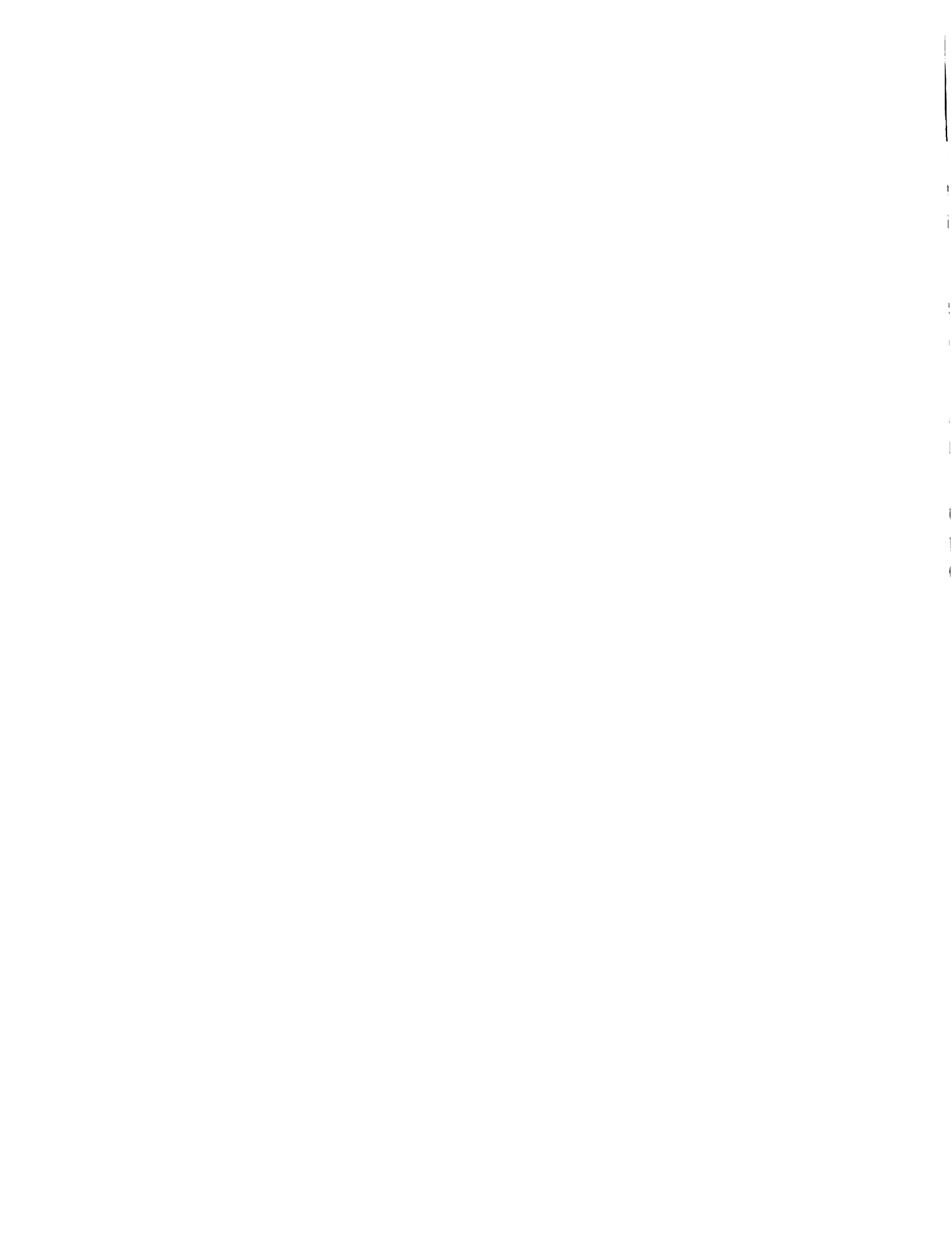
\_\_\_\_\_ Years old

I have no younger brother

8. How old is your youngest sister?

\_\_\_\_\_ Years old

I have no younger sister



9. Below are spaces in which you can say something about your older brothers and sisters. Begin with your oldest brother and indicate his age, if he is still in school, and if he is working at a regular job. If you have no brothers or sisters, check the spaces below.

I have no older brothers

I have no older sisters

Your oldest brother

How old is he? \_\_\_\_\_ Years old

Is he still in school?

Yes---In what grade? \_\_\_\_\_

No

Is he working at a regular job?

No

Yes--What kind of work does he do? \_\_\_\_\_

---

Your oldest sister

How old is she? \_\_\_\_\_ Years old

Is she still in school?

Yes---In what grade? \_\_\_\_\_

No

Is she working at a regular job?

No

Yes---What kind of work does she do? \_\_\_\_\_

---

10. What is your father's occupation? That is, what does your father do for a living? Please describe his work as fully as possible. If your father is not living or if you don't know his field of work, check the correct box:

Father's occupation, job, or field of work is:

---



---

- My father is not living  
 I do not know my father's occupation.

11. How many years have you been at this school?

- Less than 1 year       5 years  
 2 years                       6 years  
 3 years                       7 years or more  
 4 years

12. Race: (check one:)

- Oriental  
 Black  
 Indian  
 White

13. Below is a list of occupations or jobs. If you could be anything you wanted to be, how interested would you be in each of the occupations listed? Check 'yes' if you're interested and 'no' if you would not be interested.

- |                         |                              |                             |
|-------------------------|------------------------------|-----------------------------|
| A. Doctor               | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| B. Farmer               | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| C. Store Clerk          | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| D. Nurse                | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| E. Foreman in Factory   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| F. Businessman          | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| G. Lawyer               | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| H. School Teacher       | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| I. Bookkeeper           | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| J. Miner                | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| K. Commercial Fisherman | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| L. Woods worker         | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| M. Housewife            | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

14. Some people go on to college and become doctors, nurses, lawyers and school teachers. If you were really interested, do you think it would be possible for you to become a doctor, nurse, lawyer, or school teacher?

( ) Yes

( ) No---Why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Below is a list of things some of which people do very well and others that they do less well. For each of these activities please indicate how well you think you do them.

15. Discussing things in class

( ) I do very well

( ) I'm above average

( ) I'm average

( ) I do less well than others

16. How well do you write reports?

( ) I do very well

( ) I'm above average

( ) I'm average

( ) I do less well than others

17. Taking examinations or tests

( ) I do very well

( ) I'm above average

( ) I'm average

( ) I do less well than others

18. Think of the students in your class. Do you think you can do school work better, the same or less well than the students in your class?

( ) Better

( ) The same

( ) Poorer

19. Think of your friends. Do you think you can do school work better, the same, or poorer than your friends?

( ) Better      ( ) The same      ( ) Poorer

20. What marks do you think you really can get if you try?
- Mostly A's
  - Mostly B's
  - Mostly C's
  - Mostly D's
  - Mostly E's
21. Do you think you could finish high school?
- Yes, with no difficulty at all
  - Yes, as long as I work hard
  - Yes, but I will probably have a lot of difficulty
  - No, it will be too difficult
22. When you get to high school, do you think you will be one of the best students, about the same as most students, or below most of the students?
- One of the best
  - About the same as most
  - Below most of the students
23. People like me will not have much of a chance to do what we want to do in life.
- I strongly agree
  - I agree
  - I disagree
  - I strongly disagree
24. You have to be lucky to get good grades in this school.
- I strongly agree
  - I agree
  - I disagree
  - I strongly disagree
25. In this school, students like me don't have any luck.
- I strongly agree
  - I agree
  - I disagree
  - I strongly disagree



26. People like me will never do well in school even though we try hard.
- I strongly agree
  - I agree
  - I disagree
  - I strongly disagree
27. How important do you think your teachers feel it is for you to finish high school?
- Very important
  - Somewhat important
  - Not very important
  - Not important at all
28. Do you think your teachers are concerned with helping you both in and outside of class?
- Yes, very concerned
  - Somewhat concerned
  - I don't know
  - Not very concerned
  - No, not concerned at all
29. Would you say your teachers like you as a person? That is, do you think they enjoy talking to you and working with you?
- Definitely yes
  - Probably yes
  - I don't know
  - Probably not
  - Definitely not
30. Do you think your teacher grades you fairly? That is, do you feel you are graded on your ability and work and not on whether the teacher likes you or not?
- Yes, I am graded fairly
  - I don't know
  - No, I am not graded fairly
31. How good of a student do your parents expect you to be in school?
- One of the best
  - Better than most of the students
  - Same as most of the students

- ( ) Not as good as most of the students  
( ) They don't really care
32. How far do you think your parents believe you will go in school?
- ( ) Finish grade school  
( ) Go to high school for a while  
( ) Finish high school  
( ) Go to college for a while  
( ) Finish college
33. How important do you think your parents feel it is for you to finish high school?
- ( ) Very important  
( ) Somewhat important  
( ) Not very important  
( ) Not important at all
34. How important do you think your parents feel it is for you to finish college?
- ( ) Very important  
( ) Somewhat important  
( ) Not very important  
( ) Not important at all
35. How important do you think it is for you to finish high school?
- ( ) Very important  
( ) Somewhat important  
( ) Not very important  
( ) Not important at all
36. How important do you think it is for you to finish college?
- ( ) Very important  
( ) Somewhat important  
( ) Not very important  
( ) Not important at all

37. When you go to high school, what kind of courses would you most like to take?

- ( ) College Preparation (subjects necessary to go to college)
- ( ) Business (subjects necessary for office work, like typing, bookkeeping)
- ( ) Vocational (subjects to prepare you for jobs like those of a mechanic, carpenter, or dressmaker)
- ( ) Other (A general program of subjects)

Are the courses you would most like to take those that you will really take?

- ( ) Yes
  - ( ) No---Why not? \_\_\_\_\_
- 

38. How far would you like to go in school?

- ( ) Some high school
- ( ) Complete high school
- ( ) Some college
- ( ) Complete college

39. Sometimes it is difficult for many reasons to do what we'd like to do. How far in school do you think you will really be able to go?

- ( ) Some high school
- ( ) Complete high school
- ( ) Some college
- ( ) Complete college

40. Of the teachers that you know in this school, how many don't care if the students get bad grades?

- ( ) Almost all the teachers
- ( ) Most of the teachers
- ( ) Half of the teachers
- ( ) Some of the teachers
- ( ) Almost none of the teachers

41. Sometimes what other people think of us is very important to us and sometimes it isn't very important. Below is a list of people whose opinion of you may or may not be very important to you. Please mark the box that indicates how important their opinions of you are to you.
- A. My parents opinion of me is:
- Very important
  - Somewhat important
  - Not very important
- B. My teachers' opinion of me is:
- Very important
  - Somewhat important
  - Not very important
- C. The opinions that classmates from my own neighborhood have of me is:
- Very important
  - Somewhat important
  - Not very important
- D. The opinions that classmates from other neighborhoods have of me is:
- Very important
  - Somewhat important
  - Not very important
- E. The opinions that community leaders have of me is:
- Very important
  - Somewhat important
  - Not very important
42. Do you think the subjects you are now studying are interesting and worthwhile?
- Very interesting and worthwhile
  - Somewhat interesting and worthwhile
  - Not very interesting and worthwhile
  - Not interesting or worthwhile at all
43. Do you like school?
- I like it very much
  - I like it somewhat
  - I don't like it very much
  - I don't like it at all

44. What kind of marks do you usually get on your school work?

- Mostly A's
- Mostly B's
- Mostly C's
- Mostly D's
- Mostly E's

45. Much more goes on in school than just classwork. School also offers a chance to be active in sports, school clubs, and to make new friends. Below is a list of things that may or may not be important to you. Please indicate how important each activity is to you by marking the appropriate box.

- A. Getting good grades
  - Very important
  - Somewhat important
  - Not very important
- B. Being active in school clubs
  - Very important
  - Somewhat important
  - Not very important
- C. Being active in sports
  - Very important
  - Somewhat important
  - Not very important
- D. Meeting with my friends
  - Very important
  - Somewhat important
  - Not very important

46. Consider your school. Would you say that your school is a friendly or not a friendly place?

- Very friendly
- Somewhat friendly
- Not very friendly
- Very unfriendly
- Neither friendly nor unfriendly

47. Would you say that you yourself can do anything to make your school a better, more friendly place?
- Yes, there is much I can do
  - Yes, there is something I can do
  - I don't know
  - No, there is very little or nothing I can do
48. Consider your own community. Would you say your community is a friendly or unfriendly place in which to live?
- Very friendly
  - Somewhat friendly
  - Neither friendly nor unfriendly
  - Somewhat unfriendly
  - Very unfriendly
49. Would you say that you, yourself can do anything to make your community a better place in which to live?
- Yes, there is much I can do
  - Yes, there is something I can do
  - I don't know
  - No, there is very little or nothing I can do
50. Consider the world in general, that is, the world outside your own community or neighborhood. Would you say that the world in general is a friendly or unfriendly place?
- Very friendly
  - Somewhat friendly
  - Neither friendly nor unfriendly
  - Somewhat unfriendly
  - Very unfriendly
51. Would you say that you, yourself, can do anything to make the world a better place in which to live?
- Yes, there is much I can do
  - Yes, ther is something I can do
  - I don't know
  - No there is very little or nothing I can do

52. Compared with classmates from neighborhoods or communities other than your own, how popular would you say you are?
- ( ) More popular than most
  - ( ) About average
  - ( ) Somewhat less popular than most
53. Compared with other students from your own neighborhood or community, how popular or well-liked would you say you are?
- ( ) Very popular
  - ( ) Somewhat, or about average in popularity
  - ( ) Somewhat less popular
54. How many close friends would you say you have? By close friends we mean those you really like to be with, confide in, spend time outside of school with and so on.
- \_\_\_\_\_ Number of close friends
55. Do other students from your own community or neighborhood come to you for advice?
- ( ) Yes, often
  - ( ) Yes, sometimes
  - ( ) Not very often
  - ( ) Never
56. How easy is it for you to make friends in school?
- ( ) Very easy
  - ( ) Somewhat easy
  - ( ) I don't make friends very easily
57. How well would you say you get along with classmates from your own neighborhood or community?
- ( ) I get along with most of them very well
  - ( ) I get along with some of them
  - ( ) I don't get along very well
  - ( ) I don't get along with them at all

58. How well would you say you get along with classmates from other neighborhoods or communities?
- ( ) I get along very well with most of them
- ( ) I get along with some of them
- ( ) I don't get along with them very well
- ( ) I don't get along with them at all
59. Do you find it easier to make friends with people who live in your own neighborhood or community than with people who live in other communities?
- ( ) Yes, I make friends more easily with people in my own neighborhood.
- ( ) No, I make friends more easily with people from other neighborhoods.
- ( ) There is no difference.
60. Do you ever think of yourself as being different, in some important way from most other people in this country?
- ( ) No
- ( ) Yes---In what way? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
61. Do you ever feel that other people in this country think of you as being different in some important way?
- ( ) No
- ( ) Yes---In what way? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
62. Where do you live? Please give an exact location of your home. Do not write a street address or Post Office box number. Indicate the name of the town in which you live. For example, Aura, Keweenaw Bay, Baraga, Herman, Zeba, Pelkie, L'Anse, etc.
- I live in: \_\_\_\_\_



63. Are you a member of the Keweenaw Bay Indian Community?

( ) Yes

( ) No

64. Was this a difficult questionnaire?

( ) Yes

( ) No

65. Can you suggest any way in which we could make this questionnaire easier or more fun to take?

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Thank you very much.

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