Dedication

To my children
Sandra and Leighton Wills

(Pamoja Tutashinde)

Acknowledgements

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CHAPTER I

INTRODUCTION

STATEMENT OF THE PROBLEM

The concept of a multicultural society presents a picture of interaction between numerous ethnic groups who share the inhabitation of a geographic region, with a highly complex network of social institutions to service the needs of these groups. A multicultural society reflects either long term or recent migration trends from various parts of the world - people who have elected to become part of an adopted country for reasons which run the gamut from improvement of economic status to political assylum. These immigrants bring with them, the sum total of their life experiences which can very loosely be translated into an all-encompassing term "Culture". The presence, therefore, of many cultures results in the creation of a multicultural society. These groups of people have been socialized according to the norms of their respective societies and they now face the problem of resocialization in keeping with the norms of the adopted country. The concept of a multicultural society is a widely accepted one, albeit sometimes an idealistic, superficial or emotional acceptance. A review of studies done on migration as far back as the 1930's indicate quite forcefully the need for understanding the migrants and their problems in terms of both their areas of origin and that of their destination (Mangalam 1968).

It is in this context and against this background that the self-concept, educ-
ational and occupational aspirations of Black Youth in Montreal will be examined.
The sample population for this analysis will be drawn from the DaCosta-Hall summer
programme which is planned and administered by the Quebec Board of Black Educators
Inc. The programme participants reflect a representative cross section of the wide
socio-economic spectrum of the Black Community in Québec.

One of the basic assumptions of the study is that Blacks born in a majority
situation - in which they control all of the institutions within that society, and the
significant others in their life represent a wide range of socio-economic conditions -
differ significantly from those Blacks who have been born into a minority situation
within a society in which there is either very limited or no access to many of the
institutions within that society, and in which the significant others in their life repre-
sent the lower levels of the socio-economic strata. It is felt that this difference would
be reflected in the self-concept, educational and occupational aspirations of the two
groups (non-immigrant and immigrant), which comprise the sample population - hence
the comparative nature of the study.

The material obtained from the comparison would indicate whether a different
educational approach should be utilized in the development of curriculum material in
the education of what has previously been assumed to be one ethnic group. "Ethnicity"
here is being used to refer to a relatively large number of people who have been
socially defined as belonging together because of the belief in their being descended
from common ancestors; and that because of this belief, they have a sense of identity
and shared sentiments of solidarity. While the first part of the definition is applicable

in the case of the two groups contained within the sample population, the second section is questionable, and this uncertainty will be explored in this research.

The research presentation will commence with a review of the literature on self-concept and the population to be studied. This will serve to anchor the work in its theoretical base, provide assumptions and hypotheses emanating from the literature review, elaborate on the study sample, sources and method of data collection, instruments used, and finally interpretation, presentation and findings of the research project.

REVIEW OF THE LITERATURE

This review of literature does not pretend to give a comprehensive picture of the available research literature related to self-concept and its relationship to academic and occupational aspirations. It is rather a random selection of studies trying to illustrate the approaches used in this respect in the social sciences. The discussion that follows will be organized in three parts: A section on self-concept and its different dimensions as studied in the literature, a section about Black students in Canadian schools and a brief account of a study similar to the one being reported in this thesis.

SELF CONCEPT

Definition of the Self Concept

The Self-Concept can be defined as the organization of attributes and roles that the individual thinks of as belonging to himself. Exerting a powerful influence on the individuals self-concept, and consequently his educational and occupational aspirations, are parental attitudes, the attitudes of significant others and the psycholog-

ical environment in which he lives. (Spence 1974).

In order to determine the etiology of problems, either behavioural or academic achievement, encountered by the child, it is necessary to ascertain how the child feels about himself, how the child sees himself, and how the child feels significant others in the society react to him. In short, we ought to examine the self-concept as an indicator for the origin of some problems.

Fitts (1971) in his research on self-concept summarized the attributes and roles which the individual thinks of as belonging to himself into three areas measurable by the Tennessee self-concept scale. The areas include:

1. Identity - what he is

2. Self-satisfaction - how he feels about himself; and

3. Behaviour - what he does.

Within each of these three major categories, an individual may describe:

a. his physical self

b. his moral-ethical self

c. his personal self

d. his family self

e. his social self

Development of the Self-Concept

Personality development, self-image and by implication the development of self-concept, is central to all human behaviour. Many factors shape the self-concept development of the human being, as he proceeds from birth through the various stages

of growth. One of the strong influencing factors with respect to self-concept is the environment, which includes lifetime of experiences with one's self, significant others and the realities of the external world, both physical and psychological.

Some theorists consider the self-concept to be a unitary but changing entity. The literature in general also indicates that the self-concept of an individual is continually developing and shifting as life experiences indicate that changes are necessary to reflect reality. If this is so, then we can assume that a variety of roles are tried before crystallization and clarification of self-perception takes place. (Spence 1974). Other theorists in the field define self-concept as a combination of many different self-concepts each of which is developed and related to a different role and affects only the performance of that particular role (Fitts 1971; Spence 1974).

The General Self-Concept

A central role in his personality theory has been assigned by Rogers (1951) to the idea of self-concept, which suggests that the individual's self-concept is the result of the reactions of others to the self. An individual, therefore, learns to see himself as others see him as explained by the "Looking Glass Self" concept proposed by Cooley (1962) and supported by the general literature in the field (Murphy 1974, Perkins 1958; Combs and Snygg, 1958; Codeman, 1960; Erickson, 1968 and Goodman 1972). These researchers contend that the self develops mainly through interpersonal relationships with significant others of the individual. If these people view the individual as bad, that individual, over a period of time will come to accept the view of society and see himself as bad. Thus, the Black Child may take on parental anxieties, particu-

larly about discrimination. The evidence from the same body of literature also suggests that once a certain self-concept is well established within an individual it is very difficult to change that individual's perception of himself and therefore, this self-concept becomes an essential determining factor of how and in what direction the individual sets his goals, hopes and aspirations (Spence 1974).

The problem of stability of the self-concept is an important consideration in relation to our sample population. Although there is an agreement in this part of the literature reviewed about the resistance to change of the self-concept once it has been established, most of the evidence suggests a developmental approach especially during childhood and adolescence.

Stability of the Self-Concept

Whatever the attitudes of the particular society, the adolescent period is regarded as a period of turmoil. It is a period during which we may expect to witness extremes of very mature and immature behaviour. It is therefore difficult to predict behaviour and the kind of personality into which this adolescent will develop. This situation raises the question of how stable is the self-concept during this period. Some writers believe that during the adolescent period, self-values are subject to change and modification. They state that at this level children are fickle, changeable, and inconsistent, and that the unified self has yet to be developed. Erickson (1968) pointed out that the chief feature of adolescence is the renewed search for self-identity. By the time the child reaches adolescence, he tends to lose himself in his family and peer groups loyalties. After this phase, the search begins again, and the central question of

teenage problems becomes "Just Who am I?"

Other writers, while not disagreeing with Erickson claim that the self-concept goes through a series of changes, beginning with the earliest experiences and continuing until the individual develops an independent and relatively stable concept of self. Recent literature reviewed confirms this position and indicates that the self-concept formed and reinforced during childhood will tend to persist during adulthood. (Leeky, 1945; Combs and Snygg, 1959; Courard 1958).

In summary, this section emphasizes the fact that our personality is subject to the attitudes of parents and significant others, but allows for an element of change. Claims have been made with respect to the fluidity of the self-concept during the adolescent period - welcome thought because of the age range of the sample population in this study. If indeed there is the possibility of change, the situation becomes hopeful. However, there are indications that if one were to commence growth and development with a "good" self-image, which blossoms into a positive self-concept that is constantly reinforced, this is a more beneficial attribute than having to change the self-concept completely.

Hayakawa (1963) together with other researchers (Wepman and Heine (1963), La Benne and Greene (1969) Arieti (1970) Fitts (1971) and Yamamoto (1972) emphasizes the point that the main purpose of human activity is to enhance the self-concept. Furthermore, the self-concept influences the individual's ability to learn, his evaluation of the environment, and the alternatives available. In addition, in the development of the individual's general self-concept, social interactions are very important.

It is through the integration of the perception of others into his own system that an individual's concept of self is formed. Given these assumptions, we can, therefore, expect that a positive well integrated environment, consisting of the proper social interactions during adolescent years, may bring about changes in the self-concept of the pupils who attend DaCosta-Hall school.

The Academic Self-Concept

Pederson, (1966) assumes that the general self-concept is a complex of the most important elements from a variety of role related self-concepts. Therefore, academic self-concept, a specific aspect of the general self-concept, emerges as a result of a child's role in the academic environment. Pederson asserts in his study that significant others project expectations and judgement which influence the development of the academic self-concept in the school aged child. Therefore, in contrast to the middle class child, the lower class child is more likely to develop a negative academic self-concept because of the negative influences of his environment. Pederson, therefore, concluded that the academic self-concept of the student is directly related to his level of educational aspiration and further more that:

1. The lower the social class level of the student, the more low academic self-concept will tend to depress his level of educational aspiration.

2. The lower the social class level of the student, the more high academic self-concept will tend to elevate his level of educational aspiration.

3. The lower the academic achievement level of the student, the more high academic self-concept will tend to elevate his educational aspiration.

4. The lower the social class of the student, the more a positive perception by the student of the teacher's evaluation of his ability to do school work tends to elevate his academic self-concept.

5. The lower the academic achievement of the student the more a positive student perception of the teacher's evaluation of his ability to do school work tends to elevate the academic self-concept of the student.

Therefore, according to Pederson's findings, the teacher is assumed to play a significant role with the low achieving lower class child. Brookover, Shaiker, Thomas and Paterson (1964) agree with this position and in addition they have shown that the desire of the student for future formal education (level-of aspiration) can be increased through the teacher's influence on the academic self-concept of the student.

Warren (1961) provided further support in this direction by his findings about students who change their major field of study because of incongruence between their self-concept and the role expectations of the occupations towards which they were studying. However, it should be remembered that other non-psychological variablest such as financial problems may be the real cause for the changes ascribed to self-concept.

Spiegler (1967) recognizes self-perception as an important area for educational research. He claims that self-perception includes self-concept (how the individual believes himself to be at the moment), the ideal concept (how he wishes he were or hopes to become) and the various reflected selves (how he believes others view him).

If academic self-concept is related to academic aspirations and since these latter have been demonstrated to be central to academic achievement, the DaCosta-Hall experience should theoretically lead to improved academic and vocational aspirations and eventually to improved academic achievement.

Self-Concept and Disadvantaged Students

Witty (1967), Havighurst, Morrefield (1967), Lewis (1965) have provided evidence showing that the economically and culturally impoverished find themselves in an unstimulating environment which is most likely to lead to the development of a negative self-concept. Goule (1941) as well as Lipset and Bendix (1959) also provide evidence to this effect. They show that the student's position in the social structure determines to a considerable extent his self-concept and academic aspirations.

Kahl (1953) and Youman (1956) agree with the above findings but they suggest that if the families of disadvantaged pupils develop middle class attitudes and values then the self-concept of the students moves towards a more positive direction and leads to higher educational aspirations and to higher levels of achievement. Soares and Soares (1971) gathered more evidence in this direction and therefore showed that disadvantaged children do not necessarily suffer from lower self-concept.

Self-Concept and Black Disadvantaged Students

Samuels (1973) suggests that SES is a more important factor than race in the determination of self-concept. She furthermore claims that a positive self-concept

is related to academic achievement. Therefore, she suggests that group activity, working to change the image and status of Blacks should be encouraged because warmth, respect and acceptance are instrumental in the development of a positive-self-concept.

Dales (1972) and Moses, Ivekel and Green (1973) claim on the other hand, that minority status is more potent than SES. From this point of view follows the assumption that the self-concept of Black students have been adversely influenced in a predominantly White Society.

Williams and Byans (1970) substantiated the importance of environmental impact on the self-concept. They said that racial discrimination and segregation leaves the Black Child with feelings of "pervasive self-abasement". Segregation as a social institution reinforces negative self-concepts in Blacks and so does racial discrimination. Williams and Byans carried out experiments to assess the extent to which integrated experiences ameliorate self-abasement. The subjects of their experiment were eleventh-grade Black Students who had previously attended segre-gated schools. Their findings indicated significant improvement in self-concept after these students had spent one year in an integrated school. They became more positive about themselves. Williams and Byans also pointed out that hostile integration is as bad as segregation.

Other writers claim that members of disadvantaged subcultures possess low self-concepts and show self-deprecation as a result of economic, social and cultural deprivation. Thompson (1972) in reporting on the findings of many psychologists and sociologists who had done research on the self-concepts of junior and senior high

school students indicated that these Black Students showed below average positive self-concepts. The results also indicated these students to be very defensive.

"Primary self-picture" and "Secondary self-picture" is explained by Heine (1950) as follows: He claims that Blacks encounter great difficulty in the area of differentiating between "primary self-picture" which is arrived at through direct intimate interpersonal (close relatives and friends) experiences; and the "secondary self-picture", which comes into being as a result of having someone of a different race (minority status) come in contact with the discriminating majority (general public outside of the race), Blacks, he said, have two bases for self-referent feelings and ideas:

1. the attitudes expressed by significant adults during their formative years; and

2. The attitudes expressed by the white majority.

These two influences are not independent, bur rather closely interacting one with the other. If a Black experiences salutory relations with significant adults during his rearing, he may have high esteem for himself; his interracial contact will have a relatively less destructive effect upon him. Where early relationships have been conflictual with consequent low self-esteem, interracial relationships are extremely threatening and become the force of further self-derogation.

Coard (1968) in his discussions on the conflicts of some Black Students, and how they were able to work out their own identity gave some very practical examples. His experience with Desmond, a Black boy from Jamaica, is a classical example of a denial of self, or stated simply a poor self-concept; so that he tried to become

someone else. To admit his blackness, was to have admitted that he was different from the other members of his class. Therefore, he denied his true identity to escape from the unpleasantness accompanying his true self. There seems to be no escape from the impact of society on the self-concept of Black youth.

Coles (1965) reported on some of his experiences with Black children. In his clinical work with them, he found that the sketches of these children revealed a sense of fear of White people, a sense of disappointment at not having white skin, and a sense of foreboding at what the future holds for them as Blacks. Coles further stated that one Black child drew himself small and mutilated in contrast to White children; another pictured himself so noticeably large that he became curious and asked why. The response Coles got from the Black boy was that if you want to survive you have to be big. A six year old Black girl sketched a picture with the arms crippled, but the feet all right. When she was asked the reason for this, she said that the feet can run when you are in trouble, but it is the hands that get you in trouble. Coles later learned that this little girl was reprimanded for stealing candy from a store. The saleslady had reprimanded her more for being Black than for stealing the candy. This example was an illustration of the hostile environment shaping the concepts of the Black child.

Mischel (1961) found that a poor self-concept is exhibited in Black students' inability to delay immediate rewards for later but larger rewards. This conforms to the gratification pattern of the lower classes in North American class-oriented society. Testing 112 Trinidadian Black Students, girls and boys between the ages of 11 and 14, he found there was a positive correlation between self-concepts and the ability to

delay rewards and achievement.

In summary, the literature on the development of the Black disadvantaged students self-concept indicates that social interaction and environmental influence are of ultimate importance.

BLACK STUDENTS IN CANADIAN SCHOOLS

Introduction

Blacks in Canada represent approximately one per cent (1%) of the total Canadian population. Black West Indians comprise approximately seventy per cent (70%) of the total Black population.

Examination of the differences between Black Canadians and Black West Indian Immigrants in Canada must take into account the physical environment in which each group spent their formative years, the attitudes of their respective society towards them, in order to discuss whether their surroundings influenced their attitudes in the areas of self-concept, educational and occupational aspirations.

These two groups, Black Canadians and Black West Indians, assumed to be homogeneous in their Blackness, are in fact very dissimilar in their respective realities and philosophies of life. To establish that the groups are dissimilar requires explanation; and to establish the trauma affecting West Indians who are transplanted to Canada requires illustration.

A Black West Indian adult who has lived in Canada for approximately twenty years, assessed his situation as follows:

> "Within that period, I have been alternately amazed and confounded; elated and dismayed; enlightened, confused, and yet never really changed."

A number of factors contrive to compound the adjustment problems of the Black West Indian. These include:

a. patterns of socialization - differences in what is considered as respect

and good manners.

b. recreational activity - variations in music and dance form.

c. diet - variations in the type and nature of food preparation.

d. urbanization - most West Indians come from a rural environment

In Canada, he finds himself for the first time living not merely in an

urban center, but with throngs of people and fleets of traffic. This

prospect is best described as frightening.

e. climatic conditions - the weather, albeit an impersonally determined

difference, is another phenomena which works to increase traumatization

of the newly implanted West Indian. Not only is the weather different,

but the degree to which it shapes your life is different.

Unless one has been completely raised in the tropics, it will be impossible to

comprehend the disorientation and depersonalization which confronts the West Indian

as the weather turns cold and rainy. The shock of discovery that the world thought

to be perpetually green, warm and fertile, can be incomprehensibly bare, gray and

cold, and finally die an icy death amidst January winds, is the shock of a brutally

imposed reality.

The Black Canadian does not experience these forms of traumatization, but

his life experience, though dissimilar, is equally traumatic in other areas.

His experience is succintly summed up by Winks (1971) in the following

quotation:

"The Negro Canadian thought he had no national heritage
to fall back on for self-identification. Unknown, unobserved,
unwanted, the Negro in Canada seemed content to wait for
other times and other men to do him justice. Paradoxically,
until he did that which white ethnic groups had always expected
of him - embraced his Negritude - he would remain to most
Canadians an invisible man."

The Black West Indian, although part of the group of Africans transplanted
to different parts of the world over 400 years ago, differ substantially from his
Canadian brother. He evolved in a society which was and is primarily Black, where
they were and are in the majority. Whereas his Canadian counterparts were thrust
into a society which is overwhelmingly white, in which they have always been a
minority. From this basic distinction it is possible to explain many of the differences
one observes.

The individual's role in a society, his attitudes toward that society, and his
final psychological stability depend to a large degree on the relationship between
the individual's ethnic group and that society.

The West Indian, in his society, is surrounded by Black professionals and
para-professionals who serve as significant others to be emulated. They provide role
models to which youth may aspire. The West Indian students feel that the schools
belong to them, in fact, they feel the island belongs to them and even when they
leave, psychologically they continue to maintain an identity with their birthplace,
joining the island organizations in Canada and refusing to be swept away by the tide
of either deculturation or assimilation. They maintain a West Indian identity, retain
their accent, and according to Coombs (1972), only identify with Black Canadians
when it is advantageous to them.

This lack of identification with Black Canadians results partially because the West Indian maintains his identity, but more significantly because of the attitudes of Black Canadians towards them. These attitudes are interpreted as very similar to those attitudes displayed by White Canadians towards them, i.e. as soon as the introduction of a West Indian is made to a Canadian, there is the attitude - Oh Yeah - from one-of the islands! The reaction is immediate: you are different, you are a stranger, a foreigner, you become typed. Your speech is an oddity and your accept undeciferable.

Some writers, Bourne-Vanneck (1972), Henry (1973) attribute the similarity in attitude of Black and White Canadians to the fact that Black Canadians having lived in Canada since the sixteenth century in a minority and deprived situation, have gone through a "Westernization" process, which has removed them from their original African psychology and transformed them into "Canadians". To be sure, slavery by itself could not and did not accomplish this. Slavery also existed in the West Indies. It was instead, the composition of the society which has determined the situation whereby the Black Canadian appears closely aligned with the attitudes of the White Canadian towards the Black West Indian. The West Indian, seems unable to comprehend the apparent affinity between the behaviour of the Black and White Canadians. The diverse developmental patterns of these two groups would seem to indicate a variation in responses with respect to the self-concept, educational and occupational aspirations.

The Native Born Black Child and the Schools

Jules Oliver, Past Executive Director of the Black United Front of Nova Scotia for several years, and a graduate of the Maritime School of Social Work, wrote an article in the book "Must Schools Fail?" edited by Niall Byrne and Jack Quarter, which gives a clear indication of the problems facing native born Blacks in the School System.

The problems of the Native Born Blacks is paraphrased in the following sections taken from - Oliver's work (1973) "The average Black Child cannot listen continuously to those multitudinous voices which shout and whisper interminably that the Black man is intellectually, emotionally, physically, and morally inferior without concluding, after a time, that perhaps "Black is bad". And where the whole social order from top to bottom is rigged against him, it is difficult for the Black man to escape the conclusion that perhaps something is naturally wrong with him. How can he, indeed, in such a setting preserve a true picture of himself? The collapse of the Black personality under the pressure of stereotyping is, of course, not inevitable, but does occur more often than not.

The school system offers no relevant curriculum to counteract such reactions. Faced with the realization that economic and societal opportunities are limited to him, with the fact that the system has no relation to him, a strong sense of alienation develops. Related to this concept is that of image transference.

Image transference is a mechanism whereby the individual enhances his self-esteem by patterning himself after another person. Employed in moderation, image

transference may be both helpful and stimulating and frequently leads to superior achievement. Image transference is important to all people; the development of awareness of "self" is directly related to the inculcation of values. The stimuli, a Black child's concept of self is not real but fantasy. The Black boy will avidly watch Tarzan and identify with him because the Blacks depicted are made to look like stupid, jabbering idiots; while the Black girl tries vainly to identify with such figures as Cinderella, Snow White and Sleeping Beauty. Not only are there no heroes or heroines for the child to identify with in school stories, but there is also a lack of local black figures in the professional and para-professional fields. Most Black Nova Scotian professionals had to leave the Province and indeed the country, because there were no jobs available to them".

If the description by Oliver bears any semblance of accuracy, there should be a marked difference in the self-concept and educational and occupational aspirations of the Black West Indian and that of the Black Canadian.

The Black Immigrant/Child and the Schools

In this area, there has been some work done by John Roth (1973) entitled: "West Indians in Toronto - The Students and the Schools." The following is an abbreviated version of this work.

Shortly after the arrival of the immigrant child, he is enrolled in the public school closest to his home. We can all attest to the fact that a new school is a stressful situation for most people, but when you are different in physical appearance it is even worse, because you stand out, whether you want to or not. This becomes

awkward and particularly bothersome to someone currently experiencing cultural shock having been uprooted from familiar surroundings, close friends, relatives, and a different school system. But, that is only a preview of coming attractions! The Canadian school system uses age as the criteria to decide on the grade in which this disoriented child will be placed. While this has advantages - the students, theoretically, should function best with persons in their own age group - the big disadvantage is that the system from which they have transferred does not use age as a criteria - rather, ability is recognized. So, you may have a 15 year old at the elementary level or a 12 year old already in third high. The resultant confusion and effects on the student is unbelievable. In the case of the 15 year old, placed way beyond his academic competence, he is obviuosly unable to catch up with the work, while attempting to cope with adjustment difficulties concurrently, and becomes a behaviour problem. No one seems to know why! The 12 year old, kept back because he is too young to be in Grade 10, looses interest in his work because of the lack of stimulation derived from new and challenging material, and all of a sudden no one knows why this bright kid is skipping school and hanging out at the shopping center and pool hall.

While placing an immigrant child in a grade according to age has problems attached to it, administering academic proficiency and psychological aptitude tests and intelligence tests have even greater draw-backs because it is impossible to administer tests devised for one population to an immigrant from a different culture, while still in cultural shock, and come up with results even closely approximating a realistic appraisal. What is the solution?

A partial solution could be to assess the West Indian syllabuses and course description in those countries from which most immigrants are drawn - but these vary from island to island and are not standardized and adhered to in all parts of the same island - so the problem is still with us.

Since there is general awareness of these problems, while a solution is being sought, possibly attention could be given in the form of emotional support and encouragement from Parents, Community and Teachers in the school system while the tedious adjustment takes place and the student is ultimately placed in a grade compatible with academic performance and aptitude.

However, emanating from the more recent research in Toronto, are some of the parental aspirations as reported in Anderson and Grant (1975), Beserve (1976), and D'Oyley (1976). These researchers claim that working-class West Indian Black Immigrants have expressed expectations that the schools should assist their children to acquire a good foundation in reading, writing and arithmetic and thereafter stream them into the academic sector. Many have charged that the schools failure to do this rests primarily with the environmental lack of familiarity with their students country of origin.

Some other stresses that arise from the immigration pattern, is that of one parent families, the rural-to urban adjustment problems and new relationships that have to be struck when different races transact in the speed and complexity of urban living (DaCosta 1976). Black West Indian parents are often too willing to delegate much of the guidance to the school, naively expecting and trusting the school to be able to do this

wisely (D'Oyley). Often, the parents have little choice because of their working hours, and their own socialization patterns, which have led them to entrust their children to the schools.

Another very important and often neglected problem encountered by Black West Indian students in the schools is that of language which has been described in the research of Joti Bhatnagar (1969). Craig (1963) did a comparative study on the written English of Jamaican and English school children and found that the English sample was far superior to the Jamaican. This was a case of the child's mother tongue being the same as the host language but spoken in a different dialect. Bhatnagar concludes that generally speaking, it is more difficult to rectify the language impediments of children who speak dialects or creole English than it is to provide programmes for those who have total or partial language difficiency, because they believe themselves to have familiarity with the host language.

This study would be incomplete if we did not mention the frequent problems caused by separation of mother from child. In many instances, the mother has had a few years of migration and has made the home prior to being reunited with her offspring. Beserve (1976) DaCosta (1976) both agree that the realities of the reunion do not match expectations. DaCosta suggests that it is important to educate parents about changes that usually occur in their children as a consequence of separation.

The literature places emphasis on the family and significant others in the life of the child during the developmental process. However, if the immigrant child faces a number of obstacles in the areas of adjustment and placement at school, it would be

interesting to compare the test results of the Black West Indian student and the Black

Canadian student to see which areas are affected by their diverse obstacles.

Study by Ramsaran Ramharack (1976)

The only study known to this author and which is directly related to these

realities reviewed in the preceding section, is an unpublished M.A. project by

Ramsaran Ramharack (1976). He set up to study the following three main points:

1. To compare the academic achievement of native born Black Students

   with that of English speaking West Indian immigrant students.

2. To examine in both groups whether the student's self-concept has any

   relationship to his academic achievement.

3. To determine whether differences in self-concept exist between the

   West Indian immigrant student and that of his native counterpart, and,

   if so, are such differences related to differences in levels of academic

   achievement.

According to the results of Ramharack's study, the immigrant pupils scored

higher than the non-immigrant pupils in both measures of self-concept used, but contrary

to what was expected, only on one measure of self-concept was the difference signifi-

cant.

The results also support the hypothesis that no significant I.Q. differences

existed between the two groups. However, on the relationship between the self-concept

and academic achievement, the results in the Reading and arithmetic tests were not in

the expected direction. In fact, the mean Reading level of the immigrant pupils was

one year below that of their native counterpart. It was hypothesized that since the West Indian immigrant pupils had significantly higher self-concepts than their native counterparts, they would also have significantly higher academic achievement scores. This was not borne out by the results. Furthermore, there were no significant differences along sex lines.

Our main criticism of Ramharack's study arises from the fact that many structural-societal factors such as SES, and quality of schools available and accessible (which in turn may be related to length of immigrant status) to the different groups of pupils, and which make an important contribution to the achievement level of pupils, were not considered. Rather than relate self-concept to the achievement level, we shall, therefore, attempt to explore its relationship to the level of academic aspiration of the child which is considerably less affected by the social-structural variables mentioned.

STATEMENT OF RESEARCH OBJECTIVES AND HYPOTHESES

RESEARCH OBJECTIVES

As illustrated in the previous section of this chapter, the literature on self-concept emphasizes that self-concept is a significant variable in the child's learning environment. In addition, there is evidence that the self-concept changes over the adolescent years. Furthermore, several studies have established that self-concept is predictive of educational aspirations and achievement.

It should be remembered that the present study is not an attempt to demonstrate that the child's self-concept is predictive of educational and occupational aspiration. Rather it is concerned with making a direct comparison of the self-concept and educational/occupational aspiration levels of West Indian Black Immigrants (WIB) and Canadian Native Born Black (NBB) pupils in their last years of high school (10th and 11th grades). The pupils studied are those who attended the DaCosta-Hall Programme in 1977. There were 305 students who participated in this programme during the week of July 5 and 220 students during the week of August 13. Most of these students were from grades ten and eleven in Montreal Public High Schools, and belong to different SES levels.

This study is an inquiry into the possible differences in the self-concept of immigrant and non-immigrant children and an exploration of the relationship these differences may have on the academic and occupational aspirations of the two groups. It does not, as such attempt to show how a child's self-concept influences educational achievement, but merely examines whether differences in self-concept

exists between immigrant and non-immigrant Black pupils and whether these differ-
ences are related to differences in educational and occupational aspirations.

HYPOTHESES

The following six hypotheses have been developed to provide focus to the
study.

Hypothesis I

Based on the literature review one can adopt the assumption that self-concept
influences greatly the academic and occupational aspirations of the pupil. Therefore
our first hypothesis can be stated as follows:

THE HIGHER THE SELF-CONCEPT OF PUPILS, THE HIGHER

THEIR LEVEL OF EDUCATIONAL (AND OCCUPATIONAL)

ASPIRATION

Hypothesis II

Again based on participant observation and the literature one can assume
that Blacks born in a majority situation (in which they control all of the institutions
within the society, and where the significant others in their life represent a wide
range of socio-economic conditions) differ significantly from those Blacks who have
been born into a minority situation (within a society in which there is either very
limited or no access to many of the institutions and in which the significant others
in their life represent mainly the lower levels of the socio-economic strata). The
assumption is that this difference is reflected in higher self-concepts for West Indian

Born Blacks (WIB) as compared to the Canadian Born Blacks (NBB). Furthermore, since there is a developmental element involved in the self-concept of a person as well as the possibility of a changing self-concept due to resocialization this assumption can be examined in greater detail if we take into consideration the length of time the West Indian Born Blacks have spent in the new situation where they are a minority like the Canadian Born Blacks. Therefore the West Indian Born pupils were divided into two groups based on length of stay in Canada: West Indian Born Recent Immigrants (WIBRI) and West Indian Born Long Term Immigrants (WIBLI). Therefore, the second hypothesis may be stated as follows:

WIB HAVE A HIGHER SELF-CONCEPT THAN NBB, AND
WIBRI HAVE HIGHER SELF-CONCEPT THAN WIBLI.
THEREFORE, THE EDUCATIONAL (AND OCCUPATIONAL)
ASPIRATION LEVEL OF WIBRI $>$ WIBLI $>$ NBB.

Hypothesis III

Given that there is a developmental aspect to the self-concept of the individual and that therefore changes are possible due to resocialization we can expect that a total immersion in a Black environment will have its effect on the self-concept of the participants in the DaCosta Hall Programme. The third hypothesis examines this process:

THE SELF-CONCEPT OF THE WHOLE GROUP IS HIGHER AT
T_2 THAN T_1 AND WITHIN EACH GROUP IT IS HIGHER FOR
THOSE WITH HIGH PEER GROUP, PUPIL-TEACHER AND
CURRICULUM INTERACTION LEVEL THAN FOR THOSE WITH

LOW PEER GROUP, PUPIL-TEACHER AND CURRICULUM

INTERACTION LEVEL.

Hypothesis IV

Based on the assumptions already stated in the case of hypotheses I, II, and III, it can be stated that:

THE GREATER THE INCREASE IN SELF-CONCEPT, THE

GREATER THE INCREASE IN EDUCATIONAL (AND

OCCUPATIONAL) ASPIRATION LEVEL. THIS IS MORE

TRUE FOR NBB THAN FOR WIBLI AND WIBRI.

It is assumed in the second part of this hypothesis that the group which will benefit more in terms of total immersion in a Black environment and therefore in gains in self-concept level will automatically show the greater effect in aspirations.

Hypothesis V and VI

The analysis based on the four previous hypotheses may be confounded by the fact that educational and occupational aspirations may not be mediated by self-concept but may be the result of a realistic assessment of the social-structural variables involved. In such a case, the WIBRI group will have a higher level of aspiration than the two other groups because of their inexperience with social-structural barriers in the realization of such goals. Therefore, the fifth hypothesis is stated as follows:

V

IRRESPECTIVE OF SELF-CONCEPT WIBRI ARE HIGHER ON

EDUCATIONAL ASPIRATION LEVEL THAN WIBLI AND NBB

VI

IRRESPECTIVE OF SELF-CONCEPT, LEVEL OF EDUCATIONAL
ASPIRATION IS HIGHER FOR THE WHOLE GROUP AT T_2
THAN T_1 AND WITHIN EACH GROUP IT IS HIGHER FOR THOSE
WITH HIGH PEER GROUP, PUPIL-TEACHER AND CURRICULUM
INTERACTION LEVEL THAN FOR THOSE WITH LOW PEER
GROUP, PUPIL-TEACHER AND CURRICULUM INTERATION
LEVEL.

THE DESIGN

The design adopted to test the hypotheses developed for this study may be described best as a two time ex-post-facto study. The students at the DaCosta-Hall Summer Programme were tested at the beginning and at the end of the programme and for purposes of analysis were grouped into three sub-groups at each time as follows:

```
            WIBRI
                                    |
       WIB <                        |           NBB
                                    |
            WIBLI                                             T₁
                                    |
_____
                                    |                        T₂
            WIBRI                   |
                                    |
       WIB <                        |           NBB
                                    |
            WIBLI                   |
```
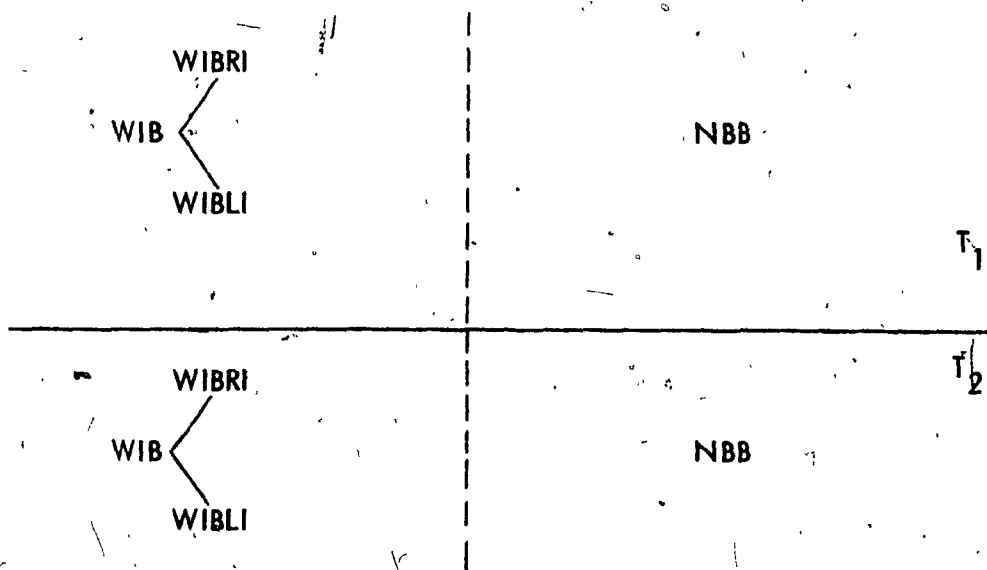
WIB   West-Indian Black immigrant pupils

WIBRI   West-Indian Black Recent Immigrant pupils

WIBLI   West-Indian Black Long-time Immigrant pupils

WBB   Native Born Black pupils

T_1 BEGINNING OF PROGRAMME: First Week

T_2 END OF PROGRAMME: Last Week

CHARACTERIZATION OF VARIABLES

The following is a characterization of the different variables used in this study:

Self-Concept: Was measured according to a standardized procedure developed in relation to the Tennessee Self Concept Scale Test.   The scores used for purposes of out study were: 16 variables of the TSCS (See Tables VI, VII, VIII, IX)

Educational Aspirations: The highest level of education aspired to. This was measured based on certain items developed in the modified version of Breton's questionnaire and also based on the educational expectations typology developed by Weidman (1974).

SES: A scale was developed by Davis, based only on the occupation of parents. Davis found that "any two of the variables contributed independently toward predicting the third." (income, occupation and education) (Davis, 1965). Following Davis, SES was dichotomized into these divisions:

Parents occupation: (Father wherever possible)	High SES	Low SES
	professional	skilled labourer
	manager	semi-skilled labourer
	proprietor	service
	• sales	unskilled labourer
	clerical	farm worker

Equality of opportunity : was based on the number of years actually completed beginning from first grade level until high school year 10th or 11th.

Immigrant Status: Recent immigrants - Those less than 24 months in Canada.

Long Term immigrants - Those more than 25 months in Canada.

Interaction with peers at DaCosta-Hall: This was measured on a scale of pupil interaction at DaCosta-Hall. This scale was prefaced with the question: "Are there any DaCosta-Hall pupils with whom you do any of the following?": (Questionnaire Q.n: 25) Appendix A - T_2

Interaction with Teachers at DaCosta-Hall: This was measured on a scale of pupil-teacher interaction at DaCosta-Hall. This was prefaced with the question: "Are there any DaCost-Hall teachers with whom you do any of the following?": (Questionnaire Q.n. 26). Appendix A - T_2

Comparative Curriculum Preferences at DaCosta-Hall High School: This was measured on a question asking "which one do you like best?": (Questionnaire Q.n. 31) Appendix A - T_2

All of these variables and their relative importance are discussed in greater detail in the FINDINGS Chapter of this thesis.

CHAPTER II

THE SETTING OF THE STUDY AND RESEARCH METHODS

INTRODUCTION

A combination of factors mitigated against the educational development of Black Youth in Canada: historical deprivation, the structure of society and the school system, negative attitudes of the society towards Blacks, low income families, overcrowded homes, lack of job opportunities. These and similar factors have contributed to a poor self-concept, low educational aspirations and low achievement levels for a great number of Black pupils in Canadian schools. Living in a society which produces a feeling of alienation, isolation and second class citizenship on its Black citizens can have devastating effects on the children of these citizens. Solutions have to be found that would restore dignity and pride to that segment of society.

Recent literature indicates research being undertaken in the theoretical and applied areas in the field of education of immigrant students in Toronto (D'Oyley, 1976) and the results of such research are translated into the voice of parents, professionals and innovating groups in pinpointing what they perceive as slothfulness and weaknesses in the quality of the School Boards response to the Black presence in the schools. The current feeling amongst this group is that sufficient research has

been conducted, and the unified voice is now saying: "Give us educational develop-
ment instead (of further research), if you are not a part of a conspiracy to under-
develop us further".

In Montreal, a partial solution to the problems encountered was not further
research, rather, it has been the establishment of the DaCosta-Hall summer programme,
ostensibly to make repairs in the areas of self-concept, educational and occupational
aspirations.

Many Black students had been dropping out of the public school system before
graduation from High School, and it was generally assumed, based on a study by
Bertley (1970) that the attitudes of school administrators and teachers towards those
students who persevered in school, was that they should not aspire to University
Education. They were, therefore, channelled into the technical/vocational areas.
The DaCosta-Hall summer programme was instituted to salvage drop-outs, academic
under achievers, unmotivated and badly streamed students from the wasteland of
despair and under achievement and prepare them for entry into the City's CEGEP
programmes in both the University and Career Sector.

It was felt by the organizers of the programme, that placing students in a
psychologically controlled environment (in which people gave encouragement to the
students to develop to their potential where people spent extra time with the students
in tutorials after formal lectures and provided positive models for them to emulate)
would enable the students to feel better about themselves (Improved self-concept)
and would cause them to have higher educational aspirations than when they regist-
ered for the programme. It was felt, too, that through the homogenuous grouping of

students (through race), there would exist a paucity of negative vibrations thereby

enhancing positive peer group relations which would in turn have an influence

on self-concept, educational and vocational aspirations. Providing information

about the race (Black History) was another positive element which could favourably

influence self-concept. Until recently, Blacks were either left out or portrayed

as savages in the textbooks of the regular school system.

Over the years, DaCosta-Hall which was started in 1970, has become more

of a regular school, since many Black parents send their children there not because

they are in any serious trouble in the public school system, but to keep the children

busy during the summer vacation.

Planning and Management of the Programme

The DaCosta-Hall summer programme is planned and administered by the

Quebec Board of Black Educators. This Board came into being in the summer of

1970 to look into the interest of Black Students in the School system. The member-

ship of the Board is reflective of the composition of the Black community and is, there-

fore, keenly aware of the problems and needs of the student population, (non-immigrant

and immigrant population). Additionally, the majority of members are employed as

teachers as well as being parents themselves, which gives them an insight into the

problem from a professional and concerned point of departure. The Board, therefore

is in a unique position to assess the integration of immigrant students within the educ-

ational system as well as follow the adjustment patterns of the non-immigrant within

the classroom setting. They realise, for example, the necessity for the development

of special reading materials appropriate for Black Groups. Relevant reading materials which take into account life-styles, leisure time activities, and utilizing the language of Blacks without negative and prejudicial connotations is non-existant. Yet, if these students are to be encouraged to read - the availability of materials based on experiences to which they can relate is essential. Because of substantial Black West Indian immigration, representations made by the Quebec Board of Black Educators (QBBE) to the Protestant School Board of Greater Montreal (PSBGM) have resulted in Black and Caribbean writings in the school libraries where there is a significant enrolment of Blacks.

This is but one area in which the QBBE has been active in the interests of Black students. Certainly the highlight of the QBBE's success has been the appointment of a Black Liaison Officer whose function it is to interpret to teachers some of the special stresses of the Black Students as well as interpret to parents the ramifications of the complex school network of Quebec Society and the necessity for parental participation and involvement in the decision-making process of electives and core courses for their children.

Operation of DaCosta-Hall Programme

This year, (Summer 1977), DaCosta-Hall summer programme commenced on July 5, with an enrolment of 305 students. The programme terminated on August 12th with an enrolment of 220 students. The differential in enrolment figures is explained by the fact that many Grade 11 students enrol in the summer programme and withdraw after. Quebec Provincial results have been received. Other students withdraw when

the Afro Festival Activities of the Black Central Administration of Quebec commence, so that they may prepare themselves for participation in the Creative Black Arts programme and the Track and Field events.

A total of thirteen teachers and two administrators, along with a school secretary, were employed for the programme. This year, the programme was carried out at the Lafontaine Campus of Dawson College, located on Sherbrooke Street east, where adequate physical facilities were made available to them.

The Programme is funded through the Ministry of Education for the Province of Quebec.

Generally, teachers and administrators engaged for the programme are fully qualified Black Professionals who teach in the regular school system during the academic year.

The student population is drawn from the various High Schools in the Greater Montreal area, and range from underachievers to gifted students. As far as their parents socio-economic status is concerned, they range from blue collar workers to professionals. The student population is reflective of both the non-immigrant and immigrant groups, in direct ratio to the total Balck population.

Curriculum

The academic curriculum is not dissimilar to the requirements of the Department of Education of the Province of Quebec for all high school students, and differs only by the addition of a course in Black History, taught primarily as a means of enhancing the students self-concept. On an experimental level, evolution of Black

music and sociology of the family has been linked with the Black History course. This experiment seems to be appreciated by the students who lacked any knowledge in these areas.

Researchers access to the Programme:

Information about the QBBE, the DaCosta-Hall programme, was obtained through the courtesy and cooperation of Ashton Lewis, Chairperson of the QBBE, Mattison Hall, Co-administrator of the Summer '77 programme and Eric Mansfield, Executive Director of the QBBE. Permission to conduct the study was obtained from the QBBE (See Appendix B, for letter of authorization).

Although this school has been in operation for several years, a study of this type has not been done. Surveys indicate that many graduates of the programme have succeeded in both university and career programmes. We do not know if this success is due, in part, to a changing self-concept and/or higher educational aspirations. We are not planning to establish a direct relationship between the success obtained and the DaCosta-Hall experience, but we shall attempt to explore any changes that occur in self-concept and educational aspirations of pupils attending the DaCosta-Hall programme during the summer of 1977.

RESEARCH PROCEDURES

THE INSTRUMENTS

To test the hypotheses proposed the instruments selected were as follows:

a. The Tennessee Self-concept Scale (TSCS)

b. The adaptation of the Raymond Breton Questionnaire dealing with

the aspirations of Canadian Youth

These two intruments were selected on the basis of the following criteria:

a. They are both simple to use and can be easily understood by the

subjects. (The modified version we used was prepared in booklet form

requiring only that the students indicate the answer which more closely

approximated their concept of a correct response. See Appendix A)

b. They are widely applicable and well standardized.

c. The TSCS is multi-dimensional in its description of self-concepts.

d. They are both easy to administer and score.

The Tennessee Self-concept Scale (TSCS)

The scale consists of 100 self-descriptive statements which the subjects use

to indicate their image of themselves. This scale is sub-divided in order to measure

different areas. They are as follows:

The Self-Criticism Score (SC). This scale is composed of 10 items. These are all

mildly derogatory statements that most people admit as being true for them. Individuals

who deny most of these statements most often are being defensive and making a deliberate effort to present a favourable picture of themselves. High scores generally indicate a normal, healthy openness and capacity for self-criticism. Extremely high scores (above the 99th percentile) indicate that the individual may be lacking in defenses and may, in fact, be pathologically undefended. Low scores indicate defensiveness, and suggest that the Positive scores are probably artifically elevated by this defensiveness.

The Positive Scores (P) The P scale consists of 90 items equally divided as to positive and negative. The items in this section essentially identify (a) what the person is, (b) how he accepts himeslf, (c) how he acts. These three categories were further broken down into the measurement of:

(1) Physical self: Here the individual is presenting his view of his body, his state of health, his physical appearance, skills and sexuality.

(2) Behaviour self: This score comes from those items that say "this is what I do, or this is the way I act". Thus this scale measure the individual's perception of his own behaviour or the way he functions.

(3) Identity Self: These are the "what I am" items, Here the individual is descriving his basic identity, what he is as he sees himself.

(4) Self Satisfaction: This score comes from those items where the individual describes how he feels about the self he perceives. This score reflects the level of self satisfaction or self acceptance.

(5) Moral-Ethical Self: This score describes the self from a moral-ethical frame of reference – the moral worth, relationship to God, feelings of being a "good" or "bad" person, and satisfaction with one's religion or lack of it.

(6) Personal Self: This score reflects the individual's sense of personal worth, his feeling of adequacy as a person and his evaluation of his personality apart from his body or his relationships to others.

(7) Family Self: This score reflects one's feelings of adequacy, worth and value as

a family member. It refers to the individual's perception of self in reference to his closest and most immediate circle of associates.

(8) <u>Social Self</u>: This is another "self as perceived in relation to others" category but pertains to "others" in a more general way. It reflects the persons sense of adequacy and worth in his social interaction with other people in general.

(9) <u>Total P Score</u>: The total P score is the most important single score on the counselling form of the TSCS. It reflects the over-all level of self-esteem. Persons with a high score tend to like themselves, feel that they are persons of value and worth, and have confidence in theselves. People with low scores are doubtful about their own worth, see themselves as undesirable, often feel anxious, depressed, and unhappy, and have little faith or confidence in themselves.

(10) <u>Variability Score (V)</u>: The TSCS also provides a Variability Score. This is a simple measure of the amount of variability, or inconsistency, from one area of self-perception to another: High scores mean that the subject is quite variable while very low scores may show regidity. Also, on the total variability score, high scores mean that the person's self-concept is so variable from one area to another that it reflects little unity or integration. High-scoring persons tend to compartmentalize certain areas of self and view these areas quite apart from the rest of the self. Well integrated people generally score below the mean, but above the first percentile.

<u>Distribution Score (D)</u> The TSCS has a (D) score, which is a summary of the way one distributes his answers across the five available choices. High scores show that the person is definite while low scores mean the opposite.

<u>Validity</u>. The only validity reported for the TSCS is content validity. The ten items used in the Self-Criticism Scale were taken from the L-Scale of the Minnesota Multiphasic Personality Inventory (1951) (MMPI). The other 90 items were judged and completely agreed upon by seven clinical psychologists as to whether the item is negative or positive in its content. They had agreement on the 3 by 5 scheme used to categorize the items.

<u>Reliability</u>. Evidence of reliability is found in the remarkable similarity of profile

patterns found through repeated measures of the same individuals over long periods of time. Congdon (1958) used a shortened version of the TSCS with psychiatric patients and obtained a reliability coefficient of .88 for the total P score. Through various types of profile analysis, it has been demonstrated that the distinctive features of individual profiles are still present for most persons a year or more later. Fitts (1965) showed reliability by test – retest over a two-week period on all scales of the TSCS to be between .61 and .91.

The Raymond Breton Questionnaire

The Adaptation of the Raymond Breton Questionnaire was made possible by utilizing those questions from the original Breton questionnaire (1965-66) which would elicit response that would provide material necessary for testing the hypotheses. Particularly in T_2, certain questions were omitted, and others added, in order to obtain the required data.

THE STUDY QUESTIONNAIRE

The instrument used in the collection of the data being discussed in this study was developed by combining the Tennessee Self-Concept Scale (TSCS) and the Breton Questionnaire. The Questionnaire was developed in two versions: one for data collection at T_1 (first week of the Programme) and the other for data collection at T_2 (last week of the Programme).

The TSCS is a four page pamphlet with the questions listed and numbered for answering on a computer card format provided to each respondant. Although Part A

of the Questionnaire developed for this study was composed entirely of the TSCS in its original form, it was decided that the questions should be copied, using the scale from 1 to 5, ranging from completely false to completely true options, so that the students would have only to circle that number which they thought to be the correct answer instead of having to copy the correct answer on the Computer Card in the appropriate column. This modified format simplified the answering process. The data were transferred at a later date to the computer cards for analysis at the data center in Nashville, Tennessee: Counsellor Recordings and Tests.

Part B of the Questionnaire prepared for this study consisted of a modified abbreviated version of the Breton Questionnaire on the aspirations of Canadian Youth (educational and vocational) with some demographic data questions added. This questionnaire consisted of 80 questions which entailed only circling the appropriate response in each case. This part of the Questionnaire was machine scored and analyzed at the Computer Center of Concordia University, Montreal, Quebec.

Because of the possibility of misplacing the parts of the Questionnaire, both Part A and B were prepared in booklet form and stapled together (see Appendix A for a copy of the Questionnaire). It should be noted that part 3 of the Questionnaire used at T_2 is an abbreviated version of Part B used at T_1.

Pre-Test of the Questionnaire

The questionnaire was administered to 15 students from a Montreal High School from grades 9, 10, and 11 to ascertain a number of facts. We wanted to know whether these students would have any difficulty answering the questions, reading the questions,

the length of time it would take them to complete the questionnaire, and clarity of instruction. All 15 students answered all questions, were able to read the questions and all claimed to have understood what they read. With respect to clarity of instruction, since they did what they were supposed to, it was assumed that they understood the instructions. Completing the questionnaire took them 37 minutes, using a stop watch when the last person had handed in their paper. From that it was concluded that the instructions were clear, that it was possible to complete the questionnaire within a forty-five minute period and that grades 9 through 11 should have no difficulty.

The questionnaire was printed, proof read and errors corrected. Following the printing, the questionnaires were again proof read, and the errors (two words left out), were inserted by hand. The questionnaires were then sorted in packages of ten, to make for easy distribution. Since the exact number of students enrolled in the school was not known, due to continuing registration, 300 questionnaires were printed.

Distribution of the questionnaire

Permission for the distribution of the questionnaire was obtained from the organizers of the DaCosta-Hall Summer Programme. (See Appendix B for copy of letter granting permission). It was felt that the questionnaire should be distributed during the first week of the programme and again during the last week of the programme. Complete cooperation of the programme staff was assured. The school commenced on Tuesday July 5, 1977 and the first testing was done on July 7, 1977. Each teacher,

before going into the classroom, collected a batch of thirty questionnaires for distribution in their classroom. The entire first period was to be devoted to the completion of the questionnaire. The directions were simple: answer every question. The data was being collected to ascertain their feelings in order to make recommendations for future educational programmes.

Completion of the Questionnaire

The questionnaires were handed out by the classroom teacher who supervised its completion. As we went from one classroom to another, the students were diligently working in silence. A number of new students arrived to be registered, and it was suggested that they be given a copy of the questionnaire to complete, since they would be part of those who would be asked to complete the final testing during the last week of the programme. That was a mistake. Because this group was not located in a classroom, they spoke to each other, asking "What is this word", "This thing is too long" etc. Because of all the chatter, their work was disqualified.

Limitations observed

While there was complete cooperation of the staff, that is the teachers and Principal of the Programme, the questionnaire having been distributed during the first period of the day, suffered the disadvantage of having students who were late for class commence their response halfway through the period. Then there were the students with reading disabilities as evidenced not only by the remarks from the group in the lobby, but by the length of time it took them to answer the questionnaire.

Then there was the question of attention span – some stopped and looked around the room, as if bored, while others would flip through the pages and look up to heaven. Others decided that they would stop halfway through, while a number of students turned in their work with only one side of the booklet completed. The second testing was more successful for two reasons. First, it was not administered during the first period of the day, but instead, it was administered during the third period of the day. This took care of the problem of the late arrivals. Second, the second questionnaire was shorter than the first, and the students appeared to be more disciplined in their efforts at completing a task.

The best type of data is collected from a combination of both the structured and unstructured questionnaire. Since this is both time consuming and expensive, for the purposes of this study, the structured questionnaire alone was used. It could be argued that a structured questionnaire does not get at basic feelings, but this could be offset by conducting a similar study under similar conditions to note the correlation of the two studies and hence validate the conclusions. The questionnaire method used for this study is useful nevertheless, since it is indicative of trends of what is happening.

Summary:

In summary, T_1 was administered on July 7, 1977 commencing at 8.30 a.m. and all questionnaires were collected by 10.30 a.m. 192 questionnaires were collected as having been completed. T_2 was administered during the last week of the Programme on Tuesday, August 9, 1977 commencing during the third period until the lunch hour.

200 questionnaires were collected as having been completed. When the question-
naires were sorted, however, only 75 were found to be usable, since we elected to
use only those student questionnaires which had been completed for both tests, and
had responses to all of the questions.

The next two chapters presents the detailed description of the final sample and
the test of the hypotheses developed in the first chapter.

CHAPTER III

FINDINGS I

CHARACTERISTICS OF THE SAMPLE

Introduction

As discussed in the previous chapters, the original plan for a sample for this study was to collect information on the total population of the DaCosta Hall Programme during the summer of 1977. Registration during the week of July 5, (first week) was 305 students, and the week of August 8 (last week) was 220 students. However, only 75 students completed the questionnaire thoroughly at T_1 and T_2 and therefore only these 75 students are included in the discussion of our findings and in the test of hypotheses. The advantage of this approach is that we have a more representative sample of the "average" Black student in the public school system since we have eliminated the students who for one reason or another could not complete the questionnaire (reading problems, for example). It should be remembered that the DaCosta-Hall Programme which was started to meet the needs of those Black students who were having problems in the public school system, had evolved over the years to become a more or less regular summer school where parents send their children to keep them busy over the summer holidays. This fact should be remembered when reading the analysis of data.

Demographic characteristics

Of the 75 pupils in the sample 21 (23%) were Canadian born, 43 (57.3%) were recent immigrants and 11 (14.7%) were long term immigrants who had been here for more than two years. The sample is representative of the Black community at large since the most recent data on Blacks estimate the Black population to be 30% Canadian born and 70% immigrants. Except for the three students (4.5%) the rest of the sample have West Indian parents (95.5%). Sixty of the fathers (87%) were born outside of Canada and in the West Indies while this was true of 61 mothers (87.1%).

In terms of the sex composition of the sample, 28 (27.8%) were males while 46 (62.2%) were females. Thirty one (44.9%) pupils were 15 years of age or younger while the rest were between 16 and 18 years old.

Family characteristics

Father

Thirty four students did not answer the question about their father's occupation. Of the rest only 20% had fathers who were in the low SES classification as defined in Chapter I. The majority in this category belonged to the WIBLI group. They were mainly porters or drove cars for a living. Again, only 49 students answered the question about father's experience with unemployment. Only 12 of these fathers had experienced unemployment in recent years. WIBRI had the highest rate of unemployment.

Thirty nine students did not know how far their father went in school. Of

the remaining 36 students 15 had fathers with some college education, seven fathers had finished high school and 13 had some high school education.

Asked about their father's interest in their own education 65.2% of the respondents thought there father knew a fair amount about their work in school, 40% often praised their children for their accomplishment at school, while the rest did not say anything.

Mother

Eighty-eight per cent of the mothers work outside the house (WIBLI 100% WIBRI 90% NBB 78.9%). Twenty six students did not describe the exact occupation of their mothers. Of the rest 32.7% work as teachers and nurses and 38.8% work in domestic service for a living.

Thirty five respondents did not know how far their mothers went in school. Of the rest, 18 mothers had some college education, eight mothers had finished high school and 14 had some high school education.

Eighty-one percent thought their mothers knew a fair amount about their work in school and 71.6% of the mothers often praised their children for their accomplishments in school. Forty per cent of the parents accepted a passing mark or an average grade as satisfactory for their children while 58% expected them to get either an above average grade or one of the highest marks in the class. In this respect WIBLI were lowest in their expectations.

Siblings

It should be noted that only 38 students live at home with both parents. Fourteen live with their mothers because their parents are separated or divorced. The rest live

with relatives or foster parents. Forty one of the students have older brothers and/or sisters living with them at home and 23 students have older brothers and/or sisters who go to high school. Furthermore, 14 students have an older brother and/or sister going to university or other post secondary school. Thirty students have older brothers and/or sisters who have a regular job.

Decision making in the family

Eighty per cent of the sample think that they have some influence in family decisions affecting themselves, however only 54.1% feel free to complain when a decision is made at home that they do not like.

In summary, those respondents who live with both parents, at home, have a comparable family life-style for the three groups. However, since there is so much information missing on the variables related to family background, we have decided not to use these variables in the analysis related to our hypotheses.

EDUCATIONAL INFORMATION

Educational Plans

Most of the pupils in the sample plan to finish high school (86.5%). The rest were undecided. There were no significant differences in response between the three groups of students (NBB=90.5%; WIBRI=81.3%; WIBLI=90.9%). Those who did not plan to complete high school cited the following three reasons: a) to get a job: b) to make my own living and be independent: c) poor grades. As for educational plans after high school, 68.9% of the sample definitely planned to pursue their studies on a

full time basis (NBB 71.4%: WIBRI 69%: WIBLI 63.6%) while 13.5% stated that they will continue their studies after high school on a part time basis (NBB 9.5%: WIBRI 16.7%: WIBLI 9.1%).

Those who do not intend to continue their education after high school may reconsider their decision only given two circumstances a) if their parents insist that they continue and b) if further education is required for them to get ahead in their job. For those pupils in the sample who have definitely decided to continue their education after high school, the factors most likely to precipitate a change of mind are given as the following: a) "If I am offered a job I like" and b) "If I do not have enough money to continue".

The majority of the pupils shared the expectation that their parents would contribute from all to at least one quarter of the cost of their education. Three quarters of the sample reported that they expect to supplement the cost of their education through summer employment while most were willing to consider scholarships, bursaries and student loans. Interesting differences existed on the question of the costs involved in post secondary education between the three groups of respondents. While the percentage expecting their parents to bear the total cost was similar for all three groups (NBB 26.3% WIBRI 28.6%; WIBLI 30%) 30% of the WIBLI did not think their families would contribute towards their post secondary education as opposed to 5.3% for the NBB and 9% for WIBRI. In the same way, while 82.4% of the NBB and 79.5% of the WIBRI expected to pay for part of their post secondary studies through summer or part time employment, only 55% of the WIBLI thought about this as a possibility - their emphasis

was on obtaining loans or scholarships. The variation in response between the two immigrant groups may be due to the optimism of the WIBRI who are still oblivious to the difficulties of obtaining summer employment or part time employment in general and more specifically summer employment or part time employment for Blacks.

With respect to their chances for success in higher education 53.4% felt their chances for obtaining a degree or a diploma ranged from "much better than average" to "above average" while 42% claimed at least average chances. It is again interesting to note that about 43% of NBB and 40% of WIBLI thought their chances were above average as compared to 60% of the WIBRI who were, therefore, more optimistic on this question.

Those pupils who planned to continue their education after high school chose the CEGEP (88.5%) as the place where they wanted to continue their post-secondary education. Only 9.8% mentioned the possibility of going to a university directly, and one pupil mentioned a vocational school. The response was almost similar for the three groups of students (NBB 80%: WIBRI 92.3%: WIBLI 85.5%).

Asked about their parents' wishes with regard to high school completion, 87.7% indicated their parents' desire to have them graduate from high school, while 9.1% did not know their parents' wishes. There is no significant difference between the three groups in this matter.

Well over half (67.1%) of those who intend to seek higher education expressed the desire of their parents that they continue their education on a full time basis. No significant difference between the three groups was reported. When asked about their parents' preference for the institution of higher education, the group reported that 61.9%

preferred CEGEPs, 21.4% preferred the University and 4.8% opted for a technical school. The three groups do not differ significantly in this area.

The pupils were then asked about the opinions of various people who touched their life in the matter of the desirability of post secondary education for the respondants. 62.3% of the sample thought the guidance counsellor wanted them to continue, 43.9% of the sample thought the principal and/or vice principal of their school was of this opinion and they also reported that 66.7% of their school friends and 55.9% of their friends outside of school held the same opinion. The rest of the students did not know about the opinion of the different people mentioned.

Educational Expectations Typology (Weidman - see Appendix, D)

This scale is based on the understanding that people want different things from school. The ten items may be regrouped to give a profile of Academic Expectations, Interpersonal Expectations and Instrumental Expectations. The results for our sample are summarized in table 1. For the sample in general the most important expectations were the Instrumental ones, followed by the Academic expectations and then the Interpersonal expectations. There was some variation between the three groups on these items. NBB and WIBRI seemed to be more in agreement in what they considered to be essential in their educational expectations as compared to the WIBLI group. Thus, "Training and skills for an occupation" was the most essential expectations for NBB and WIBRI as opposed to a "well rounded general education" for the WIBLI. The next most essential item for NBB and WIBRI was "Help in formulating values and goals" while for WIBLI it was "Training and skill in occupation". The third order of import-

ance was given to "Learning to get along with people" and to "A well rounded

general education" by NBB and WIBRI while WIBLI opted for "help in formulating

values and goals" and "a detailed grasp of a special field". NBB as a group placed

greater emphasis on interpersonal expectations than WIBRI and WIBLI. Furthermore,

WIBRI expected to obtain much more "advice and guidance from teachers" than did

NBB and WIBLI.

Equal Educational Opportunity and Study Habits

In terms of length of residence at Montreal and the particular school attended,

the three groups were more or less comparable. As expected the WIBRI were the ones who

showed the greater variation on the questions about length of stay in Montreal and length

of stay in the particular public school frequented. On the knowledge of French

question 84% can manage to speak French with more or less difficulty. The most fluent

group is the WIBLI (speak fluently: WIBLI 27.3%: WIBRI 7%: NBB 9.5%) and the least

fluent group is the WIBRI (Do not speak at all: WIBRI 18.6%: WIBLI 9.1%: NBB 14.3%).

As far as study habits are concerned, the majority spend between one and two

hours for homework during weekdays as well as weekends. The majority think that they

would have improved their grades had they worked harder during the past years. 62.2%

of the students have a quiet place in the home where they can study. 80% of the students

have never failed a year or skipped a year in the elementary school. This is even more

true of the WIBRI only 4.8% have failed a year as compared to 19% for NBB and 10%

for WIBLI. Also 14.3% of WIBRI have skipped a year as compared to none for NBB and

only 10% for WIBLI. At the high school level the failure rate is higher than at the

TABLE 1

The Most Essential Thing That The Three Groups of Pupils want from School.
Percentage of NBB, WIBRI, and WIBLI who opted for "essential" on the
Weidman Educational Expectation Typology T_1.

Educational Expectations	NBB	WIBRI	WIBLI	Total Group
Academic Expectations				
1. Well rounded general education	68.4	50.0	85.7	59.7
2. Chance to encounter new idea	52.6	38.9	28.6	41.9
Instrumental Expectations				
1. Training and skills for an occupation	75.0	67.6	71.4	70.3
2. A detailed grasp of a special field	52.6	39.5	57.1	45.3
Interpersonal expectations				
1. Learning to get along with people	65.0	35.1	50.0	46.2
2. Help in formulating the values and goals of my life.	70.0	54.3	62.5	60.0
3. Personal contact with fellow students	36.8	27.0	42.9	31.7
4. Personal contact with teachers	15.8	25.0	14.3	21.0
Other expectations				
1. Advice and guidance from teachers	31.6	42.1	12.5	35.4
2. Freedom in the design and planning of my education	47.4	40.5	28.6	41.3

elementary school level, although 69.6% of the sample has never failed or skipped

a year at high school WIBRI have the highest rate of failure at 28.6% as compared

to 19% for NBB. This result is expected if one remembers that the West Indian school

system is based on ability grading rather than age grading.

Asked about their intelligence ranking perceived in comparison to their class

20.3% thought that they rank "definitely above average", 24.6% thought they ranked

"slightly above average" 39.1% placed themselves at "just above average" while 16%

saw themselves as being below average. When we compared the three groups we found

that WIBRI saw themselves as ranking much above the average then the NBB followed

by WIBLI.

Expressed in terms of grades, 11.1% of the sample considered "any passing

grade" as satisfactory, 23.6% accepted "an average grade to be O.K." 36.1% wanted

an above average grade followed by 30% who wanted one of the highest grades in the

class as the grade they considered to be satisfactory. Again the WIBRI group had the

highest standards imposed upon themselves 41.5% wanting to belong to the last cate-

gory as compared to only 14.3% of the NBB and none from the WIBLI group.

Schooling and peers

To determine the level of peer interaction of the respondents they were asked

if there were any students in their school with whom they discussed educational plans,

topics of intellectural interest, engaged in social conversation, or talked about

personal matters. Seventy-nine percent discussed educational plans with their friends

at school and WIBRI were higher on this interaction level than the two other groups

(WIBRI 85.0%: WIBLI 66.7%: NBB 77.8%). Similarly, 82% of the sample discussed topics of intellectual interest with their friends and the three groups were comparable on this question. Eighty-three percent of the pupils often engaged in social conversations the NBB leading (100%) followed by WIBLI (88.9%) and WIBRI (72.7%). Eighty per cent of the sample discussed personal matters with their peers and this is true of all three groups equally.

Most of the students had friends in class, in the school but not in the same class, in other high schools, in CEGEPs and working full time. Half of the sample claimed to have 4 or 5 friends in all these places. It is interesting to note that WIBLI had the largest number of friends especially in the category of friends working full time. Half the pupils study with friends after school hours at least once during the week. This is more true of the WIBRI (65%) as compared to the two other groups (WIBLI 40%: NBB 40%).

School Climates

School environments are described as having different climates based on the perception of the pupils about the flexibility of the school rules, the expectation of their peers and teachers (Rigsby). Sixty-three percent thought that the students in their classes were allowed to choose some of the subjects they take. In response to the question "If you could be remembered here at school for one of the four things below which one would you want it to be ?" half opted for brilliant student as opposed to "athletic star", "leader in school clubs and organizations" and "popular student". The WIBRI group had the largest percentage of students opting for "brilliant student"

(table 2).

Asked if they had an extra hour at school what would they do with that time, 33% opted for athletics and almost equal percentage opted for its use as a study period. It is again interesting to note that the WIBRI opted more for subject matter and study as compared to the two other groups (table 3.)

Schooling and Teachers

To determine their level of teacher interaction the students were asked four questions similar to the ones used to describe their level of peer interaction. Seventy-five per cent of the group often discussed educational plans with their teachers, 66.7% discussed topics of intellectual interest and engaged in social conversation. Once again, the NBB led in this last category 83.3% engaging in social conversation with the teachers. Only 38.5% ever talked about personal matters with their teachers.

Participation in Formal Organizations and Clubs

In schools 63.4% of the sample participates in one way or the other in at least one club or organization. Of these 45 students, 5 are officers and 29 are active participants in at least one club at school. The NBB are the least active in this respect. 40% did not answer the question about the particular clubs to which they belong. Of the rest 60% are members of "sports club" and 22% are members of "social clubs".

Outside of school only 35.3% are active in clubs and organizations.

To summarize this section on the educational characteristics of the sample, we can state that our expectations are borne out more or less. The WIBRI with few expections

TABLE II

Frequency Percentage distribution of NBB, WIBRI and WIBLI on the question "If I could be remembered here at school".

	NBB	WIBRI	WIBLI	ROW TOTAL
Brilliant Student	9 (42.9)	25 (65.8)	4 (44.4)	38 (55.9)
Athletic Star	5 (23.8)	6 (15.8)	4 (44.4)	15 (22.1)
Leader in Student organizations	1 (4.8)	1 (2.6)	1 (11.1)	3 (4.4)
Popular student	6 (28.6)	6 (15.8)	0 (0)	12 (17.6)
Column Total	21 (30.9)	38 (55.9)	9 (13.2)	68* (100)

* 7 missing

TABLE III

Frequency and Percentage of perferences for extra hour in school for NBB, WIBRI and WIBLI.

	NBB	WIBRI	WIBLI	TOTAL
Extra subject	1 (4.8)	16 (39.0)	3 (30.0)	20 (27.8)
Athletics	11 (52.4)	9 (27.0)	4 (40.0)	24 (33.3)
Club activities	4 (19.0)	2 (4.9)	0 (0)	6 (8.3)
Study period	5 (23.8)	14 (34.1)	3 (30.0)	22 (30.6)
Total	21 (39.2)	41 (19.4)	10 (13.9)	72* (100)

* 3 missing

the NBB and the WIBLI have comparable profiles on most of the questions asked.

Specialization and Occupational Plans

The respondents were asked four different questions related to the topic of work and choice of a career or profession. Two of these questions probed about the actual work experience of the respondents. Sixty six percent did not have any experience with summer employment, 23.9% had done some work during the summer months. The WIBRI was the group with least experience in this area. Only 10 students worked for a weekly pay of between $40 and $60 and the rest worked for $10, $20 or $30 a week.

As for actual career plans, if they had their choice most of the students indicated they would opt for a specialization in the sciences (14 students) or a career in teaching (16 students). Seven hoped to become lawyers or doctors, two will opt for business administration, and six will choose the entertainment field. Twelve students will go into secretarial/technical type jobs. In general, the WIBRI and the WIBLI had higher aspirations than the NBB. Seventy two percent of the students admitted that filling in the questionnaire had helped them think about their career plans.

As the occupational aspiration of the three groups were quite homogeneous in distribution and wherever there was a major diversion it was along sex lines rather than any other factor, we have decided not ot use the occupational aspirations as a dependent variable in the test of hypotheses.

World View

On a series of 12 questions dealing with their beliefs and world views there

was not much of a difference between the three groups under study. The results

are shown on Table 4.

TABLE IV

Frequency and Percentage distribution of NBB, WIBRI and WIBLI on their Beliefs and World Views at T_1 and T_2

	T_1 Agree*	T_2 Agree*
1. Making plans only makes a person unhappy because plans hardly work out anyway.	28 (38.4)	31 (45.6)
2. The most important thing for a parent to do is to help his children get further ahead in the world than he did	68 (91.9)	63 (97.6)
3. A person should try to do what he does better than anyone else.	58 (80.6)	57 (83.8)
4. The most important purpose of high school is to prepare people for the occupational career	66 (89.2)	63 (92.5)
5. When a person is born the success that person is going to have is already in the cards, so that person might as well accept it and not fight against it.	35 (49.3)	20 (30.3)
6. The tougher the job the harder I work.	55 (75.3)	53 (76.8)
7. If a person is not successful in life it is his own fault.	31** (47.5)	30 (44.1)
8. The job should come first, even if it means sacrificing time from recreation	30** (42.9)	40 (57.7)
9. The best way to judge a person is by that person's success in his/her occupation	25 (33.8)	22 (37.4)
10. Good luck is more important than hard work for success	15 (20.3)	15 (22.1)
11. I would make any sacrifice to get ahead in the world.	45 (67.5)	41 (60.3)
12. Even with a good education, a person like me will have a tough time getting the job he/she wants	47 (68.1)	35 (51.5)

* The rest of the respondents disagree   ** The slight inconsistency is due to missing responses

THE DACOSTA-HALL EXPERIENCE AND

ITS EFFECTS ON THE CHARACTERISTICS

OF THE SAMPLE

INTRODUCTION

In this part of the chapter we shall attempt to present any changes in responses

to educational, occupational and world view type questions by the end of the summer

programme. In other words we shall try to see if the students who attended the

summer programme are going to have different responses to the same questions at the

end of the programme as compared to the beginning of the programme.

EDUCATIONAL INFORMATION

Under Educational Plans we shall discuss differences in response with regard

to Educational Plans, Educational Expectations, Schooling and Peers, Schooling and

Teachers.

Educational Plans

Although the proportion of students who planned to finish high school did not change,

76.8% of the students stated that they were planning to go to university instead of

CEGEP only. This was a very strong change indeed between T_1 and T_2.

Educational Expectations Typology (Weidman - see Appendix D)

Academic Expectations increased as compared to Instrumental Expectations

(Table 5). This is again a very interesting shift between T_1 and T_2.

Schooling and Peers

The percentage of students who discussed the educational plans with their peers dropped from 79% to only 54.7% at DaCosta Hall at the end of the summer. It was interesting to note however that WIBLI increased on this interaction level. Similarly only 56.7% discussed matters of intellectural interest at DaCosta Hall as compared to 82% in the public high schools. WIBLI were very low on this aspect of peer interaction while in high schools the three groups were comparable. The level of social conversations remained high for the group in general (83%) WIBLI won over the NBB as opposed to the first week responses. Discussion of personal matters dropped from 80% to 65.6% and the rate was comparable for the three groups. It should be noted that there were about 10-13 answers missing in each case at T_2 on these four questions.

Schooling and Teachers

There were again about 13-15 answers missing in each case on the four questions related to the level of student teacher interaction at DaCosta-Hall. The percentage of students discussing educational plans with teachers dropped from 75% to 43.8% from T_1 to T_2. The same is true for the discussion of intellectural matters with teachers where the percentage dropped from 66.7% to 41.9%. Social conversation with teachers had a similar drop while there were only 16.7% discussing personal matters with teachers as opposed to 38.5% at T_1.

Specialization and Occupational Plans

There was a very interesting shift in answers from T_1 to T_2 on this matter. If

they had their choice a higher number of the students would still opt for teaching (13

students) as a career. However, there were 12 students at T_2 (as opposed to 7 at T_1) who

were planning a professional career and only 3 students wanted to go to sciences

as opposed to the initial 14 students who stated such an interest at T_1. Furthermore,

the number of students who were interested in business administration increased from

two to seven and there were only 8 students interested in secretarial jobs as opposed

to the initial 12. Seven students wanted to work in the field of entertainment.

World Views

It is very interesting to note that the only three items which changed were

towards a less fatalistic and a more achievement oriented position. The agreement

to "When a person is born the success the person is going to have is already in the

cards, so that person might as well accept it and not fight against it" dropped from

35 students agreeing to the statement (49.3%) to only 20 students giving their

agreement (30.3%). On the other hand, deferring short term gratification for long

term achievement was seen as a more acceptable position at T_2 than T_1: "The job

should come first, even if it means sacrificing time from recreation" received 40 votes

as opposed to the initial 30 votes. Finally, there were only 35 students who agreed

to the statement: "Even with a good education a person like me will have a tough

time getting the job he wants".- as compared to 47 students who agreed with this

statement at the beginning of the summer school, at T_1 (Table 4: items 5, 8, 12).

Conclusion

The conclusions although very tentative are very interesting. In spite of the

TABLE V

The most essential thing that the three Groups of Pupils want from School.
Percentage of NBB, WIBRI and WIBLI, who opted for "essential" on the
Weidman Educational Expectations Typology T_2

	NBB	WIBRI	WIBLI	TOTAL GROUP
Academic expectation				
1. Well rounded general education	55.0	70.0	100.0	69.5
2. Chance to encounter new ideas	41.2	33.3	50.0	38.6
Instrumental Expectations				
1. Training and Skills for an occupation	65.0	61.3	90.0	67.2
2. A detailed grasp of a special field	57.9	44.8	70.0	53.4
Interpersonal Expectations				
1. Learning to get along with people	55.0	43.8	50.0	48.4
2. Help in formulating the values and goals of my life	52.6	50.0	87.5	55.9
3. Personal contact with fellow students	16.7	32.1	30.0	26.8
4. Personal contact with teachers	18.2	19.4	33.3	19.0
Other Expectations				
1. Advice and Guidance from teachers	22.2	40.6	50.0	36.7
2. Freedom in the design and planning of my education.	64.7	48.3	50.0	53.6

lower level of peer group and student teacher interaction there were very positive

results obtained at the end of the summer school as compared to the beginning of

the summer on the educational plans, educational expectations, specialization

and occupational plans as well as world views of the students attending the DaCosta-

Hall programme. The low level of interaction between peers and students with

teachers may be explained by the very short period of acquaintance and interaction

as compared to several years in the respective public schools of the students.

However, as predicted the changes occurred in the expected direction. Tentatively

these changes may be attributed to the improved quality of the environment and the

interactions as opposed to the sheer quantity of such interactions. This is reflected

at least in one statistic. Asked which school they liked better, their own high

school or the DaCosta-Hall Summer School Programme, 39 students stated their

preference for DaCosta-Hall as opposed to 17 students who preferred their own high

school. 19 students did not indicate any preference . Therefore, of those who

answered two thirds preferred the DaCosta-Hall Programme.

CHAPTER IV

FINDINGS II

SELF-CONCEPT

This study examined the self-concepts and educational aspirations of Black High School students attending the 1977 DaCosta-Hall summer programme. The self-concept, educational and occupational aspirations of Black Canadians (NBB) and Black West Indian Immigrants (WIBB) residing in Canada were compared. Observations about the differences between the two groups are reported herewith.

Reporting and Analysis of the findings of the TSCS:

The Tennessee Self Concept Scale (TSCS) was utilized as the instrument to get information with respect to the self-concept of the sample population and the data obtained were used to make the comparison between the two groups. The results obtained with respect to the variables of the TSCS are as follows: (See Tables VI, VII, VIII, and IX)

In interpreting the results of the variables of the TSCS, we have used the "Notes on Computer Scoring" and have made comparisons using the "Mean Raw Score for Norm Group" furnished by Counsellor Recordings and Tests. (See Tables VI, VII, VIII, IX) as well as the Manual on the TSCS.

The True-False Ratio (T/F) . This is a measure of response set or response bias, an indication of whether the subjects approach to the task involves any strong tendency to agree to disagree regardless of item content (Fitts, 1961) . One way of interpreting this ratio is as follows: considered from the framework of self-theory, high T/F scores indicate the individual is achieving self-definition or self-description by focusing on what he is and is relatively unable to accomplish the same thing by eliminating or rejecting what he is not.   Low T/F scores would mean the exact opposite, and scores in the middle ranges would indicate that the subject achieves self-definition by a more balanced employment of both tendencies - affirming what is self and eliminating what is not self.   (Fitts, 1965).

The mean raw score for the NBB at T_1 is 1.440 and at T_2 the mean raw score is 1.402. The mean raw score for the norm group is 1.03. The NBB was higher than the norm at both T_1 and T_2, which according to the manual is indicative of the individual achieving self definition or self description by focusing on what he is and is relatively unable to accomplish the same thing by eliminating or rejecting what he is not. In the study, we noted the effects of minority status on the self-concept of the individual and in the light of this understanding question whether this could be a reason to focus on what he is rather than what he is not.

We note that the T/F score of the WIBB at T_1 is 1.832; .392 higher than his NBB counterpart, and at T_2, the score remains relatively unchanged at 1.833. The explanation for the high scores amongst the WIBB remains the same as for the NBB Group - only, it is more intense, since the WIBB, having been born in an environment in which he has been in a majority situation is even more convinced than his NBB

counterpart on the value of focusing on what he is rather than what he is not, since what he is not, is beyond his-control. Further, the WIBB has had the opporunity to experience very desirable and comforting feelings about himself, by virtue of his majority status and positive self-concept emanating from his life experience. That there is little change in his reaction between T_1 and T_2 (.001) is significant, because it indicates a certain stability in the T/F area.

<u>Self-Criticism (SC)</u>. This scale, composed of ten items, consist of mildly derogatory statements that most people admit as being true for them. Individuals who deny most of these statements most often are being defensive and making a deliberate effort to present a favourable picture of themselves. High scores generally indicate a normal, healthy openness and capacity for self-criticism. Extremely high scores (above the 99th percentile) indicate that the individual may be lacking in defenses and may in fact be pathologically undefended. Low scores indicate defensiveness, and suggest that the Positive Scores are probably artifically elevated by this defensiveness. (Fitts 1965).

The NBB at T_1 scored 37.476 and at T_2 33.571, a difference of 3.905. The mean raw score for the norm group is 35.54. The above the norm score at T_1 is not alarming and could be interpreted as a normal healthy openness and capacity for self-criticism. Of greater concern, is the drop of 3.905 at T_2 to 33.571, which is 1.969 below the norm, and could be seen as an indication of growing defensive-ness. Any comment on the possible cause for this drop in score would be pure speculation.

The WIBB at T_1 scored 35.741 and at T_2 scored 35.704, a difference of

.037. The significance of this difference is the relative stability of this position

which so closely approximates the norm of 35.54. At both T_1 and T_2 the score

remains close to the norm. These scores are neither high nor low, and reflects a

healthy approximation of the norm between a normal, healthy openness and

capacity for self-criticism and a defensiveness.

Net Conflict. Net conflict scores measure the extent to which an individual's

responses to positive items differ from, or conflict with, his responses to negative

items in the same area of self perception.

The NBB at T_1 obtained a net conflict score of 8.952 and at T_2 6.762. The

mean raw score for the norm group is -4.91. This score is extremely high and suggests

the extent to which the groups response to positive items differ from, or conflict with,

their response to negative items in the same area of self perception.

With respect to the WIBB at T_1, the score was 22.204 and at T_2 16.907. In

both instances, these scores are abnormally high and deviate tremendously from the

norm of -4.91. Conflict can be of two types, Acquienscence Conflict - which

means that the subject is over-affirming his positive attributes; and Denial Conflict -

which means that the subject is over-denying his negative attributes in relation to

the way he affirms his positive characteristics. He concentrates on "eliminating the

negative". It is difficult to say which form is being used by the WIBB Group.

Whatever the case, there is certainly great conflict within the two groups NBB

and WIBB.

Total Conflict Scores: Net Conflict scores were concerned only with directional trends in our P - N measure of conflict. It is of equal interest to determine the total amount of P - N conflict in a subject's self-concept as well as the net or directional amount of conflict. The Total Conflict score does this by summing P - N discrepancies regardless of sign. High scores indicate confusion, contradiction, and general conflict in self-perception. Low scores have the opposite interpretation, but extremely low scores (below the red line on the profile sheet) have a different meaning. The person with such low scores is presenting such an extremely tight and rigid self-description that it becomes suspect as an artificial, defensive sterotype rather than his true self image. (Fitt, 1965).

Test results of the NBB Group at T_1 reveal a score of 39.238 and at T_2, 36.952. The figure given as the mean raw score for the norm group is 30.10. This would indicate a high score for the NBB Group on both tests, although there was a reduction of 2.284 at T_2. High Scores are indicative of confusion, contradiction, and general conflict in self perception and we note the decrease of these phenomena over the six week period.

The test results of the WIBB are 44.537 at T_1 and 42.093 at T_2. These results are much higher than the results of the NBB at both T_1 and T_2. This group is also above the norm and would suggest a greater degree of confusion, contradiction, and general conflict in self-perception in the WIBB group than in their NBB counterpart. It is to be noted that with this group (WIBB) there was a drop of 2.444 at T_2, although the score remains higher than the norm (42.093 actual score at T_2) as compared with the mean raw score for the norm group which is 30.10.

Total Positive Score: This is the most important single score on the Counselling

Form. It reflects the overall level of self esteem. Persons with high scores tend

to like themselves, feel that they are persons of value and worth, have confidence

in themselves, and act accordingly. People with low scores are doubtful about

their own worth, see themselves as undesirable, often feel anxious, depressed,

and unhappy, and have little faith or confidence in themselves. (Fitts, 1965)

With respect to the NBB, their total P score at T_1 was 328.857 and 320.000

at T_2. In other words, there was a decrease in their total P score for the second

test of 8.857. The mean raw score for the norm group is 345.57. This means that

the NBB scored below the norm group both at T_1 and dropped even lower at T_2.

The manual indicates low scores to be indicative of people who are doubtful about

their own worth; see themselves as undesirable; often feel anxious, depressed, and

unhappy; and have little faith or confidence in themselves. This description is also

symptomatic of a low self-concept, which does not augur well for achievement.

According to our hypotheses and literature review, a low or poor self-concept is a

deterent to academic achievement, and could possibly be the result of being born

in a minority situation with its attendant lack of role models.

With respect to the WIBB, their total P score at T_1 was 343.611 and 340.537

at T_2. Bearing in mind that the mean raw score for the norm group is 345.57, although

the WIBB were below the norm at T_1, by less than 2 points, they are closer to the

norm group than the NBB with their score of 328.857. It should be noted that the

WIBB also scored lower at T_2 - their score falling by 2.064 points. Although there

is a similarity in the sense that both groups registered lower mean scores at T_2, the NBB fell by 8.857 points, whereas the WIBB fell by 2.064. The overall scores of the WIBB were higher than the NBB although both groups remained below the norm group. Again, this seems to validate the hypothesis that Blacks born in a majority situation in which the significant others in their life represent a cross section of the socio-economic spectrum tend to regard themselves more positively than Blacks born into a minority situation. It will also be interesting to hypothesize that NBB doubted themselves more after being exposed to other Blacks who had better concepts of themselves.

Positive Identity: These are the "What I am" items. Here the individual is describing his basic identity – What he is as he sees himself.

The mean raw score for the NBB Group at T_1 is 117.238 and at T_2 116.857. The mean raw score for the norm group is 127.10. Here we note the positive identity score for this group to be approximately 10 points below the norm at T_1 and dropping almost one point at T_2. According to the manual, this score would seem to indicate a below the norm concept of self.

The mean raw score for the WIBB at T_1, is 124.500 and at T_2 122.759. This score is still below that of the norm group by more than two points at T_1, and it should be noted that the score fell by over one point at T_2, making the score at T_2 over 3 points below the norm.

The mean raw score for the WIBB at T_1, is 124.500 and at T_2 122.759. This score is still below that of the norm group by more than two points at T_1, and it should be noted that the score fell by over one point at T_2, making the score at T_2 over 3 points below the norm.

However, comparatively speaking, the scores of the WIBB, although below the norm and much higher than that of the NBB Group. Again confirming the assumption that Blacks born in a majority situation have a more positive self perception than Blacks born in a minority situation.

Positive Self Satisfaction: This score comes from those items where the individual describes how he feels about the self he perceives. In general, this score reflects the level of self-satisfaction or self acceptance.

The mean raw score for the NBB at T_1 is 107.429 and at T_2 102.429. The mean raw score for the norm group is 103.67, while this group may not see themselves in a very positive light, their score in this area reflects a high level of self satisfaction or self acceptance. Their description of the self that they perceive is certainly pleasing to them since they are almost three points above the norm at T_1. It is to be noted, however, at T_2, they did not appear as self satisfied as at T_1, since their score fell by five points. They were apparently not as pleased with themselves or self-satisfied at the termination of the programme as they were at the commencement. This may be attributed to the fact that they set higher standards for themselves as a result of their DaCosta-Hall experience.

The mean raw score for the WIBB at T_1 is 108.074 and at T_2 107.870. The mean

raw score for the norm group is 103.67. This group appears from the data to be even more self-satisfied than their NBB counterpart and although the score dropped at T_2 by less than one point, both scores remain over seven points higher than the mean raw score for the norm group. While it is important that people be self-satisifed or self acceptant, this could lead to complacency and not provide the motivation that would lead to higher aspirations and achievements. This may be compounded by the resulting defencelessness to social-structural barriers and, therefore to drastic results.

Positive Behaviour: This score comes from those items that say "This is what I do, or this is the way I act". Thus this score measures the individuals perception of his own behaviour or the way he functions.

The mean raw score for the NBB at T_1 is 104.190 and at T_2 100.714. The mean raw score for the norm group is 115.01 which means that in this area the NBB are functioning below the norm. In other words, the NBB is saying "This is what I do or this is the way I act" is also saying I do not do and act in conformity with the norms of the society.

The WIBB at T_1 _____ T_2 scored 109.907. Bearing in mind that the norm is ____.01, _____ ng below the norm group, but it neverthel___ _____ NBB counterpart.

Positive P___ _____ presenting his view of his body, his state of heal__ _____ kills and sexuality.

The mean raw _____ at T_1 is 70.429 and at T_2 the score is 68.524

The mean raw score for the norm group is 71.78. It is to be noted that in this area the NBB Group is very close to the norm group in the way he describes his physical self, his view of his body, state of health, appearance, skills and sexuality; although it should be noted that the score in this area fell by two points at T_2. One wonders why this should happen after six weeks in a racially controlled environment. It may again be ascribed to the possibility of their setting higher standards for themselves at T_2 as a result of their DaCosta-Hall experience.

The mean raw score for the WIBB at T_1 is 74.630 and at T_2 the score is 72.926. It is to be recalled that the mean raw score for the norm group is 71.78. The WIBB is above the norm by almost 3 points at T_1 and although the score has dropped at T_2 remains above the norm by 1.146. According to the interpretation in the manual, the WIBB certainly appears to think highly about his body, state of health, physical appearance, skills and sexuality. Could it be that being born in a majority situation gives one a greater appreciation of ones self and ones physical attributes, whereas, being born in a minority situation, where one is not viewed with positive regard, makes one less appreciative of ones self and ones physical attributes? Also, the drop may be explained in the same way as for NBB. Being exposed to other Blacks who have a much lower self-concept may raise doubt in their mind about their own.

Positive moral ethical self: This score describes the self from a moral-ethical frame of reference - moral worth, relationship to God, feelings of being a "good" or "bad" person, and satisfaction with one's religion or lack of it.

The mean raw score for the NBB at T_1 is 64.190 and at T_2 63.190. The mean raw score for the norm group is 70.33. This score is below the norm by almost 6 points

and dropped 1 point at T_2. Obviously, their (NBB) description of self with respect to being "good" or "bad" and their satisfaction with their religion or lack of it is below the norm.

The mean raw score for the WIBB at T_1 is 66.833 and at T_2 66.870. The mean raw score for the norm group is 70.33. This group, WIBB, though closer to the norm than their NBB counterparts, is nevertheless still below the norm. It should be noted also that in this area, the WIBB remained relatively stable in the scores at T_1 and T_2 indicating that their position remained relatively unchanged in their perception of their own "goodness" or "badness".

Positive Personal Self : This score reflects the individual's sense of personal worth, his feelings of adequacy as a person and his evaluation of his personality apart from his body or his relationship to others.

The mean raw score for the NBB at T_1 is 65.000 and at T_2 62.857. The mean raw score for the norm group is 64.55. At the commencement of the programme, the NBB sense of personal worth appeared to be slightly above the norm as indicated by the score at T_1. However at T_2, the score dropped by almost 3 points to below the norm. Is he now facing life more realistically as a result of the programme?

The mean raw score of the WIBB at T_1 is 68.593 and at T_2 68.685. The mean raw score for the norm group is 64.55. This group (WIBB) maintained their above the norm position at both T_1 and T_2. What makes one group commence the programme at T_1 above the norm, and drop to below the norm at T_2, whereas the other group maintains their above the norm stance with slight improvement?. Could it be the

difference in a self-concept which was formed and maintained and reinforced in a majority situation before being placed in a minority context?. These questions could be the subject of further investigation.

Positive Family Self: This score reflects one's feelings of adequacy, worth and value as a family member. It refers to the individual's perception of self to his closest and most immediate circle of associates.

The mean raw score for the NBB at T_1 is 64.714 and at T_2 the score is 65.571. The mean raw score for the norm group is 70.83. The NBB reflects feelings of adequacy, worth and value as a family member several points below the norm both at T_1 and T_2, although it should be noted that the score rose almost one point at T_2.

The mean raw score for the WIBB at T_1 is 67.185 and at T_2 the score is 66.370. The mean raw score for the norm group is 70.83. The WIBB also reflects feelings of adequacy, worth and value as a family member several points below the norm both at T_1 and T_2, but to a lesser degree than the NBB. Although, the NBB group did increase their score to almost one point at T_2, whereas the WIBB group decreased their score by almost one point. Note that many do not have complete families.

Positive Social Self: This is another "Self as perceived in relation to others" category but pertains to "others" in more general ways. It reflects the person's sense of adequacy and worth in his social interaction with other people in general.

The mean raw score for the NBB Group at T_1 is 64.524 and at T_2 the score is 59.857. The mean raw score for the norm group is 68.14. In both instances T_1 and T_2, the NBB Group are below the norm, although at T_1 they were much closer

TABLE IX

Results of TSCS for WIBB at T_2
(N - 54)

Score Name	Mean Raw Score for Test Groups	Standard Deviation	Mean Raw Score for Norm Groups
Self Criticism	35.704	5.8395	35.54
True False Ratio	1.833	1.4885	1.03
Net Conflict	16.907	23.5807	-4.91
Total Conflict	42.093	14.5411	30.10
Total Positive	340.537	30.7617	345.57
Positive Identity	122.759	14.1262	127.10
Positive Self Satisfaction	107.870	12.6850	103.67
Positive Behaviour	109.907	13.2256	115.01
Positive Physical Self	72.926	8.1931	71.78
Positive Moral Ethical Self	66.870	7.3229	70.33
Positive Personal Self	68.685	8.2321	64.55
Positive Family Self	66.370	8.5546	70.83
Positive Social Self	65.685	7.7917	68.14
Total Variability	53.241	13.5004	48.53
Defensive Positive	62.537	10.3280	54.40
General Maladjustment	92.593	10.0874	98.80
Personality Integration	6.389	3.2238	10.42

TEST OF HYPOTHESIS

This study examined the self-concepts of Black High School students attending the DaCosta-Hall (Summer 1977) Programme. The self-concepts, educational and occupational aspirations of WIBB and NBB were also examined and compared. The findings on the two groups have been reported in Chapter III and the first part of this Chapter. In this second part of Chapter IV, observations about the relations and differences among the variables as they relate to our hypotheses are reported.

Since the educational and occupational aspirations were equally high for immigrant as well as the Canadian born students, we decided to use the academic and instrument expectation items of the Weidman Educational Orientation Typology in our test of hypotheses as the dependent variable as well as the question probing the respondents' perception of his/her chances of being successful in getting a degree if a diploma if they continue their education after high school.

Hypothesis I

"The higher the self-concept of pupils the higher their level of educational aspirations".

The following five measures of self-concept were used for the test of this hypothesis: 1) Physical self. 2) Moral ethical self. 3) Personal self. 4) Family self. 5) Social Self. The group was divided with those on low self-concept and those with high self-concept based on the norm outlined.

The results of our test at T_1 (cross tabulation and chi square) indicate that there is no significant relationship between most aspects of self-concept and instrumental expectation items of the Weidman typology. The same is true of the Academic

expectation item related to "the chance to encounter new ideas". However, except for physical self, all the other aspects of self-concept are related positively to the first expectation of the Academic Orientation on Weidmans typology. The expectation for a "well rounded general education". Nevertheless, there is no significance at the .05 level.

With respect to the items related to the respondents expectations of obtaining a degree or diploma from a higher education institution, again there were no relationships observed except in the case of social self when there was a significant positive relationship at the .06 level, meaning that those who held a higher social self concept also held higher hopes of being successful in obtaining a degree or diploma. (Table X)

Another item which is related to academic aspiration - "The wish to be remembered as a brilliant student in high school" - seems to be positively related to self-concept but there is no significance indicated. (Table X)

As we have seen in the first part of this Chapter, there were some changes in self-concept at the end of the summer school. The same analysis as presented in the preceeding few paragraphs were repeated at T_2. The results are quite interesting since with the new levels of self-concept, there is an increased relationship with the same academic expectations. This relationship, furthermore, is significant at the .05 level and stronger for the intrumental aspects as well as on the aspect dealing with a well rounded education (Table XI).

Therefore, although the group was in general high in their academic and occupational aspirations, there is definitely a relationship between self-concept and

TABLE X

Relationship of Self-concept and Educational Expectations at T_1

	Instrumental		Academic			
Self-concept	Training & Skill	Grasp of a Field	Well rounded education	Chance to encounter new ideas	Chance to obtain a diploma or degree	Wishes to be remembered as a brilliant student
Physical	=	=	=	=	=	+
Moral-ethical	=	+	+	=	=	+
Personal	+	=	+	=	=	+
Family	=	=	+	+	=	+
Social	=	+	+	=	+ (.06)	+

Weidman Typology

+   Positive relationship

−   Negative relationship

=   Indifferent relationship

( )   Parenthesis indicate level of significance

and educational as well as occupational aspirations (measured as expectations on the Weidman typology).

Hypothesis II

"WIB have higher self-concept than NBB and WIBRI have higher self-concept than WIBLI. Therefore, the educational aspiration level of WIBRI⊳WIBLI⊳NBB"

The results of the TSCS indicate that the WIB have a higher self-concept in all areas that measure self-concept, than the NBB. (Tables 6, 7, 8, 9 and part 1 of Chapter IV). It is also true that the WIB were higher in academic and instrumental expectations as measured on the Weidman Typology as well as in their expectations to get a higher education diploma or degree. They also wished to be remembered as a "Brilliant student" in high school (Tables 1, 2 and 5). A more detailed analysis related to the hypothesis is warranted since the results obtained support the general direction of the hypothesis.

Hypothesis III

The self-concept of the whole group is higher at T_2 than T_1, and within each group it is higher for those with high peer group, pupil-teacher and curriculum pre-ference level than for those with low peer group, pupil-teacher and curriculum preference level.

The self-concept of the whole group was lower at T_2 than T_1 (See Tables I, II, III and IV) rather than as hypothesized. Moreover, the self concept for each Group WIBB and NBB was lower at T_2 than T_1.

TABLE XI

Relationship of Self-concept and
Educational Expectations at T_1

Self-concept	Instrumental		Academic		
	Training & Skill	Grasp of a Field	Well rounded education	Chance to encounter new ideas	Chance to obtain a diploma or degree
Physical	+	+	+	+	+ (.07)
Moral ethical	+ (.04)	+ (.01)	+ (.12)	+	+
Personal	+ (.04)	+ (.15)	+ (.04)	+	=
Family	+ (.005)	+ (.05)	+	=	=
Social	+ (.04)	+ (.07)	=	+ (.12)	=

+   Positive Relationship

-    Negative Relationship

=   Indifferent relationship

( )   Parenthesis indicate level of significance

In general, however, the whole group moved towards the norm group average by T_2.

The data indicated a decrease in peer group and pupil teacher interaction at T_2 than T_1. This decrease could be attributed to programme duration since the first testing reported on peer group and pupil-teacher interaction developed over the duration of one year or more whereas T_2 results were based on relationships of six weeks duration.

It should be noted however that there does not seem to be any important relationship between level of interaction and academic and instrumental expectation at T_1 as well as T_2 (See Table XII, XIII, XIV, XV)

Hypothesis IV

"The greater the increase in self-concept the greater the increase in educational aspiration level. This is more true for NBB$>$WIBLI$>$WIBRI. The reverse is also true".

As we have already discussed, although there has been a decrease in the self-concept at T_2 as compared to T_1, this has been in a direction towards the norm. Therefore, this hypothesis should be restated and tested accordingly in further studies, in the light of our findings.

Hypothesis V

Irrespective of self concept, WIBRI are higher on educational aspiration level than WIBLI and NBB.

Hypothesis VI

Irrespective of self-concept, level of educational aspiration is higher for the whole group at T_2 than T_1; and within each group, it is higher for those with high peer group, pupil-teacher and curriculum interaction level than for those with low peer group, pupil-teacher and curriculum interaction level.

As discussed in Chapter III, both hypotheses are supported, although there is no significance obtained at the .05 level.

It is important to mention at this stage that several control variables were used in the test of the hypotheses as they affected both the dependent and independent variables.

The control variables used were the following:

1. Membership in formal organizations and clubs (Question 34).

2. Brothers and sisters at University (Question 60).

3. Family atmosphere (Question 64).

4. Frequency of study with friends (Question 38).

5. Perceived intelligence ranking (Question 47).

6. Father's interest in school work (Question 65).

7. Mother's interest in school work (Question 66).

8. Father's praise of school achievement (Question 67).

9. Mother's praise of school achievement (Question 68).

10. SES (based on father's occupation) (Question 51).

11. SES (based on mother's occupation) (Question 54)

TABLE XII

Relationship of level of Peer Group interaction and Educational Expectations at T_1

Weidman Typology

Peer Group Interaction	Instrumental		Academic			
	Training & Skill	Grasp of a Field	Well rounded education	Chance to en-counter new ideas	Chance to obtain a diploma or degree	Wishes to be remembered as a brilliant student.
Discussion of educational plans	+	=	+	=	+	+
Discussion of topics of intellectual interest	=	=	=	+	+	=
Social conversation	=	=	+	=	+	=
Conversation on personal matters	+	+	+	+	=	+

+   Positive relationship

—   Negative relationship

=   Indifferent relationship

( )   Parentheisis indicate level of significance

TABLE XIII

Relationship of level of Peer Group interaction and Educational Expectations at T_2

Weidman Typology[3]

Peer Group Interaction	Instrumental		Academic	
	Training & Skill	Grasp of a Field	Well rounded education	Chance to encounter new ideas
Discussion of educational plans	=	=	=	=
Discussion of topics of intellectual interest	=	+	+	=
Social Conversation	+	=	=	=
Conversation on personal matters	+ (.05)	=	+	=

+   Positive relationship

-   Negative relationship

=   Indifferent relationship

( )   Parenthesis indicate level of significance

TABLE XIV

Relationship of level of Student/Teacher interaction and Educational Expectations at T_1

Student/Teacher inter-action	Weidman Typology					
	Instrumental		Academic			
	Training & Skill	Grasp of Field	Well rounded education	Chance to en-counter new ideas	Chance to obtain a diploma or degree	Wishes to be remembered as a brilliant student
Discussion of education-al plans	=	=	-	=	+	=
Discussion of topics of intellectual interest	=	=	+	=	=	+ (.04)
Social conversation	β+	=	+	=	=	+
Conversation on personal matters	=	+	(+	=	+	=

+   Positive relationship

-    Negative relationship

=   Indifferent relationship

( )   Parenthesis-indicate level of significance

TABLE XV

Relationship of level of Student/Teacher interaction and Educational Expectations at T_2

Student/Teacher Inter-Action	Instrumental		Academic	
	Training & Skill	Grasp of Field	Well rounded education	Chance to encounter new ideas
Discussion of educational plans	+	+	+	+
Discussion of topics of intellectual interest	=	=	=	+
Social Conversation	+	=	=	=
Conversation on personal matters	+	+	=	=

+   Positive relationship

−   Negative relationship

=   Indifferent relationship

( )   Parenthesis indicate level of significance

12. Sex.

None of these variables seemed to have much of a significant influence with very few exceptions. Thus, perception of one's intelligence correlated positively with academic expection of "well rounded education". The higher the perceived intelligence ranking, the higher the expectation (.08 level of significance) as well as the higher the preceived chance for being successful in obtaining a higher education diploma (.002 level of significance) and the higher the desire to be remembered as a brilliant student (.05 level of significance).

In the same manner it is interesting to note that those who had mothers in high SES (professions) were more interested in encountering new ideas (.01 level of significance).

Therefore, as far as we can tell from our analysis, Mother's occuptation and perceived intelligence ranking may be the only two confounding factors.

SUMMARY OF IMPORTANT FINDINGS AND SUGGESTION FOR FURTHER

RESEARCH.

The study presented in this thesis can be best described as an inquiry into the possible differences in self-concept of immigrant and non-immigrant Black pupils and an exploration of the relationship these differences may have on the academic and occupational aspirations of the two groups. It does not, as such, attempt to show how a child's self-concept influences educational achievement, but merely examines whether differences in self-concept exist between immigrant and non-immigrant Black pupils and whether these differences are related to differences in their educational and occupational aspirations.

As discussed in the methodology section of this thesis, the original plan for a sample for this study was to collect information on the total population of the DaCosta-Hall Programme during the summer of 1977. Registration during the week of July 5th (first week) was 305 pupils and the week of August 8th (last week) was 220 pupils. However, only 75 pupils completed the questionnaire thoroughly at the beginning and the end of the programme. Therefore, only these 75 pupils are included in the discussion of our findings and in the test of hypotheses. The advantage of this alternative is that we have a more representative sample of the "average" Black pupil in the public school system since we have eliminated the pupils who for one reason or another could not complete the questionnaire (reading problems, for example). It should be remembered that the DaCosta-Hall Programme which was started to meet the needs of those Black pupils (Grades 10 and 11) who were having problems in the public

school system, has evolved over the years to become more or less a regular summer school where parents send their children to keep them busy over the summer holidays.

Another advantage of moving from the analysis of the total population results to the sample of 75 pupils was that the new sample was more homogeneous. Sixty-eight of the students had a West Indian family background: both fathers and mothers being born in the West Indies. Furthermore the distribution of the final sample approximates the distribution of the immigrants and Canadian born West Indian Blacks in Canada.

Only 38 pupils, less than half of the sample, live with both parents at home. The rest live with single parents, relatives or foster parents. Therefore, many family background factors were not taken into consideration in the test of hypotheses. One variable, however, seems important enough to be noted in particular: mother's occupation. Those children who had mothers in high SES type occupations were higher in self-concept and education/occupational aspirations than the rest of the sample.

The majority of the sample have homogeneously high educational and occupational aspirations. By comparison, however, the West Indian born recent immigrants (2 years and less) were higher in their expectations than those West Indian born immigrants who have been in Canada for a longer period of time (25 months or longer) and both groups were higher in their expectations than the Canadian born Black pupils. (Measured on the Weidman scale). Furthermore, as predicted in the hypotheses, the recent immigrants have higher self-concept than the long term immigrants and are again higher in their educational and occupational aspirations than the Canadian born Black pupil. It is also important to note that as predicted the Canadian born Black pupils had the

most significant changes in self-concept by the end of the summer school programme

as measured on the Tennessee Self-Concept Scale. However, it was interesting to

note than this was not due to the frequency of interaction as measured by level of

interaction between peers and between pupils and teachers. This level was much

lower than the level of interaction in the respective high schools that the students

in the sample attended. Therefore, it is hypothesized that the important element

in the interaction variable is not frequency or quantity but rather the special quality

of the interaction. This hypothesis provides an interesting guideline for further research.

All six hypotheses proposed at the beginning of the study and which guided the

direction of the study were supported in general, although the results were not statisti-

cally significant at the .05 level in most cases. This is a summary of the hypotheses

and the results obtained:

HYPOTHESES	RESULT OF TESTS
1. The higher the self-concept of pupils the higher their level of educational and occupational aspirations.	Although there was a generally high level of educational and occupational aspirations, those students who were higher in self-concept did have relatively higher educational and occupational expectations.
II. WIB have a higher self-concept than NBB and WIBRI have higher self-concept than WIBLI. Therefore, the educational and occupational aspiration level of WIBRI $>$ WIBLI $>$ NBB	This hypothesis was supported in its general direction.
III. The self-concept of the whole group is higher at T_2 than T_1 and within each group it is higher for those with high peer group, pupil-teacher and curriculum interaction level than for those with low peer group, pupil-teacher and curriculum interaction level.	The general spirit of this hypothesis was supported. However it should be re-formulated to read the self-concept of the group is closer to the norm at T_2 than T_1. As for the second part of the hypothesis there was no significant relationship between the three variables

and self-concept as hypothesized here.
The results, however, suggest that
the quality of interaction should be
taken into consideration.

IV. The greater the increase in self-concept the greater the increase in educational (and occupational) aspiration level. This is more true for NBB than for WIBLI and WIBRI

Again, this hypothesis was supported and most of the tests were significant. However, once again it should be restated to read "the closer the self-concept moves to the norm the higher . . "

V. Irrespective of self-concept WIBRI are higher on educational aspiration level than WIBLI and NBB

Supported.

VI. Irrespective of self-concept, level of educational aspiration is higher for the whole group at T_2 than T_1 and within each group it is higher for those with high peer-group, pupil-teacher curriculum interaction level than for those with low peer group, pupil-teacher and curriculum interaction level.

Supported. Same comment on the second part of hypothesis as for Hypothesis III.

Another important finding is that the self-concept as measured at the end of the programme was significantly correlated (.05 level) with the educational expectations of the pupils in the sample. Therefore, it is important to pursue this line of analysis in future research.

Within the group of Black pupils, immigrant status seems to be the most import-ant variable along which the three groups - recent immigrant Blacks, long term immigrant Blacks and Canadian born Blacks - are differentiated as opposed to SES and other control variables such as age, sex, and family background. This has important implications for the interpretation and generalization of much of the educational research being carried on in the field of the education of minorities and immigrants in Canada. Most of these

studies focus on the ethnic background variable. There is an indication in this study, that differentiation along ethnic lines is not as important as the fact of being an immigrant, as well as having a certain level of self-concept in relation to minority status, and the related opportunity structure at the level of the Canadian society at large.

In summary, although this is only a preliminary and exploratory case study, limited to a specific group of pupils, the results obtained are encouraging enough to recommend the investment of more research efforts and resources in the same direction, as well as the use of a variety of methods, qualitative and quantative, in the collection of data.

It is of course possible to venture interesting policy recommendations based on the results of the study.but the limited nature of the inquiry presented here does not warrant explicit recommendations at this stage. However, this is one more reason to pursue, in future research projects, the line of inquiry taken in this study.

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APPENDIX A

Instrument used in Testing at T_1

STUDENT NAME:_____

SCHEDULE NO:_____

STUDENT QUESTIONNAIRE

This questionnaire is prepared for my M.A. thesis in Educational Studies at Concordia University. The purpose of this questionnaire is to learn about the interests of students and about their plans for the future.

This is a confidential questionnaire. This means that your answers will not be seen by anyone else in this school or outside the school. Your answers will be used only for the purpose of the research which intends to assist in the planning of education.

I hope that you will find these questions interesting to answer and I thank you for your participation in this study.

**AFTER USE THIS PAGE WILL BE DISCARDED
TO RETAIN ANONYMITY.
QUESTIONNAIRES WILL BEAR ONLY A SERIAL NUMBER.**

PART A

READ THE FOLLOWING STATEMENTS ABOUT YOURSELF AND CIRCLE THE NUMBER OF THE CORRECT ANSWER IN EACH CASE:

		Completely False	Mostly False	Partly False	Mostly True	Completely True
1.	I have a healthy body	1	2	3	4	5
2.	I am an attractive person	1	2	3	4	5
3.	I consider myself a sloppy person	1	2	3	4	5
4.	I am a decent sort of person	1	2	3	4	5
5.	I am an honest person	1	2	3	4	5
6.	I am a bad person	1	2	3	4	5
7.	I am a cheerful person	1	2	3	4	5
8.	I am a calm and easy going person	1	2	3	4	5
9.	I am a nobody	1	2	3	4	5
10.	I have a family that would always help me in any kind of trouble	1	2	3	4	5
11.	I am a member of a happy family	1	2	3	4	5
12.	My friends have no confidence in me	1	2	3	4	5
13.	I am a friendly person	1	2	3	4	5
14.	I am popular with men	1	2	3	4	5
15.	I am not interested in what other people do	1	2	3	4	5
16.	I do not always tell the truth	1	2	3	4	5
17.	I get angry sometimes	1	2	3	4	5
18.	I like to look nice and neat all the time	1	2	3	4	5
19.	I am full of aches and pains	1	2	3	4	5
20.	I am a sick person	1	2	3	4	5
21.	I am a religious person	1	2	3	4	5
22.	I am a moral failure	1	2	3	4	5
23.	I am a morally weak person	1	2	3	4	5
24.	I have a lot of self-control	1	2	3	4	5
25.	I am a hateful person	1	2	3	4	5
26.	I am losing my mind	1	2	3	4	5
27.	I am an important person to my friends and family	1	2	3	4	5
28.	I am not loved by my family	1	2	3	4	5
29.	I feel that my family doesn't trust me	1	2	3	4	5
30.	I am popular with women	1	2	3	4	5
31.	I am mad at the whole world	1	2	3	4	5
32.	I am hard to be friendly with	1	2	3	4	5
33.	Once in a while I think of things too hard to think about	1	2	3	4	5
34.	Sometimes when I am not feeling well, I am cross	1	2	3	4	5
35.	I am neither too fat nor too thin	1	2	3	4	5
36.	I like my looks just the way they are	1	2	3	4	5
37.	I would like to change some parts of my body	1	2	3	4	5
38.	I am satisfied with my moral behavior	1	2	3	4	5
39.	I am satisfied with my relationship with God	1	2	3	4	5
40.	I ought to go to church more	1	2	3	4	5

	Completely False	Mostly False	Partly False	Mostly True	Completely True
41. I am satisfied to be just what I am	1	2	3	4	5
42. I am just as nice as I should be	1	2	3	4	5
43. I despise myself.	1	2	3	4	5
44. I am satisfied with my family relationships	1	2	3	4	5
45. I understand my family as well as I should	1	2	3	4	5
46. I should trust my family more	1	2	3	4	5
47. I am as sociable as I want to be	1	2	3	4	5
48. I try to please others, but I don't overdo it.	1	2	3	4	5
49. I am no good at all from a social standpoint	1	2	3	4	5
50. I do not like everyone I know	1	2	3	4	5
51. Once in a while, I laugh at a dirty joke.	1	2	3	4	5
52. I am neither too tall nor to short	1	2	3	4	5
53. I don't feel as well as I should	1	2	3	4	5
54. I should have more sex appeal	1	2	3	4	5
55. I am as religious as I want to be	1	2	3	4	5
56. I wish I could be more trustworthy	1	2	3	4	5
57. I shouldn't tell so many lies	1	2	3	4	5
58. I am as smart as I want to be	1	2	3	4	5
59. I am not the person I would like to be.	1	2	3	4	5
60. I wish I didn't give up as easily as I do	1	2	3	4	5
61. I treat my parents as well as I should (Use past tense if parents are not living)	1	2	3	4	5
62. I am too sensitive to things my family say	1	2	3	4	5
63. I should love my family more	1	2	3	4	5
64. I am satisfied with the way I treat other people. . . .	1	2	3	4	5
65. I should be more polite with others.	1	2	3	4	5
66. I ought to get along better with other people	1	2	3	4	5
67. I gossip a little more at times	1	2	3	4	5
68. At times I feel like swearing.	1	2	3	4	5
69. I take good care of myself physically.	1	2	3	4	5
70. I try to be careful about my appearance.	1	2	3	4	5
71. I often act like I am "all thumbs".	1	2	3	4	5
72. I am true to my religion in my everyday life	1	2	3	4	5
73. I try to change when I know I'm doing things that are wrong	1	2	3	4	5
74. I sometimes do very bad things	1	2	3	4	5
75. I can always take care of myself in any situation . .	1	2	3	4	5
76. I take the blame for things without getting mad . . .	1	2	3	4	5
77. I do things without thinking about them first	1	2	3	4	5
78. I try to play fair with my friends and family	1	2	3	4	5
79. I take a real interest in my family	1	2	3	4	5
80. I give in to my parents . . . . (Use past tense if parents are not living)	1	2	3	4	5

	Completely False	Mostly False	Partly False	Mostly True	Completely True
81. I try to understand the other fellow's point of view .	1	2	3	4	5
82. I get along well with other people.	1	2	3	4	5
83. I do not forgive others easily	1	2	3	4	5
84. I would rather win than lose in a game.	1	2	3	4	5
85. I feel good most of the time	1	2	3	4	5
86. I do poorly in sports and games	1	2	3	4	5
87. I am a poor sleeper	1	2	3	4	5
88. I do what is right most of the time	1	2	3	4	5
89. I sometimes use unfair means to get ahead	1	2	3	4	5
90. I have trouble doing the things that are right.	1	2	3	4	5
91. I solve my problems quite easily.	1	2	3	4	5
92. I change my mind a lot.	1	2	3	4	5
93 I try to run away from my problems	1	2	3	4	5
94. I do my share of work at home	1	2	3	4	5
95 I quarrel with my family.	1	2	3	4	5
96. I do not act like my family thinks I should.	1	2	3	4	5
97. I see good points in all the people I meet	1	2	3	4	5
98. I do not feel at ease with other people.	1	2	3	4	5
99. I find it hard to talk with strangers	1	2	3	4	5
100. Once in a while I put off until tomorrow what I ought to do today	1	2	3	4	5

PART B

READ THE FOLLOWING STATEMENTS ABOUT YOURSELF AND CIRCLE THE NUMBER OF THE CORRECT ANSWER IN EACH CASE:

I. YOUR EDUCATIONAL PLANS

1. Do you think you will leave school soon, leave after, or stay until finishing high school?

    1. Probably leave soon
    2. Definitely leave soon
    3. Probably leave later but before finishing high school
    4. Definitely leave later but before finishing high school
    5. Probably finish high school
    6. Definitely finish high school
    7. Don't know

2. If you are probably or definitely going to leave high school before finishing, indicate *the main reason* for leaving. MARK ONLY ONE SPACE

    1. To get a job
    2. To make my own living and be independent
    3. Poor marks or grades
    4. To get married
    5. Because of financial problems
    6. I do not like school work
    7. Other reason. . . . .
    8. Don't know
    9. I plan to finish high school

3. Do you think you will continue your education after high school on a full-time basis, on a part-time basis, or not at all?

    1. Definitely full-time
    2. Definitely part-time
    3. Probably not at all
    4. Definitely not at all
    5. Undecided
    6. Have not thought about it yet

4. If you *do not intend* to continue your education after high school, or if you are undecided, is there any one thing that might make you change your mind? — PLEASE MARK ONLY ONE ANSWER

    1. Nothing would make me change my mind
    2. Yes, if I could get enough money to continue
    3. Yes, if my parents insist that I continue
    4. Yes, if I do not get a job at all
    5. Yes, if I need more education to get ahead in my job
    6. Yes, if I only find jobs that I don't like
    7. Other . . . .
    8. Never thought about it
    9. I intend to continue my education after high school

5. If you *do intend* to continue your education after high school, is there any one thing that might make you change your mind? - PLEASE MARK ONLY ONE ANSWER

    1. Nothing would make me change my mind
    2. Yes, if I am offered a job I like
    3. Yes, if I do not have enough money to continue
    4. Yes, if my grades or marks are not good enough
    5. Yes, if I get married
    6. Yes, if my parents feel that I should get a job
    7. Other . . . .
    8. Never thought about it
    9. I do not intend to continue my education after high school

6. What kind of school do you think you will attend after high school?
   Please write the name of the school, CEGEP, or university or the kind of school you think you will attend after high school.

   ....

7. Have you chosen your area of specialization in the post-secondary school CEGEP or university?

   1. I have made my choice
   2. I have narrowed my choice down to two or three alternatives
   3. I am considering many areas of specialization
   4. I am still confused about this choice
   5. I have not thought about it yet
   6. I do not intend to continue my education after high school

8. Who has helped you most so far in your thinking about the kind of school you might attend or your area of specialization after school?

   1. My parents
   2. Other relatives or adults
   3. A teacher
   4. A guidance counsellor
   5. The principal or the vice-principal
   6. A friend already in post secondary school
   7. Friends
   8. No one helped me
   9. I do not intend to continue my education after high school

9. About how much of the total cost of your education after high school do you expect your family will pay for?

   1. None
   2. About one quarter
   3. About one half
   4. About three quarters
   5. All
   6. I do not intend to continue my education after high school

10. If your family does not pay for all, what is the main way you will pay for the rest?

    1. Summer job or part-time job during the year
    2. Scholarship or bursary
    3. Student loan
    4. Other ....
    5. I do not intend to continue my education after high school

11. Suppose you continued your education after high school. Thinking of your ability, how good you think your chances would be of being successful in getting a degree or diploma?

    1. Much better than average
    2. Above average
    3. Average
    4 Below average
    5. Much worse than average

12. How far do your parents want you to go in high school?

    1. Leave soon
    2. Leave later but before finishing
    3. Stay until finishing
    4. Don't know my parent's wishes

13. Do your parents want you to continue your education after high school on a full-time basis, on a part-time basis, or not at all?

      1. On a full-time basis
      2. On a part-time basis
      3. Not at all
      4. Don't know my parent's wishes

14. If your parents want you to continue your education after high school, what kind of school do you think they would like you to attend?

    Please write their wish . . . .

15. Do the following people think that you should continue your education after high school?
    FOR EACH ONE CIRCLE 1 or 2 or 3

	YES	NO	DON'T KNOW
1. Teacher	1	2	3
2. Guidance Counsellor	1	2	3
3. Principal or Vice principal	1	2	3
4. Friends in school	1	2	3
5. Friends out of school	1	2	3

16. Among your friends in school, how many are planning to finish high school?

      1. All of them
      2. Most of them
      3. About half of them
      4. A few of them
      5. None of them
      6. Don't know

17. Have any of your friends left high school before finishing?

      1. Yes   2. No

18. Among your friends in school, how many are planning to continue their education full-time or part-time after high school?

      1. All of them
      2. Most of them
      3. About half of them
      4. A few of them
      5. None of them
      6. Don't know

II. YOUR IDEAS ABOUT WORK AND THE FUTURE

19. If you had your choice, what type of work or occupation would you *like to have most* as a career?
    Write the name of the type of work or occupation you have chosen

    . . . .

DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS

20. Making plans only makes a person unhappy because plans hardly ever work out anyway.
      1. Strongly agree
      2. Agree
      3. Disagree
      4. Strongly disagree

21. The most important thing for a parent to do is to help his children get further ahead in the world than he did.

    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

22. A person should try to do what he does better than anyone else.

    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

23. The most important purpose of high schools is to prepare people for the occupational career.

    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

24. When a person is born, the success that person is going to have is already in the cards, so that person might as well accept it and not fight against it.

    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

25. The tougher the job, the harder I work.

    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

26. If a person is not successful in life it's his own fault.

    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

27. The job should come first, even if it means sacrificing time from recreation.

    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

28. The best way to judge a person is by that person's success in his/her occupation.

    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

29. Good luck is more important than hard work for success.

    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

30. I would make any sacrifice to get ahead in the world.

    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

III. YOUR ACTIVITIES IN SCHOOL

31. People want different things from school. Indicate how important it is for you to get each of the following by circling the appropriate number.

	Essential	Fairly Important	Fairly Unimportant	Unimportant
a. Help in formulating the values and goals of my life	1	2	3	4
b. Learning to get along with people	1	2	3	4
c. Training and skills for occupation.	1	2	3	4
d. A well-rounded general education	1	2	3	4
e. A detailed grasp of a special field	1	2	3	4
f. A chance to encounter new ideas	1	2	3	4
g. Freedom in the design and planning of my education	1	2	3	4
h. Personal contact with fellow students	1	2	3	4
i. Personal contact with teachers	1	2	3	4
j. Advice and guidance from teachers	1	2	3	4

32. Are there any students in your school with whom you do any of the following?

	YES	NO
a. Often discuss topics related to your educational plans	1	2
b. Often discuss topics of intellectual interest	1	2
c. Sometimes engage in social conversation	1	2
d. Ever talk about personal matters	1	2

33. Are there any teachers at your school with whom you do any of the following?

	YES	NO
a. Often discuss topics related to your educational plans	1	2
b. Often discuss topics of intellectual interest	1	2
c. Sometimes engage in social conversation	1	2
d. Ever talk about personal matters	1	2

34. Are you a member of any teams, clubs or organizations in the school?;

    1 Yes, I am an officer in at least one
    2. Yes, I am very active in at least one, but not an officer
    3. Yes, I am a member of at least one, but not very active
    4. No, I am not a member of any

35. Indicate the kind of school teams, clubs and organizations to which you belong.

    . . . .

36. Are you a member of any teams, clubs or organizations outside of school?

    1. Yes, I am an officer in at least one
    2. Yes, I am very active in at least one, but not an officer
    3. Yes, I am a member of at least one, but not very active
    4. No, I am not a member of any

37. How many of your friends are:

		None	1	2	3	4	all
a.	in your class	None	1	2	3	4	all
b.	not in your class but in the same school	None	1	2	3	4	all
c.	in other high schools	None	1	2	3	4	all
d.	in a CEGEP or university	None	1	2	3	4	all
e.	working full time	None	1	2	3	4	all

38. How often do you study or work on school subjects with your friends after school hours?

1. Several times a week
2. About once a week
3. About once a month
4. Never
5. I do not have any friends in the same class as myself

39. On an average weekday, about how much time do you spend on home work or studying?

1. None, or almost none
2. Less than one hour
3. About one hour
4. About two hours
5. Three or more hours

40. During the whole weekend, how much time do you spend on home work or studying?

1. None, or almost none
2. Less than one hour
3. About one hour
4. About two hours
5. Three or more hours

41. If you have worked harder last year, do you think you could have improved your marks or grades?

1. Yes, a great deal
2. Yes, a little bit
3. No, it would not have made a difference

42. Have you ever failed a year or skipped a year in *elementary* school?

1. Failed a year
2. Skipped a year
3. Neither

43. Have you ever failed a year or skipped a year in *high* school?

1. Failed a year
2. Skipped a year
3. Neither

44 Are the students in your class allowed to choose the subjects they take?

1. They can choose all of them
2 They can choose some of them
3 They can't choose any
4 Don't know

45. If you could be remembered here at school for one of the four things below which one would you want it to be?

1. Brilliant student
2. Athletic star
3. Leader in school clubs and organizations
4. Popular student

46. Suppose you had an extra hour at school, what would you most like to do with it?

    1. Take some extra subject of my own choosing
    2. Use it for athletics
    3. Spend it in a club, organization or other school activities
    4. Use it as a study period

47. Where do you think you stand in intelligence in relation to the students in you class?

    1. Definitely above average
    2. Slightly above average
    3. Just above average
    4. Slightly below average
    5. Definitely below average

48. Even with a good education, a person like me will have a tough time getting the job he/she wants.

    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

49. What do you consider to be satisfactory grades for you?

    1. Any passing grade
    2. Average grade is O.K.
    3. An above average grade
    4. One of the highest grades in the class
    5. I really don't care much

50. Do you agree or disagree with this statement: "If I could change, I would be someone different from myself."

    1. Agree   2. Disagree

IV. YOU AND YOUR FAMILY

51. What is your father's occupation? Please write on the line below:

. . . .

52. How much unemployment, if any, has your father experienced over the past two or three years?

    1. None at all
    2. Once or twice for short periods
    3. Frequently for short periods
    4. For long periods of time
    5. Most of the time

53. Does your mother work outside the home?

    1. Yes   2. No

54. If your mother works outside the home what is her occupation?

. . . .

55. How far did your father go in school? (Mark only the last school that he attended.)

    a. None
    b. Elementary school
    c. Some high school
    d. Finished high school
    e. College or university
    f. Post-secondary technical school, such as institute of technology
    g. Teacher's college or normal school
    h. Agriculture college or institute
    i. Business or commercial college
    j. Don't know

56. How far did your mother go in school? (Mark only the last school that she attended.)

    a. None
    b. Elementary school
    c. Some high school
    d. Finished high school
    e. College or university
    f. Post-secondary technical school, such as institute of technology
    g. Teacher's college or normal school
    h. Nursing school
    i. Business or commercial college
    j. Don't know

57. Which of the following statements describes your family situation?

    a. I live with both of my parents
    b. My father is dead and I live with my mother
    c. My mother is dead and I live with my father
    d. Both my parents are dead
    e. Both my parents are dead, and I live with foster parents
    f. My parents are separated or divorced and I live with my mother
    g. My parents are separated or divorced and I live with my father
    h. Other

58. Do you have any *older* brothers or sisters living at home?

    a. Yes, older brothers
    b. Yes, older sisters
    c. Yes, both older brothers and sisters
    d. No
    e. I have no older brother and sisters

59. Do you have any *older* brothers or sisters going to high school?

    a. Yes, older brothers
    b. Yes, older sisters
    c. Yes, both older brothers and sisters
    d. No
    e. I have no older brothers and sisters

60. Do you have any *older* brothers or sisters going to University or other post-secondary school?

    a. Yes, older brothers
    b. Yes, older sisters
    c. Yes, both older brothers and sisters
    d. No
    e. I have no older brothers and sisters

61. Do you have any *older* brothers or sisters who have a regular job?

    a. Yes, older brothers
    b. Yes, older sisters
    c. Yes, both older brothers and sisters
    d. No
    e. I have no older brothers and sisters

62. How much influence would you say you have in family decisions affecting yourself?

    a. A lot of influence
    b. Some influence
    c. None at all
    d. Don't know

63. If a decision is made at home that you don't like, do you feel free to complain, do you feel a little uneasy about complaining or is it better not to complain?

    a. Feel free
    b. Feel a little uneasy
    c. It is better not to complain

64. In general, how are decisions made in your family?

    a. In general, father makes the decisions
    b. In general, mother makes the decisions
    c. Both parents decide together
    d. Each parent acts individually

65. How much would you say your father knows about your work in school?

    a. A great deal
    b. A fair amount
    c. Very little

66. How much would you say your mother knows about your work in school?

    a. A great deal
    b. A fair amount
    c. Very little

67. How often would you say your father praised you for your accomplishments?

    a. Very often
    b. Quite often
    c. Not too often
    d. Almost never

68. How often would you say your mother praised you for your accomplishments?

    a. Very often
    b. Quite often
    c. Not too often
    d. Almost never

69. What do your parents consider to be satisfactory grades or marks for you?

    a. A passing grade or mark
    b. An average grade or mark
    c. An above average grade or mark
    d. One of the highest grades or marks in the class
    e. They don't really care much

70. Do you have a quiet place in your house where you can study?
    a. Yes   b. No

71. Where was your father born?
    a. In this town or county
    b. Outside this town or county, but in this province
    c. Outside this province, but in Canada
    d. Outside Canada
    e. Don't know

72. Where was your mother born?
    a. In this town or county
    b. Outside this town or county, but in this province
    c. Outside this province, but in Canada
    d. Outside Canada
    e. Don't know

73. If you were born in another country, indicate the number of years you have lived in Canada?

    a. Less than 1 year
    b. 1 or 2 years
    c. 3 or 4 years
    d. 5 or 6 years
    e. 7 or more years
    f. Was born in Canada

74. How well do you speak French?

    a. Fluently
    b. With some difficulty
    c. With a great deal of difficulty
    d. Not at all

75. Have you been in this school ever since you entered high school?

    a. Yes   b. No

76. How long have you lived in this town or city?

    a. Less than 1 year
    b. 1 or 2 years
    c. 3 or 4 years
    d. 5 or 6 years
    e. 7 years or more

77. Did you earn any money by working outside the home this past summer?

    a. Yes, all or almost all summer
    b. Yes, about a month
    c. Yes, for 1 or 2 weeks
    d. No

78. How much did you earn *per week*?

    a. Less than $10.00 per week
    b. 10.00 to 19.99
    c. 20.00 to 29.99
    d. 30.00 to 39.99
    e. 40.00 to 49.99
    f. 50.00 to 59.99
    g. 60.00 or more
    h. Did not earn any money last summer

79. As a result of answering this questionnaire, do you think you will be more concerned with planning your career than you were before?

    a. Yes, much more than before
    b. Yes, somewhat more
    c. Yes, a little more
    d. No, just the same
    e. Don't know

WOULD YOU MIND TELLING US YOUR

Sex: Male ☐   Female ☐

Age. . . . . Grade completed . . . . Average marks . . . .

Instrument used in Testing at T_2

STUDENT QUESTIONNAIRE

This questionnaire is prepared for my M.A. thesis in Educational Studies at Concordia University. The purpose of this questionnaire is to learn about the interests of students and about their plans for the future.

This is a confidential questionnaire. This means that your answers will not be seen by anyone else in this school or outside the school. Your answers will be used only for the purpose of the research which intends to assist in the planning of education.

I hope that you will find these questions interesting to answer and I thank you for your participation in this study.

**AFTER USE THIS PAGE WILL BE DISCARDED
TO RETAIN ANONYMITY.
QUESTIONNAIRES WILL BEAR ONLY A SERIAL NUMBER.**

PART A

READ THE FOLLOWING STATEMENTS ABOUT YOURSELF AND CIRCLE THE NUMBER OF THE CORRECT ANSWER IN EACH CASE:

	Completely False	Mostly False	Partly False	Mostly True	Completely True
1. I have a healthy body.	1	2	3	4	5
2. I am an attractive person.	1	2	3	4	5
3. I consider myself a sloppy person.	1	2	3	4	5
4. I am a decent sort of person	1	2	3	4	5
5. I am an honest person	1	2	3	4	5
6. I am a bad person	1	2	3	4	5
7. I am a cheerful person	1	2	3	4	5
8. I am a calm and easy going person.	1	2	3	4	5
9. I am a nobody	1	2	3	4	5
10. I have a family that would always help me in any kind of trouble	1	2	3	4	5
11. I am a member of a happy family.	1	2	3	4	5
12. My friends have no confidence in me.	1	2	3	4	5
13. I am a friendly person	1	2	3	4	5
14. I am popular with men.	1	2	3	4	5
15. I am not interested in what other people do	1	2	3	4	5
16. I do not always tell the truth.	1	2	3	4	5
17. I get angry sometimes.	1	2	3	4	5
18. I like to look nice and neat all the time	1	2	3	4	5
19. I am full of aches and pains.	1	2	3	4	5
20. I am a sick person	1	2	3	4	5
21. I am a religious person	1	2	3	4	5
22. I am a moral failure.	1	2	3	4	5
23. I am a morally weak person.	1	2	3	4	5
24. I have a lot of self-control.	1	2	3	4	5
25. I am a hateful person	1	2	3	4	5
26. I am losing my mind	1	2	3	4	5
27. I am an important person to my friends and family.	1	2	3	4	5
28. I am not loved by my family.	1	2	3	4	5
29. I feel that my family doesn't trust me	1	2	3	4	5
30. I am popular with women.	1	2	3	4	5
31. I am mad at the whole world.	1	2	3	4	5
32. I am hard to be friendly with.	1	2	3	4	5
33. Once in a while I think of things too hard to think about	1	2	3	4	5
34. Sometimes when I am not feeling well, I am cross	1	2	3	4	5
35. I am neither too fat nor too thin	1	2	3	4	5
36. I like my looks just the way they are.	1	2	3	4	5
37. I would like to change some parts of my body	1	2	3	4	5
38. I am satisfied with my moral behavior.	1	2	3	4	5
39. I am satisfied with my relationship with God	1	2	3	4	5
40. I ought to go to church more.	1	2	3	4	5

	Completely False	Mostly False	Partly False	Mostly True	Completely True
41. I am satisfied to be just what I am	1	2	3	4	5
42. I am just as nice as I should be . . . . : . .	1	2	3	4	5
43. I despise myself.	1	2	3	4	5
44. I am satisfied with my family relationships.	1	2	3	4	5
45. I understand my family as well as I should	1	2	3	4	5
46. I should trust my family more	1	2	3	4	5
47. I am as sociable as I want to be	1	2	3	4	5
48 I try to please others, but I don't overdo it.	1	2	3	4	5
49. I am no good at all from a social standpoint	1	2	3	4	5
50. I do not like everyone I know . . . ., ...	1	2	3	4	5
51. Once in a while, I laugh at a dirty joke.	1	2	3	4	5
52. I am neither too tall nor to short . . . . . . \	1	2	3	4	5
53. I don't feel as well as I should	1	2	3	4	5
54. I should have more sex appeal	1	2	3	4	5
55. I am as religious as I want to be	1	2	3	4	5
56. I wish I could be more trustworthy.	1	2	3	4	5
57. I shouldn't tell so many lies.	1	2	3	4	5
58. I am as smart as I want to be	1	2	3	4	5
59. I am not the person I would like to be.	1	2	3	4	5
60. I wish I didn't give up as easily as I do	1	2	3	4	5
61. I treat my parents as well as I should (Use past tense if parents are not living)	1	2	3	4	5
62. I am too sensitive to things my family say	1	2	3	4	5
63. I should love my family more	1	2	3	4	5
64. I am satisfied with the way I treat other people.	1	2	3	4	5
65 I should be more polite with others.	1	2	3	4	5
66. I ought to get along better with other people	1	2	3	4	5
67 I gossip a little more at times	1	2	3	4	5
68. At times I feel like swearing.	1	2	3	4	5
69. I take good care of myself physically.	1	2	3	4	5
70. I try to be careful about my appearance. . . . . ,. .	1	2	3	4	5
71. I often act like I am "all thumbs".	1	2	3	4	5
72. I am true to my religion in my everyday life	1	2	3	4	5
73. I try to change when I know I'm doing things that are wrong	1	2	3	4	5
74. I sometimes do very bad things	1	2	3	4	5
75. I can always take care of myself in any situation . . .	1	2	3	4	5
76. I take the blame for things without getting mad . . .	1	2	3	4	5
77. I do things without thinking about them first	1	2	3	4	5
78. I try to play fair with my friends and family.	1	2	3	4	5
79. I take a real interest in my family	1	2	3	4	5
80. I give in to my parents . . . . / . . . . (Use past tense if parents are not living)	1	2	3	4	5

	Completely False	Mostly False	Partly False	Mostly True	Completely True
81. I try to understand the other fellow's point of view .	1	2	3	4	5
82. I get along well with other people.	1	2	3	4	5
83. I do not forgive others easily	1	2	3	4	5
84. I would rather win than lose in a game.	1	2	3	4	5
85. I feel good most of the time	1	2	3	4	5
86. I do poorly in sports and games	1	2	3	4	5
87. I am a poor sleeper	1	2	3	4	5
88. I do what is right most of the time . . . . : . .	1	2	3	4	5
89. I sometimes use unfair means to get ahead	1	2	3	4	5
90. I have trouble doing the things that are right.	1	2	3	4	5
91. I solve my problems quite easily.	1	2	3	4	5
92. I change my mind a lot.	1	2	3	4	5
93. I try to run away from my problems	1	2	3	4	5
94. I do my share of work at home	1	2	3	4	5
95. I quarrel with my family.	1	2	3	4	5
96. I do not act like my family thinks I should.	1	2	3	4	5
97. I see good points in all the people I meet	1	2	3	4	5
98. I do not feel at ease with other people.	1	2	3	4	5
99. I find it hard to talk with strangers	1	2	3	4	5
100. Once in a while I put off until tomorrow what I ought to do today	1	2	3	4	5

PART B

READ THE FOLLOWING STATEMENTS ABOUT YOURSELF AND CIRCLE THE NUMBER OF THE CORRECT ANSWER IN EACH CASE:

I. YOUR EDUCATIONAL PLANS

1. Do you think you will leave school soon, leave after, or stay until finishing high school?

    1. Probably leave soon
    2. Definitely leave soon
    3. Probably leave later but before finishing high school
    4. Definitely leave later but before finishing high school
    5. Probably finish high school
    6. Definitely finish high school
    7. Don't know

2. If you are probably or definitely going to leave high school before finishing, indicate *the main reason* for leaving. MARK ONLY ONE SPACE

    1. To get a job
    2. To make my own living and be independent
    3. Poor marks or grades
    4. To get married
    5. Because of financial problems
    6. I do not like school work
    7. Other reason. . . . .
    8. Don't know
    9. I plan to finish high school

3. Do you think you will continue your education after high school on a full-time basis, on a part-time basis, or not at all?

    1. Definitely full-time
    2. Definitely part-time
    3. Probably not at all
    4. Definitely not at all
    5. Undecided
    6. Have not thought about it yet

4. If you *do not intend* to continue your education after high school, or if you are undecided, is there any one thing that might make you change your mind? – PLEASE MARK ONLY ONE ANSWER

    1. Nothing would make me change my mind
    2. Yes, if I could get enough money to continue
    3. Yes, if my parents insist that I continue
    4. Yes, if I do not get a job at all
    5. Yes, if I need more education to get ahead in my job
    6. Yes, if I only find jobs that I don't like
    7. Other . . . .
    8. Never thought about it
    9. I intend to continue my education after high school

5. If you *do intend* to continue your education after high school, is there any one thing that might make you change your mind?   PLEASE MARK ONLY ONE ANSWER

    1. Nothing would make me change my mind
    2. Yes, if I am offered a job I like
    3. Yes, if I do not have enough money to continue
    4. Yes, if my grades or marks are not good enough
    5. Yes, if I get married
    6. Yes, if my parents feel that I should get a job
    7. Other . . . .
    8. Never thought about it
    9. I do not intend to continue my education after high school

6. What kind of school do you think you will attend after high school?
Please write the name of the school, CEGEP, or university or the kind of school you think you will attend after high school.

....

7. Have you chosen your area of specialization in the post-secondary school CEGEP or university?

    1. I have made my choice
    2. I have narrowed my choice down to two or three alternatives
    3. I am considering many areas of specialization
    4. I am still confused about this choice
    5. I have not thought about it yet
    6. I do not intend to continue my education after high school.

8. Who has helped you most so far in your thinking about the kind of school you might attend or your area of specialization after school?

    1. My parents
    2. Other relatives or adults
    3. A teacher
    4. A guidance counsellor
    5. The principal or the vice-principal
    6. A friend already in post secondary school
    7. Friends
    8. No one helped me
    9. I do not intend to continue my education after High school

9. Suppose you continued your education after high school. Thinking of your ability, how good you think your chances would be of being successful in getting a degree or diploma?

    1. Much better than average
    2. Above average
    3. Average
    4. Below average
    5. Much worse than average

10. Among your friends in Da Costa-Hall Summer Programme, how many are planning to finish high school?

    1. All of them
    2. Most of them
    3. About half of them
    4. A few of them
    5. None of them
    6. Don't know

11. Among your friends in Da Costa-Hall Summer Programme, how many are planning to continue their education full-time or part-time after high school?

    1. All of them
    2. Most of them
    3. About half of them
    4. A few of them
    5. None of them
    6. Don't know

II. YOUR IDEAS ABOUT WORK AND THE FUTURE

12. If you had your choice, what type of work or occupation would you *like to have most* as a career?
Write the name of the type of work or occupation you have chosen

....

DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS

13. Making plans only makes a person unhappy because plans hardly ever work out anyway.
    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

14. The most important thing for a parent to do is to help his children get further ahead in the world than he did.
    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

15. A person should try to do what he does better than anyone else.
    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

16. The most important purpose of high schools is to prepare people for the occupational career.
    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

17. When a person is born, the success that person is going to have is already in the cards, so that person might as well accept it and not fight against it.
    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

18. The tougher the job, the harder I work.
    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

19. If a person is not successful in life it's his own fault.
    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

20. The job should come first, even if it means sacrificing time from recreation.
    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

21. The best way to judge a person is by that person's success in his/her occupation.
    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

22. Good luck is more important than hard work for success.

    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

23. I would make any sacrifice to get ahead in the world.

    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

III. YOUR ACTIVITIES IN SCHOOL

24. People want different things from school. Indicate how important it is for you to get each of the following by circling the appropriate number.

	Essential	Fairly Important	Fairly Unimportant	Unimportant
a. Help in formulating the values and goals of my life	1	2	3	4
b. Learning to get along with people	1	2	3	4
c. Training and skills for occupation	1	2	3	4
d. A well-rounded general education	1	2	3	4
e. A detailed grasp of a special field	1	2	3	4
f. A chance to encounter new ideas	1	2	3	4
g. Freedom in the design and planning of my education	1	2	3	4
h. Personal contact with fellow students	1	2	3	4
i. Personal contact with teachers	1	2	3	4
j. Advice and guidance from teachers	1	2	3	4

25. Are there any students in Da Costa-Hall Summer Programme with whom you do any of the following?

	YES	NO
a. Often discuss topics related to your educational plans	1	2
b. Often discuss topics of intellectual interest	1	2
c. Sometimes engage in social conversation	1	2
d. Ever talk about personal matters	1	2

26. Are there any teachers at Da Costa-Hall Summer Programme with whom you do any of the following?

	YES	NO
a. Often discuss topics related to your educational plans	1	2
b. Often discuss topics of intellectual interest	1	2
c. Sometimes engage in social conversation	1	2
d. Ever talk about personal matters	1	2

27. If you had worked harder last year, do you think you could have improved your marks or grades?

    1. Yes, a great deal
    2. Yes, a little bit
    3. No, it would not have made a difference

28. Even with a good education, a person like me will have a tough time getting the job he/she wants.

    1. Strongly agree
    2. Agree
    3. Disagree
    4. Strongly disagree

29. What do you consider to be satisfactory grades for you?

    1. Any passing grade
    2. Average grade is O.K.
    3. An above average grade
    4. One of the highest grades in the class
    5. I really don't care much

30. Do you agree or disagree with this statement: "If I could change, I would be someone different from myself."

    1. Agree   2. Disagree

31. Which school do you like better, your own high school or The Da Costa-Hall Summer School Programme? Why?

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APPENDIX B

Authorization for testing

APPENDIX C

DACOSTA-HALL CERTIFICATE FOR COM-
PLETION OF PROGRAMME AND GRADES.

QUEBEC BOARD OF BLACK EDUCATORS

DaCosta-Hall Summer School

August 12, 1972

This is to certify that _____ has completed a six week summer program in the following subjects.

ENGLISH

FRENCH

ALGEBRA

BLACK HISTORY

FUNCTIONS

PHYSICS

CHEMISTRY

BIOLOGY

Edmund Hall
Co-ordinator.

Don Reid
Co-ordinator

APPENDIX D

WEIDMAN EDUCATIONAL EXPECTATIONS TYPOLOGY

AN EDUCATIONAL EXPECTATIONS TYPOLOGY DEVELOPED BY
WEIDMAN (1974)

The scales will be developed from a set of items with the instructions: "People want different things from college. Please indicate how important it is for you to get each of the following by circling the appropriate alternative." The alternatives and their scores are: "Essential" - 4; "Fairly Important" - 3; "Fairly Unimportant" - 2; "Unimportant" - 1.
The Academic Expectations Scale is comprised of two items: " Well-rounded general education" and a "chance to encounter new ideas." The Interpersonal Expectations Scale is comprised of four items: "Learning to get along with people.", "Help in formulating the values and goals of my life," "Personal contacts with fellow students." and "Personal contacts with teachers".
The Instrumental Expectations Scale is comprised of two items: "Training and skills for an occupation" and "A detailed grasp of a special field."

1. Help in formulating the values and goals of my life.   1 2 3 4

2. Learning to get along with people   1 2 3 4

3. Training and skills for occupation   1 2 3 4

4. A well-rounded general education   1 2 3 4

5. A detailed grasp of a special field   1 2 3 4

6. A chance to encounter new ideas .   1 2 3 4

7. Freedom in the design and execution of my
   educational program   1 2 3 4

8. Personal contact with fellow students   1 2 3 4

9. Personal contact with faculty   1 2 3 4

10. Advice and guidance from faculty   1 2 3 4

APPENDIX E

RESEARCH WITH HUMAN RESOURCES PROTOCOL

FORM

SUMMARY PROTOCOL FORM

RESEARCH WITH HUMAN SUBJECTS

Please comment briefly on each item, using additional space if necessary,

1. **Title of Research Project.**

   A Study of the self-concept, educational and occupational aspirations of Black Youth attending the DaCosta-Hall summer programme in Montreal (summer 1977).

2. **Granting Agency**

3. **Sample of Persons to be Studied**

   Seventy-five students.

4. **Method of Recruitment of Participants**

   Total Student population of the DaCosta-Hall summer programme, of the Quebec Board of Black Educators, held in Montreal, Quebec, during the summer of 1977.

5. **Treatment of Participants in the Course of Research.**
   (A brief summary of procedure)

   Students were given a booklet by their classroom teacher and asked to complete the document, by answering every question. Upon completion, the students handed the booklet to their teacher. (For further details, see data collection section of this thesis).

Indicate briefly how the research plan deals with the following
potential ethical concerns:

(a) Informed Consent:

See Appendix A of this thesis. The students were told that
the data was being collected as part of the research for an
M. A. Thesis. This was printed on the first page.

(b) Deception: .

None

(c) Freedom to discontinue:

Total

(d) Physical and Mental Stress:

None

(e) Post-Experimental Explanation:

Results available in the form of Thesis, available in the
usual manner from University.

(f) Confidentiality of Results:

Completely confidential.