SOCIAL POSITION OF THE DISADVANTAGED INDIVIDUAL
IN A REGULAR CLASS

By

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Honor's Thesis
Dr. Elizabeth Spencer (Advisor)

I, hereby, submit this thesis to meet the requirements of I.D. 499 and for graduation with honor's.

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ACKNOWLEDGEMENTS

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INTRODUCTION

Problem

A major problem facing society today is that of the disadvantaged individual. The term disadvantaged covers three basic areas—the economically, the culturally, and the socially disadvantaged. Various terms are used interchangeably to indicate the aspects of the disadvantaged. The problem or scope of this thesis is to investigate the social position of the disadvantaged in a regular class and to relate how this affects the personality adjustment of the disadvantaged individual.

Objectives

1. To review the literature on the disadvantaged and develop working definitions, discover the dimensions of the problem, and discuss the relevance of the problem.

2. To utilize the procedures of a sociometric test, child behavior rating scale, and personality questionnaire to investigate the social position and personality adjustment of the individual.

3. To draw conclusions by discussing the results of the procedures, showing the implications associated with the problem, and summarizing the scope of the study.

In fulfilling the objectives of the thesis, an attempt will be made to answer certain basic questions related to
2.

the problem. The following questions will be covered within the limits of this study:

1. What is the meaning of disadvantage?
2. What are the characteristics of the disadvantaged?
3. What is their position socially?
4. How does the classroom teacher evaluate the behavior of the individuals?
5. What are the personality characteristics which the disadvantaged children exhibit?
6. What are the implications of the disadvantaged individual's social position and personality factors?

Thus, the paper will attempt to provide enlightenment of the basic problem and the aspects of the disadvantaged individual as he relates to society and to himself. This study will answer the above questions and attempt to show the social position of the disadvantaged as it relates to their personality. This thesis is offered as a limited view of the problem of the disadvantaged in a regular classroom.
I. REVIEW OF THE LITERATURE

Definitions

To provide a definition of what disadvantage means, this paper will define the various terms which are used in relation to disadvantaged individuals. The dictionary defines disadvantage as: (1) deprivation of advantage; unfavorable or prejudicial condition or circumstance; handicap. (2) loss or damage to reputation, credit, finances, etc.; detriment.1 As indicated by the definition, the term disadvantaged covers a broad field of closely related terms. It will be necessary to utilize terms in the definition and associate them with other terms related to disadvantage.

First of all, those terms must be defined which are basic areas of disadvantage to be covered within the scope of this study. Those areas are economic, cultural, and social disadvantage. Economic refers to a monetary value, especially in relation to income and the management of finances. Therefore, someone economically disadvantaged has a loss of credit or finances. The term poverty may also be used to apply to economic disadvantage. "People are poverty-stricken when their income, even if adequate for survival, falls

markedly behind that of the community. Another term related to disadvantage is culture, which includes goals or values that are conditions toward which individuals strive. This refers to the aspects of middle-class culture—education, books, formal language, and behavior that is in conformity with social class and other human groups. Then, if an individual or group is culturally disadvantaged, he is lacking in the advantages of the culture of the middle-class which lead to certain goals and values. The final aspect of the disadvantaged is social, which refers to the interrelationships with other members of society. The socially disadvantaged is not accepted among his peers.

Other terms that need to be defined are those that are closely related to disadvantage. In much of the literature, the term deprived is often used. Deprived or deprivation is used to imply a value judgement. To be deprived an individual or group is hindered from obtaining certain valued ends. This term is often used in conjunction with those areas that apply to disadvantage—economic, cultural, and social. Therefore, to be deprived an individual is lacking in some manner to compete economically, culturally, or socially for the minimum requirements of a comfortable level of living.


5.

Underprivileged is another term popularly used to describe the disadvantaged. This term, as the others, implies a lack of opportunity in terms of economical, cultural, or social aspects. The lower class is a term used to refer to the bottom of the hierarchal structure of society6, which involves specifically the economic and cultural aspects of disadvantage. The lower socio-economic group refers to those deprived individuals who have a limited access to the advantages of society. Another term, which is being used to a limited degree, is the alienated. The alienated refers to a group that has had a poor start in life because of disadvantages. Therefore, all these terms may be used to apply to the type of individual that this study is concerned with. Throughout the paper the following terms will be used interchangeably: disadvantaged, deprived, underprivileged, lower socio-economic group, and alienated. For the purposes of the study, these terms are to be defined as unfavorable conditions or circumstances, a handicap, or a detriment of either an economic, cultural, or social nature.

Dimensions

The dimensions of the problem of the disadvantaged display a vast number of characteristics. Disadvantage is not equated with membership in an ethnic group, but is defined in terms of characteristics of the individual and/

or the environment.\(^7\) The disadvantaged live in what are considered poor, run-down, or negative neighborhoods. They live with the bare minimum of food, clothing, furniture, heat, and the other necessities of life. This places them in the classification of poverty—the lower strata of a rapidly changing society—where they become alienated.\(^8\) However, the much deeper problem is the fact that poverty is a way of life in which the people have no desire to find a way out. The characteristics of poverty are: (1) low annual income, (2) high rate of unemployment, (3) underutilization of human resources, (4) poor housing, (5) poor sanitary conditions, (6) large families with inadequacies living space, (7) excessive reliance on welfare, (8) inadequate education, and (9) attitudes of hopelessness.\(^9\) In this environment the disadvantaged has an alien culture and an alien way of life. They have no ambition or plans for the future. They live in an atmosphere of misery, hopelessness, hunger, want, despair, and squalor.

The members of this group feel neglected, depriveed, unloved, unwanted. A feeling of being useless is prevalent and that nothing done is important, appreciated, or needed.


The individual feels worthless, and his self-esteem is as low as anyone's could be. The people are bitter, resentful, angry. Among the lower socio-economic group, the members are rigid, suspicious, fatalistic, and prone to depression and feelings of futility. There is a lack of belongingness, friendliness, and trust. The disadvantaged are found to be traditional, to read poorly, to be poorly informed, to have intense convictions, to be alienated, to be frustrated, and not to be individualistic or introspective. These individuals generally hold the world responsible for their misfortunes, and they have a need for only 'getting by' rather than 'getting ahead'.  

The members of the group tend to be illiberal, to favor the underdog, to be prejudiced and intolerant, to admire strength and endurance, to be pragmatic and anti-intellectual, and to be deeply involved with the family and personal comforts.

The family is a very important integral part of the security and protection of the deprived. There are many children and many parents or parental substitutes, which are known as extended families. The family unit is concerned with functional responsibility rather than any symbolic training. There is cooperativeness and mutual aid with less sibling rivalry. The situation of the family is more diffuse with broken homes. The values are more collective or group concerned rather than individual, and the members

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of the family have to prove themselves. The experience in
the home does not transmit cultural patterns that are necessary
for learning characteristics of school and society. The
early experiences, motivation, and goals handicap the
deprived in school work.

The children of the disadvantaged are alienated from
the school system. They are less achievement oriented and
devalue education as an end. They see education as a means
to occupational success, and they have lower aspiration levels.
These children are fearful and insecure, high in anxiety,
low in curiosity, and have a short attention span. The
thinking process is concrete, thing oriented, and non-verbal.
They see success and security as uncertain. There is a lack
of self-control and responsibility, and there is more of a
concern for the pleasures of the moment. The members of the
group recognize their limitations in economic power and
advancement, and they create values and behavior which fur­
ther limit their mobility. The disadvantaged child charac­
teristically learns more slowly, learns through the physical
and visual, functions on one track, does not shift easily,
and is not highly flexible. These children are less verbal,
more fearful, less self-confident, less motivated, less
competitive, more irritable, less conforming, and more
likely to attend inferior schools. The intellectual skills


12 Harry A. Passow, Miriam Goldberg, and Abraham J.
Tannenbaum, *Education for the Disadvantaged* (New York: Holt,
are generally marginal, so that the disadvantaged tend to do poorly in school, are more likely to be underachievers and dropouts, and are more likely to terminate education.

As a group the disadvantaged children display intellectual subnormality, language and motor impairments, inadequacies in concept formation, problems in social adjustment, and poor self-concepts. The children display cynicism, purposelessness, and rootlessness. The problem of the disadvantaged may be considered a cycle that produces personal, spiritual, social, and material deprivation. "Once in existence, it tends to perpetuate itself from generation to generation, because of the affect on the children."  

Discussion

Although statistics show that a large number of people are classified as disadvantaged or deprived, "today the poor are a minority and minorities are easy to ignore." Society ignores the problem and does nothing to eradicate conditions which are perpetuating personality disorders and other forms of deviance in the disadvantaged and deprived. The child of the culture learns only that behavior and motivation which it knows. The child learns from his family


14 Lewis, Slum Culture, p. 5.

and from neighborhood cliques the culture of his own class. He develops the class behavior and goals. The child becomes alienated and does not consider himself part of society.

On the basis of studies and interviews, certain characteristics show up frequently among the lower class:

1. deep rooted education and cultural handicaps from deprivation; mental block to self-improvement;
2. cannot cope with responsibilities and demands of modern urban living;
3. constantly handicapped with burden of physical or mental illness in the household;
4. come from homes where there has been divorce, desertion, promiscuity, or even a total lack of family unit;
5. personalities extruded by pressure of poverty and despair;
6. feel no allegiance to social order that relegates them into misery;
7. distrust or do not understand even the few services that are available;
8. lacking in motivations to improve their lot; engendered by years of futility; and
9. live in substandard housing that tends to aggravate many of the other problems attendant to their poverty.16

Thus, with all these characteristics working against them, the disadvantaged find themselves isolated from society economically, culturally, and socially. The differences between the lower-class and the middle-class cannot be reconciled. The disadvantaged view themselves as unattractive, and this leads to poor perception of self and the environment.

The outlook for this group of individuals is rather discouraging because of the size, complexity, bitterness, and human misery. The cycle remains constant, because there is a threat of disapproval, ridicule, or rejection of the individual

16 Crow, etc., Educating Culturally Disadvantaged, p. 3-4.
by his peers and family. Each member participates in the group no matter how illegal the activities. Delinquency aids the child in becoming a member of the group and protects him against isolation and a sense of unacceptability. The disadvantaged search for status outside society, because within the limits of society, they are defeated and fail. Their culture may be viewed as an effort to cope with their surrounding environment, which soon encloses the individual in the cycle.

The cycle of the disadvantaged reflects the interactions of the disadvantaged groups and individuals with each other over a long period. The culture is determined by society in direct opposite. Therefore, the youth of the culture suffer deterrents to their personality. "It is probably impossible for a youth—who is a member of a group which is powerless—to grow to maturity without some trauma to the perception of himself, because of the compromised position of his group in the community." 17

17 Passow, etc., Education for, p. 64.
II. PROCEDURES

Description of Community

For the purposes of this study, the community selected—Connersville—has a population of approximately 23,666. The people depend largely upon either industry or farming for their income. Within the community there are six larger manufacturing firms and a few smaller ones. For shopping there is a small downtown area and three small shopping centers. There are five major supermarkets and twenty small groceries. There are offices for four major mail order houses and a number of service companies. The community has thirty churches representing the major religions, plus many small congregations. There is one small hospital, which serves not only the immediate community, but also surrounding areas. There are offices for all major utilities represented in the community. There are two banks with each one having three branches.

Connersville is an average community. The school system is county wide and has one high school, grades 10-12; two junior highs, grades 7-9; fourteen elementary schools, grades 1-6; and one Catholic elementary school, grades 1-6. The community has members of all classes. There is not as great a difference between the upper and lower classes as there might be in a larger community, but the difference still has the same affect as in a larger population. Connersville has
a big percentage of middle-class population with a small portion of upper and lower class populations on each end. There is a small percentage of Negroes in the population. Also, there is a percentage of Appalachia population that has moved in from this area.

Description of Class

The class used in this study was situated in one of the poorer schools. Eighth Street School is located near the downtown area and draws basically from the lower-class homes. However, there are enough middle-class children present that the school could be useful in this study. The class utilized was a third grade class with twenty-six children. On the basis of the Title I definition of lower-socioeconomic children—from homes whose income level falls below $4600—the teacher classified five children economically disadvantaged, two as culturally disadvantaged, and one as socially disadvantaged. With this as a basic knowledge of the class, the study will discuss the first procedure.

Sociometric Test

The sociometric test was originated by Jacob L. Moreno, and sociometry derived from Latin meaning social or companion measurement. This is not a test, but is a technique that may be used in the classroom to discover the social or group structure. The sociometric question or criterion is the

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basis of choice within the classroom. For the older children, a sociometric form may be used, but with the younger children verbal instructions are given and only a simplified criterion placed on the board. Table 1 is an example of the sociometric form which may be used. The criterion may consist of either choosing or rejecting peers on the basis of an actual experience. The sociometric test provides an objective basis for identifying interpersonal conflicts and for improving the relations of the group members. 19

In utilizing the sociometric technique, certain principles must be clearly understood. The criterion must be based on an actual situation, and once they have made selections, the teacher should make every effort to use their choices. Every member of the class must understand what the choice situation means and have a chance to participate. They should have had sufficient time to become acquainted. They must be assured that the answers will be kept confidential. There must not be any limits on the group that may choose or be chosen. For each time the child is chosen, he is given a score of one, which is added to determine the socio-economic score. If a rejection criterion is used, then a score of one is given for each time the name appears. These are added to obtain the rejection score, but this is more difficult to use. There is an inextricable relationship between

15.

**TABLE 1**

**Sociometric Form**

**Name:** ___________  **Date:** ___________

**Remember!**

1. Your choices must be from pupils in this room, including those who are absent.

2. You should give the first name and the initial of the last name.

3. You should make all 3 choices for each question.

4. You may choose a pupil for more than one group if you wish.

5. Your choices will not be seen by anyone else.

**Criterion!**

1. I would like to sit near these children:
   1. 
   2. 
   3. 

2. I would choose to work with these children:
   1. 
   2. 
   3. 

3. I would choose to play with these children:
   1. 
   2. 
   3. 

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20 Gromlund, Sociometry, p. 50.
the learning and adjustment of individual pupils and their position in the group structure. 21

In analyzing the data obtained from the sociometric technique certain situations may be revealed. However, the tool only reveals the situation and not how it became that way. Certain terms are used to help interpret the scores of the children. A star receives a large number of choices, while an isolate receives no choices. A neglectee receives relatively few choices on the sociometric test and are referred to as fringers. The rejectee receives negative choices, but cannot be identified without using a negative question. The mutual choice is where two individuals have chosen each other. A clique is where a number of individuals choose each other on the same criterion, but do not elect any one outside the close knit group. The social cleavage is where there is a lack of choices between two or more subgroups. 22 The relationship between the socio-economic status and the sociometric test shows that children from a higher socio-economic status have a higher socio-economic score and those from a lower socio-economic status have a lower sociometric score. There is a tendency to choose from the same socio-economic class or higher.

However, it is "not the contention of the writer, in light of these findings, that the young child is conscious of class structure, but they select on the basis of a whole

21Gronlund, Sociometry, p. 2.

22Ibid, p. 3.
configuration of factors related to social class, such as cleanliness, etc."\textsuperscript{23} The results of the sociometric test do not show evidence of emotional instability or personality maladjustments. The reasons why a child is isolated is not indicated. "The processes by which the individual learns his basic culture are subsumed under the concept of socialization, which includes not only social learning, but those processes which help form human personality itself, including emotional and intellectual aspects."\textsuperscript{24} One of the major reasons that the child of the lower class is a behavior problem is because he finds himself rejected. However, the sociometric test alone does not provide sufficient answers. It is necessary and desirable to supplement sociometric procedures.

In this study, the class was given verbal instructions and asked to list three children whom they wanted to work with, three to sit by, and three to play with. Table 2 shows the results of the sociometric test. Five of the children classified as disadvantaged scored as neglectees. From the other children in the room, one scored as an isolate and two as neglectees. Of these children, the teacher explained that two of them were very immature and the other was a very unclean child. These could be the most obvious reasons why these children scored low, but there was not an apparent reason why the disadvantaged children did so poorly. It is found however, "that great stress is placed on the personality

\textsuperscript{23}Bugarten, "Social Class", p. 312.
\textsuperscript{24}Davis, Influences, p. 3.
TABLE 2

Results of the Sociometric Test

<table>
<thead>
<tr>
<th>Name</th>
<th>Work</th>
<th>Sit</th>
<th>Play</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen B.</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>*Mike B.</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Bob B.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Janet C.</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Lisa C.</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>**Diana F.</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Joe G.</td>
<td>10</td>
<td>7</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>Julie H.</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Tony H.</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Angela Mc.</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>*Clifford M.</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>*Mike M.</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Jenny M.</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>Kerri N.</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>James P.</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>*Cris R.</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>**Marlin S.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Brenda S.</td>
<td>7</td>
<td>8</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Donnie S.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>**Butch V.</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Roger W.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Jim W.</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Ron W.</td>
<td>5</td>
<td>10</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>Billy J.</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>**Brenda W.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Stars: Joe G., Jenny M., Kerri N., James P., Brenda S.
Jim W., Ron W. and Billy J.

Isolates: Roger W.

Neglectee: Bob B., Diana F., Chris R., Marlin S., Donnie S.
Brenda W., and Butch V.

*Economically, **Culturally, ***Socially Disadvantaged
characteristics, which indicates that they tend to choose associates who most adequately satisfy their own psychological and social needs.\textsuperscript{25} Personality factors have a certain amount of prestige, and this tends to draw favorable attention from peers. Thus, it is the intention of this paper to investigate the personality factors of the disadvantaged children. One child from each of the three classifications of disadvantage was chosen to be investigated for personality factors.

**Behavior Rating**

For this portion of the study Cassell's Child Behavior Rating Scale was utilized. (See Appendix L) The scale was constructed for the objective assessment of personality adjustments. The author defines personality as the behavior which is exhibited by the individual, and the personality is divided into areas of adjustment. He believes that it is observable and may be rated by an experienced observer. In developing the scale, children with good and poor personal adjustment were observed by skilled observers to find common characteristics. From these observations, a list of statements was developed to be utilized for the scale. These were then divided into five basic areas of adjustment: self adjustment, home adjustment, social adjustment, school adjustment, and physical adjustment. This scale allows a look at different factors of adjustment, and the total picture of personality adjustment is provided. It is used by raters who have observed or know directly the behavior of the child.

\textsuperscript{25}Gronlund, Sociometry, p. 103.
In this study, the teacher was the observer. The procedure involved in the rating scale is that the teacher evaluates the child on different statements with a scale of one to six— one is yes and six is no. There is a series of these statements for each of the areas of adjustment, and they are rated on the graduated scale. The more yeses there are the lower the rating will be. Table 3 shows the comparison of the children on the behavior rating scale. In each of the areas, the child receives a score, which may be compared to the C.B.R.S. Profile. The score then may fall into one of four categories—above average, high average, low average, and below averaged. For each area, there is a score, and there is a total score which is also compared to the C.B.R.S. Profile.

Statements on the comparison of the children's rating on the scale are necessary. In comparing these statements which they had in common, those mentioned here are ones on which the children scored within one point of each other. They had sixteen of seventy-eight statements that related this closely, and they showed the most compatibility in social adjustment. The majority of the ratings for the seventy-eight statements fell within a close range, but only the following sixteen showed a strong agreement. Those statements are:

Self Adjustment
1. Often prefers to be alone.
2. Often bites nails or sucks thumbs and fingers.
Home Adjustment
3. Often expresses strong dislike for home and family.
## TABLE 3
Results of the behavior Rating Scale
C.B.R.S. Profile (2000 Typical Pupils)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Above</td>
<td>80</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>72</td>
<td>36</td>
</tr>
<tr>
<td>Average</td>
<td>75</td>
<td>119</td>
<td>119</td>
<td>119</td>
<td>71</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>70</td>
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<td>112</td>
<td>112</td>
<td>65</td>
<td>33</td>
</tr>
<tr>
<td>High</td>
<td>55</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>62</td>
<td>32</td>
</tr>
<tr>
<td>Average</td>
<td>50</td>
<td>99</td>
<td>98</td>
<td>99</td>
<td>59</td>
<td>30</td>
</tr>
<tr>
<td>Low</td>
<td>45</td>
<td>92</td>
<td>91</td>
<td>92</td>
<td>56</td>
<td>29</td>
</tr>
<tr>
<td>Average</td>
<td>40</td>
<td>85</td>
<td>84</td>
<td>85</td>
<td>53</td>
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| Economic   | 55        | 52        | 65          | 45          | 24         | 241        |
| Cultural   | 61        | 66        | 41          | 36          | 29         | 233        |
| Social     | 44        | 54        | 61          | 52          | 25         | 236        |

Conclusions: All the scores are below average, and the majority of the scores fall so far below that there is no T-Score. The total for the personality adjustment for all three children falls way below the profile for the typical children on this factor.
4. Sometimes talks about running away from home.
5. There is evidence of constant quarreling in home.
6. Family lives in racially mixed neighborhood.

Social Adjustment
7. Often is aggressive and hostile toward others.
8. Often is a poor sport and a poor loser.
9. Often plays mean tricks on others.
10. Often has trouble making friends.
11. Often has trouble keeping friends.
12. Often is not very popular with boys own age.
13. Often is not very popular with girls own age.

School Adjustment
14. Takes little or no part in co-curricular activities.
15. Gets along poorly with one or more teachers.

Physical Adjustment
16. There is evidence of perceptual malfunctioning.

While this is a study and comparison of the three, which includes an economically, a culturally, and a socially disadvantaged child, when only the economically and culturally disadvantaged children were compared, they showed a similarity on forty-nine of the statements. This shows that there is a greater relationship between the economically and culturally disadvantaged than there is with the socially disadvantaged.

After showing the teacher's judgement of the child's behavior, it is the contention of this study to show how each of these children rated on a personality scale. They rated low on the sociometric test and on the behavior scale. Next the paper will investigate the personality factors of each child.

**Personality Questionnaire**

Porter and Cattell's *Children's Personality Questionnaire* was developed by the Institute for Personality and Ability

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Testing. The authors define personality as a series or group of traits which cover various dimensions. These may be exhibited in individuals through the alternatives they choose. This form yields a general assessment of personality development by measuring fourteen distinct dimensions or traits designed for children eight to twelve. (See Appendix I). Each child was asked the questions orally to prevent handicaps in reading. The questions are of the type that provides them with a choice between two alternatives. Following are the case studies on each of the children.

Case Number 1 is Chris, an economically disadvantaged boy, eight years old, with a family of nine. His primary interest is baseball. He is rather bashful, and in answering questions he gave no definite answers. For example, in response to the question 'Do you do the things you should do or things you like to do?', Chris said, "About half and half." When pushed for a more definite answer, he would not give one, and he was very evasive. He showed little self-confidence, but seemed to have a good opinion of himself.

For those factors involved in the questionnaire, the following were personality characteristics which were evident in Chris. Intellectually, he seemed to be low average and concrete, and he showed signs of being average in warmth-heartedness and easy-going ways. He was average in emotional stability and seemed to be rather obedient, mild, and accommodating. He was happy-go-lucky and average in conscientiousness. He seemed to be shy, restrained, and timid. He was tough-minded and self-reliant with a vigorous, ready to
go attitude. He was forthright, and average in apprehension and worrying. He was average in both social control and relaxation. The over-all impression given by the questionnaire is that his personality could be considered low average. He showed some detrimental traits, but he also, had some advantageous characteristics. He was judged more by others to have poor adjustment than he would judge himself. His evasiveness made it hard to score him, and this possibly has given him a better score than if he had answered outright.

Case Number 2 is Marlin, a culturally disadvantaged boy, eight years old, with a family of five. He showed an interest in playing in the mud and riding his bike. During the questioning period, Marlin was very nervous. He was uncomfortable and very slow in answering the questions. He gave the impression of being very unsure and afraid.

The following personality characteristics were revealed by the questionnaire. Marlin appeared to be less intelligent and to be average in his emotional stability. He was reserved and concrete, excitable and impatient, but he seemed to be obedient and accommodating. He was sober and serious, and he seemed to evade rules. Socially, he is bold, and he is tough-minded and self-reliant. He indicated on the questionnaire that he was doubting, obstructive, and unwilling; and he was shrewd and calculating. He rated as apprehensive, undisciplined with self-conflict, and tense, frustrated, and overwrought. Marlin, unlike Chris, did not rate as average on any of the personality characteristics. He either rated to one extreme
or the other. Many of his characteristics would be considered as detrimental to his development and his social adjustment.

Case Number 3 is Diana, a socially disadvantaged girl, nine years old, with a family of six. During the questioning she was very unsure. She laughed nervously, and many times when asked a question she would say, "You would ask that!" She seemed to be lacking in self-confidence and was overly nervous. She giggled a great deal, and she talked very softly, so that it was hard to understand what she was saying.

The questionnaire revealed the following personality characteristics for Diana. She is less intelligent and concrete with an average, outgoing personality. She gave the impression of being emotional and affected by her feelings, while she was phlegmatic, deliberate, and stodgy. She is obedient and accommodating; and she is sober, serious, and taciturn. She appeared on the questionnaire to be conscientious and persevering, while she is shy, restrained, and timid. Her answers indicated that she is tenderminded, dependent, and over-protected. She is doubting, obstructive, and unwilling to act. She appeared to be forthright, but apprehensive. Her characteristics seemed to indicate that she was controlled and socially precise and relaxed and tranquil. Like Marlin, Diana did not score many averages, and she seemed to have more detrimental characteristics than advantageous ones. Just from talking with her, it was apparent why she is socially disadvantaged, because her attitudes are not such that the others would care to associate
with her. Nor does the over-protection from home allow her to mix in the group.

All three children scored rather poorly on the questionnaire. Those characteristics which they demonstrated that would be considered detrimental are: low intelligence, obedient and accommodating, doubting, and apprehensive. According to the rating of the questionnaire, these children have poor personality characteristics. All of the procedures and the results have been presented, and it is necessary to look at how these are all coordinated together in evaluating the social position and personality development of the children. The final section of the paper will deal with the aspects of the discussion and implications which are indicated by the procedures.
III. CONCLUSION

Discussion

In discussing the affect of disadvantage on the personality, it is important to remember "the central fact that we can define neither personality nor culture without referring to the other term". The personality expresses the current demands on the individual. The conditions under which the child lives and grows up determines the self-concept of the child, and the strongest agents are the home and family. Personality is a cultural attribute of human nature, but it is not identical with the latter.

In working with this thesis the major premise was that disadvantage affects the socialization of the child, and if the child is rejected socially he will have poorer personality development. The study began with a sociometric test to determine the social adjustment of the subjects. From here were picked those that showed a low sociometric standing and fell into the classification of disadvantaged. On the sociometric test, the subjects proved to be poorly accepted by their peers. They lacked definite social advantage. As mentioned previously, personality factors have a great deal to do with the reasons why children reject their peers.

Therefore, the children would show poorer personality factors. It has been found that the ego development of the disadvantaged child is more likely characterized by a lack of self-confidence and a negative self-image. There is a negative affect on the personality and subsequent achievement and aspiration of the individual. The meager background that the disadvantaged have accounts for the low levels in personality, because this influences the way the child perceives himself, his abilities, his status, and his roles.

With the Behavior Rating Scale the teacher made observations on the adjustment of the child. On this portion of the study, all three children showed rather poor adjustment by scoring low on the scale. There were no areas of agreement for which they did better or worse. The economically disadvantaged child scored best on the total personality adjustment, and the culturally disadvantaged child scored the worst. The child then who is affected by economic deprivation was not as greatly affected as the child who was culturally deprived.

On the Personality Questionnaire, the characteristics which seemed to be strong were that the children were less intelligent; obedient, mild, and accommodating; doubting and obstructive; apprehensive, worrying, and troubled; and shy and restrained. The children showed very little initiative or desire to be outgoing. They fell into a classification that indicates they are developing poor self-concepts. As they

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progress through-out society and school, these factors will have even more affect on the children's personality development. What then are the implications of the social position of the disadvantaged and the affect on the personality? The next portion of the study will deal with the implications of disadvantage, social rejection, and personality adjustment.

Implications

One very basic implication of the disadvantaged stems from the idea that the self-image or concept is vital to learning. 29 Obviously, the disadvantaged have a meager opportunity to develop skills and are often unprepared to cope with formal and intellectual demands. These children show a difference in the kinds of socialization experiences, so that they do not fit as well into the classroom situation. They come to school with a qualitatively different preparation for the demands of both the learning process and the behavioral requirements of the classroom. 30 Thus, the school and education have a duty to find a method to provide these children with opportunities to compensate for their disadvantage.

The grouping in school systems sets up different social and cultural groups within the school and establishes different learning environments. The extent to which the children become alienated in these groups is a crucial factor in handicapping their performance and achievement in school. The

teacher must set up a classroom and learning experiences that provide motivation, initiative, and integration among students. The teacher has a greater responsibility to provide these children with opportunities.

Some suggestions could be made for the education of the disadvantaged child, and the following might be some guides that teachers could follow in working with the disadvantaged. In order to compensate for the lack of learning readiness, experiments should be made with carefully designed programs to provide the child with symbolic and verbal experiences to develop success. The introduction to formal school subjects should be postponed in order to delay exposure to potentially defeating experiences. There is a need for male teachers for the male model. The evidence on the significant differences in the attitudes, self-concepts, and achievement patterns indicates that there should be separate classes for boys and girls. There should always be the possibility of changing materials. An application of special methods is necessary. Motor-oriented teaching utilizes physical prowess and the tendency to respond physically. Tangible rewards provide a more positive response, and the involvement is greater. The attention span must be increased by graduating learning tasks in length and focusing on content. Teacher education and orientation is important. There is a need to discover how much time is devoted to actual teaching. An effective way of disciplining must be found. Teacher ratings of pupil acceptability are related to the pupil's social class status. Concrete assistance is needed for implementing techniques.  

31Passow, etc., Education For, p. 64.
Obviously, all of these cannot be met without setting up a special class for the disadvantaged, but many of these may be met in the regular classroom. They would be helpful, not only to the disadvantaged, but to all the members of the class. Teachers who are working with the disadvantaged, whether a whole class or just a few members, should look into the problems of social and personal adjustment of the pupil's. This would be for the benefit of the child and for the benefit of society. As was mentioned previously, the culture of the disadvantaged becomes self-perpetuating through the social, cultural, and personal aspects of the group. Thus, if the children can be aided through the school to adjust better, then this might help alleviate the problems which arise from disadvantage.

Summary

The contention of this thesis has been to provide insight into the social position of the disadvantaged and the affects on the personality of the individual. In the opinion of the author, this has been met. Possibly the thesis is not as conclusive as a larger study might have been. The study has limitations. Only one class has been utilized, and only a few from this class were selected. I.Q.'s were not obtained for these children, and the only rating done was by their teacher. The study has though provided a limited view of the problem, and the situations of children. The thesis has provided the reader with several things, part of which he may have already possessed and part of which may have added a new
dimension or scope to the problem. Although the scope of the study had a limited amount of validity, the premise of this thesis has been met to some degree of efficiency.

In outlining the project, it was necessary to begin with some basic research. From this research came a definition of disadvantage as unfavorable conditions or circumstances, a handicap or a detriment of either an economic, social, or cultural nature. The dimensions of the problem cover a scope of personal, spiritual, social, and material deprivation that is self-perpetuating because of the affect on children. The outlook is dismal for this group when the size, complexity, bitterness, and human misery are taken into consideration. Thus, we find that the problem of the disadvantaged is a vast and important problem that needs immediate attention.

In order to gain first hand knowledge of the affect of disadvantage on social positions and personality, certain procedures were followed to ascertain the outcomes. The basic premise that the social position and the personality is affected detrimentally was investigated. As was stated earlier, personality factors have a great deal to do with children's choice of social companions. The procedures began with a sociometric test to identify the social standing of the disadvantaged children. Then three of these were picked to study further. In order to obtain an objective view from someone who had had opportunities to observe each of the children, the teacher was asked to evaluate them on a behavior rating scale. On this portion of the procedure, all three children rated low for personality adjustment. They
were poorly adjusted with self, home, social, school, and physical aspects. A personality questionnaire was then utilized to gain insight into their personality, and they all rated poorly. Not all the characteristics they displayed could be considered detrimental, but there were enough detrimental aspects that were apparent that it may be concluded that the personality adjustment was poor.

Since personality expresses the demands on the individual, it becomes apparent that the demands on the disadvantaged provide only problems and ills for the individual. What may be done then? Further, more comprehensive studies could be made investigating the social position of the disadvantaged, to research the personality adjustment, or to compare the personality of the disadvantaged with other groups in society. Society through the process of education must step forward and try to alleviate these problems. This may be done through education of all individuals as to what the problems are. Most importantly, a concerted effort must be made on the behalf of the disadvantaged. These people do not need more talk and defining of the problem. The disadvantaged need swift, social action by society within the mightiest framework that exists—the institution of education.
APPENDIX I.

THE CHILD BEHAVIOR RATING SCALE

By

Russell N. Cassel, Ed.D.

Self Adjustment

1. Often prefers to be alone.
2. Often seems unhappy or depressed.
3. Often cries with little or no reason.
4. Feelings are often easily hurt.
5. Often appears to feel unwanted, disliked.
6. Often seems to have little self-confidence.
7. Often sulks when unable to get own way.
8. Often daydreams; mind wanders.
9. Often giggles when nothing funny.
10. Often makes alibis or excuses.
11. Personal values not accepted by others.
12. Often is slovenly and unkept.
13. Often talks dirty, swears, uses foul words.
14. Often bites nails, sucks thumbs.
15. Often tends to be on go, can't relax.
16. Often nervous and excited.
17. Often has trouble controlling temper.
18. Often is not very tactful.
19. Often does things later regrets.
20. Often behavior in cycles--good and bad.

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Home Adjustment

21. Often expresses strong dislike for home and family.
22. Talks about running away from home.
23. Often fears parents when wrong.
24. Doesn't get along well with parents.
25. Parents find fault with conduct.
26. Parents too strict about minor matters.
27. Parents use corporal punishment.
28. Evidence of parental neglect.
29. Parents have little confidence in child.
30. Parents do not trust child.
32. Parents make unfavorable comparisons.
33. Evidence of over-dominance by parents.
34. Evidence of over-indulgence by parents.
35. Evidence of excessive bad manners in home.

Number Values

Total
36. Immediate family is broken.
37. Evidence of quarreling in home.
38. Family lives in racially mixed neighbor.
39. Family lives in multiple dwelling.
40. Parents have little or no religious affiliations.

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Social Adjustment
41. Often is aggressive and hostile.
42. Often gets into physical fights.
43. Often is a poor sport and poor loser.
44. Often plays mean tricks on others.
45. Often has trouble making friends.
46. Often has trouble keeping friends.
47. Often is not popular with boys own age.
48. Often is not popular with girls own age.
49. Often lacks status and feels insecure with friends.
50. Often doesn't carry on pleasant conversation.
51. Often plays with younger children.
52. Often plays with older children.
53. Often has bad and unacceptable manners.
54. Often tries to "show-off" with friends.
55. Often tends to be very selfish and self-centered.
56. Often has difficulty finding things to do.
57. Often tends to have "stage fright".
58. Often not good listener.
59. Often is dishonest and not trustworthy.
60. Often not attend Sunday school or Church.

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School Adjustment
61. Often expresses strong dislike for school.
62. Often is very sleepy or restless.
63. Often difficulty expressing self in words.
64. Often seems afraid to speak-out.
65. Often difficulty keeping mind on school.
66. Often distracts others.
67. Often difficulty doing school work.
68. Takes little part in co-curricular.
69. Gets along poorly with teachers.
70. Parents often "nag" about school work.
71. Seldom works hard or long on work.
72. Quality of school work varies day-day.

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Physical Adjustment
73. Generally in rather poor health.
74. Poor muscular control and coordination.
75. Teeth are often unclean, unkept.
76. Often doesn't have much energy or "pep".
77. Evidence of perceptual malfunctioning.
78. Has poor uncorrected vision or hearing.

CHILDREN'S PERSONALITY QUESTIONNAIRE (FORM B)

by

R. B. Porter and J. B. Cattell

1. Would you like to play with mechanical toys ___ or ___ with friends?
2. Does almost everyone like you ___ or ___ only some people?
3. Are most of your friends families nicer than yours ___ or ___ not as nice?
4. Can you finish your work faster than others ___ or ___ do you take longer?
5. Would you go and speak to a little boy or girl who is crying ___ or ___ send someone to his mother for help?
6. Are you usually sure of yourself ___ or ___ do you sometimes feel uncertain?
7. Would you rather be a minister ___ or ___ a doctor?
8. Would you rather start a new club ___ or ___ let someone else start it?
9. When people tell about things you have seen, do you think you know better ___ or ___ do you just listen and agree?
10. When you have started a job, do you soon forget about it ___ or ___ find that you cannot forget it?
11. Worried is the opposite of calm ___ , sleepy ___ , or concerned ___.
12. When others say bad things about you, do you quietly object ___ or ___ are your feelings hurt ___.
13. Do you like to cross a busy street ___ or ___ are you afraid.
14. Would you rather be a president of a business ___ or ___ jet pilot?
15. Help is to hinder, as allow is to deny ___ , punish ___ , or forbid ___.
16. Do you have few difficulties ___ or ___ many?
17. Would you rather listen to a teacher ___ or ___ talk yourself.
18. When something of yours needs fixing, do you ask rather to mend it ___ or ___ fix it yourself?
19. The next number in 2, 4, 8, _ is 10 __, 16 __, or 12 __.
20. Do you chew your pencil __ or __ do you never feel like it?
21. Should everyone own an airplane __ or __ are cars enough?
22. Are you usually quiet in school __ or __ do you like to say what you think?
23. Which one of these does not belong with the others: many, bad, large, few __ large __, few __, or bad __?
24. Do you talk back to mother __ or __ are you afraid;
25. When you get angry do you tremble and shake __ or __ talk loud.
26. Would you like to go to the store by yourself __ or __ have your parents go with you.
27. I am Jane. If Jim's father is my father's son, what relation is Jim to me? nephew __, brother __, or uncle __.
28. When people ask if you will do something, is it easy to decide __ or __ hard to decide?
29. Do you wish you were so good-looking that people would turn to look __ or __ don't you like people to look.
30. Have you ever sold things to people __ or __ wouldn't you want to sell things?
31. In school, do you do well what is wanted __ or __ do your friends please teacher better than you do?
32. When people start talking as you listen to TV or radio, does it bother you __ or __ don't you hear them talking?
33. Do you feel badly if you get to school late __ or __ is it all right if you are only a few minutes late.
34. If someone says, "Let's all do this," do you say, "Good, let's do it" __ or __ do you ask first, "Why?"
35. Would you rather be a cowboy __ or __ a minister?
36. Do you think that grown-ups understand you well __ or __ do they hurt your feelings?
37. Would you rather go on a hike __ or __ read a good book?
38. When your friends fight, do you try to settle it for them __ or __ do you just leave them alone?
39. Are you sad when mother is cross with you __ or __ do you soon forget about it?
40. When with strangers, do you feel you can go up and speak to them __ or __ do you just leave them alone?
41. To help mother, would you rather draw some pictures for her __ or __ clean up your room?
42. Which story would you like better, one about a new machine __ or __ a famous general?
43. Do you help the new children __ or __ let the other children.
44. Do grown-ups talk all the time __ or __ often listen to you?
45. When you cannot go out, do you complain __ or __ don't you care?
46. Would you rather have a small dog __ or __ baseball set?
47. On a playground, do you do what you want to do __ or __ do you do what most people want?
48. Do you worry about being punished __ or __ doesn't it bother?
49. Do you like to see scenery __ or __ watch a bulldozer?
50. Do you worry about not getting good grades in school __ or __ are you sure you will do well?
51. Do you look arithmetic problems over __ or __ finish up quickly?
52. Are your troubles big __ or __ small?
53. Would you rather tell your mother about things at school __ or __ about a visit to a farm?
54. Do you think you are polite __ or __ are you too noisy?
55. Would you rather talk to people __ or __ show them a game?
56. Do you feel lonely and sad often __ or __ hardly ever?
57. On days when there is no school, do you just do whatever comes up __ or __ plan what you will do for the day?
58. Do you get up early __ or __ like to sleep late?
59. Would you rather go on a walk with a friend __ or __ go to a picnic with mother?
60. If you do something wrong, do you worry about it a lot __ or __ soon forget it?
61. At the end of the day, is it easy to sit still __ or __ do you move around a lot in your chair?
62. Do you make your bed yourself __ or __ do you leave it for mother to make?
63. Would you rather see a movie about cowboys and Indians __ or __ about how people live in another country.
64. When you start new things, do you do them fast __ or __ slowly?
65. Do you think school has too much punishment __ or __ do you think school is fun.
66. If people tease you do you get angry and shout __ or __ do you walk away and leave them?
67. Do you finish all your jobs __ or __ do you sometimes leave some unfinished?
68. Do you have a good time __ or __ do things go wrong?
69. When you are playing, do you usually keep the rules __ or __ sometimes break them?
70. If children play with your things without asking, do you shout at them __ or __ do you let them play?
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