ATTITUDES, SOCIO-ECONOMIC STATUS, AND ACHIEVEMENT OF INUIT STUDENTS IN LABRADOR

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ATTITUDES, SOCIO-ECONOMIC STATUS, AND ACHIEVEMENT OF INUIT STUDENTS IN LABRADOR

A Thesis

Presented to

The Department of Educational Administration

Memorial University of Newfoundland

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

by

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August 1979

ABSTRACT

The purpose of this study is to measure the attitudes, socio-economic status, and achievement of Inuit students and to determine the relationship among these three variables.

To obtain the necessary information utilized in the analysis of the questions posed in the study, a questionnaire was administered to sixty-seven Inuit students enrolled in the seventh, eighth, and ninth grades in two all-grade schools in the isolated, coastal region of Northern Labrador. The first section of the questionnaire elicited background information concerning the socio-economic indicators, parental education, parental occupation, family size, and family possessions. The final section of the questionnaire utilized an attitudinal scale, the semantic differential, to measure the students' attitudes towards self (ME) and education (SCHOOL, BOOKS, ENGLISH, TEACHER, DISCIPLINE, EXAMINATION, READING, HOMEWORK, STUDYING, and LEARNING). Attitude towards education was also measured by a question directed at the students' expectation of the grade level to be achieved. A basic data sheet recorded from the students' report cards an indication of actual school achievement, the students' total grade average and subjects failed for first two school terms.

The main findings of the study indicate that, while socio-economic status and achievement of Inuit students are low, their attitudes are not negative. The findings also indicate that, of the variables investigated, only the indicators of socio-economic status are significantly related to the indicators of school achievement. Father's education, father's occupation, and mother's occupation are significantly related to the students' total grade average, and father's occupation is significantly related to subjects failed.

The study concludes that socio-economic status, not negative attitudes, is the major obstacle to educational achievement among the Inuit students in Labrador. It also concludes that the Inuit student appears to have made only tentative and weak commitments to the values of the educational system and the "white culture" it represents.

ACKNOWLEDGEMENTS

Appreciation is expressed to the Inuit students of Nain and Hopedale, Labrador, who have provided the author with, not only an enriched and challenging teaching experience, but the incentive to initiate this study.

The author wishes to express his gratitude for the assistance, advice, and encouragement of Dr. Vernon L. Snelgrove, the supervisor of this study. Gratitude is also expressed to Dr. Philip J. Warren and Dr. Philip Nagy, whose critical readings were also instrumental in the successful completion of the study.

Finally, the author wishes to express appreciation to his wife for the confidence, encouragement, and clerical assistance rendered while this study was being conducted and while the manuscript was being prepared.

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I. INTRODUCTION

Canadian society has placed considerable emphasis upon the process of education. All levels of government within the country energetically profess support for the principle that all individuals should have the right and opportunity to an education, and that this right and opportunity should reflect equality in every respect.

Society's interest in the education of its people can be partially explained in reference to the economic and social benefits derived from an investment in the educational process. Johns and Morphet consider education to be a necessity for a country's youth. Education is essential for those individuals who wish to achieve self-esteem and status and realize their potential as a member of society.[1] By satisfying one's needs and interests through the educational process, the potential of the nation is also developed. This theme is supported by John Porter

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[1] R. Johns and E. Morphet, The Economics and Financing of Education: A Systems Approach (Englewood-Cliffs: Prentice-Hall, Inc., 1960), p. 62.

who maintains that "both the quantity and quality of education will determine a society's creative potential."[2] Porter further contends that:

> Educational systems and industrialization have grown together. Industrialization effects the content and the distribution of education, while at the same time the distribution and content of education establishes the boundaries for industrial growth.[3]

There exists very little disagreement over the contention that education is a crucial determinant of a nation's economic, political, and social growth and development. However, the impact which the educational process may have upon a particular society is severely restricted when that process is characterized by a high level of dropouts, or under-achievers. Studies by Warren and Kennedy reveal that under-achievement is a very crucial problem confronting educators in the province of Newfoundland.[4] While these studies indicate that a significant proportion of students fail to attain a high school level of education, the studies also indicate that this under-achievement results in a greater

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[2]John Porter, The Vertical Mosaic (Toronto: The University of Toronto Press, 1965), p. 165.

[3]Ibid.

[4]P.J. Warren, "The Loss of Student Potential," Newfoundland Teachers' Association Journal, LV (May, 1964); Sister Mary P. Kennedy, "A Critical Analysis of the Dropout Problem in the Province of Newfoundland" (Unpublished Masters Thesis, Catholic University of America, 1966).

loss to society as a whole.

The magnitude of the problem of under-achievement is heightened when consideration is given to the educational predicament of native North American groups. Oviatt has illustrated the extent of under-achievement among Alaskan natives by finding that only 27 percent of the non-white population over the age of twenty-five years had completed four years of high school.[5] It was found that the median level of educational achievement for the same group of people was the eighth grade. A Secretary of State Report to the federal government regarding educational policies contained similar findings. The report reiterated that the severest problem confronting those agencies responsible for the provision of educational services to the students of the Yukon and the Northwest Territories was the very low retention rate of those enrolled in school.[6]

Whether the student is Indian or Inuit in ethnic origin, the literature generally contends that the dropout rate in school is extremely high. The drastically high dropout rate indicates that these native people are not realizing their potential as a component of society. Being a predominantly low achiever in school, the native student

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[5]Boyd Oviatt, ed., A Perspective of the Alaskan School Dropout, U.S., Educational Resources Information Center, ERIC Document ED 111 876, March, 1973.

[6]Government of Canada, A Review of Educational Policies in Canada (Ottawa: Secretary of State, 1975), pp. 12-19.

is condemned to an existence that has been aptly depicted by Schreiber in the following excerpt:

> Whether he failed or left school voluntarily he has gone only so far; and he can only go so far in life; the larger and richer spheres of social and personal experiences immediately begin to close to him . . . . In almost every case he is forced to be content--or discontent--with relatively little and surely less than was possible.[7]

Unable to utilize the educational process as a means to the development of their potential, the Indian and Inuit people face difficulty in surviving as a distinctive ethnic group.

The problematic dimensions of this situation have been heightened in importance as an increased amount of attention has been devoted to the education of native North American groups. In recent years, an extensive amount of human and material resources has been expended in attempts to deal with the educational problems, programs, and potential of these native people. Brooks has compiled an impressive bibliography of native education for Canada and the United States that contains over three thousand references of a general and specific nature.[8] The Canadian Teachers' Federation has compiled a bibliography of intercultural education that lists textbooks, articles, and theses relating

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[7] Daniel Schreiber, ed. Guidance and the School Dropout (Washington, D.C.: National Education Association, 1964), p. 1.

[8] I. Brooks, comp. Native Education in Canada and the United States (Calgary: University of Calgary Press, 1976).

to a wide variety of topics.[9] It is the appearance of extensive amounts of literature which lends support to the contention of Wirt and Kirst that the demands of ethnic minority groups is one of the central themes of contemporary educational politics. In recent years, these groups have been articulating their concerns in a more sophisticated manner than ever before.[10]

This characteristic of educational politics has been demonstrated within the Newfoundland context by the demands of the Labrador Inuit Association. At an Inuit Education Conference at Nain, Labrador, in the fall of 1977, this Association proclaimed:

> We affirm the natural right of parents everywhere to control the education of their own children. The freedom to speak and learn in our own language is being lost, and we feel that native control of native education offers the most effective way to preserve our language, customs, and skills . . . . Those who wish to argue would be well advised to look at the results that outside control has produced to date.[11]

Symptomatic of the problems associated with the education of the native North American, including those Inuit people living in the Labrador region of the province of Newfoundland, is the student, who is basically portrayed

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[9] Canadian Teachers' Federation, Intercultural Education (Ottawa: Canadian Teachers' Federation, 1972).

[10] Wirt and Kirst, The Political and Social Foundations of Education (Englewood-Cliffs: Prentice-Hall, 1972), p. 190.

[11] Extension Services, Labrador Inuit Association Education Conference (St. John's: Memorial University of Newfoundland, 1978), p. 88.

as an eventual dropout. Related research has the potential for significance at a time when the issue of native education is reaching a critical stage in terms of policies, programs, and implementations. The immediate necessity is for research that will increase one's knowledge and awareness of the native student engaged in the pursuit of an education.

II. STATEMENT OF THE PROBLEM

The purpose of this study is to measure the attitudes and socio-economic status of Inuit students, in relation to actual school achievement.

The study will address itself to the following questions:

1. What is the typical self-concept of the Inuit student?

2. What is the typical attitude of the Inuit student towards education?

3. What is the level of achievement of the Inuit student?

4. What is the socio-economic status of the Inuit student?

5. What is the relationship between self-concept and actual school achievement?

6. What is the relationship between attitude towards education and actual school achievement?

7. What is the relationship between socio-economic status and actual school achievement?

8. What is the relationship between self-concept and socio-economic status?

9. What is the relationship between attitude towards education and socio-economic status?

10. What is the relationship between self-concept and attitude towards education?

By examining the students', self-concept, attitude towards education, actual school achievement and socio-economic status, as well as the relationship between these variables, the study will attempt to develop a profile of the Inuit student.

The students' attitude towards self and education may be defined as an individual-related variable, while actual school achievement may be defined as a school-related variable and socio-economic status may be defined as a family-related variable.

Figure I is a conceptual representation of the variables to be investigated in the study, and the possible relationships that exist among those variables.

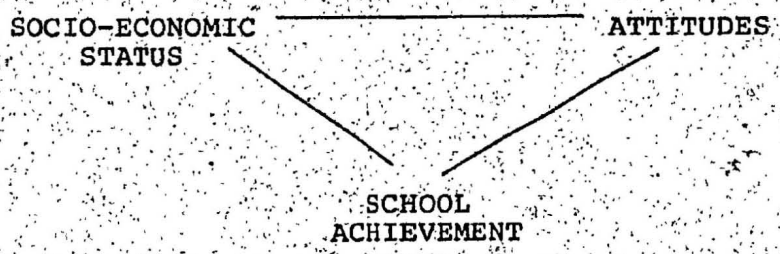

FIGURE I. VARIABLES INVESTIGATED

LII. THEORETICAL FRAMEWORK

Before any research is initiated in an attempt to develop increased awareness of the characteristics of Inuit students engaged in the pursuit of an education, it is essential that the researcher have some conception of the educational process. This entails consideration of a model of the educational process which will serve as a framework for the research that follows. The basic notion of a conceptual model pertains to a simplification of reality that allows one to engage in an analysis of the particular aspects of that educational process. The fact that a model is a simplification of actual conditions implies that one will not be able to explain, or predict, perfectly the results of the research engaged in.

In the 1960's, David Easton presented a theoretical approach to the analysis of political life that has been described as a systems analysis theory. It is this systems theory which provides a possible strategy for the development of a conceptual model of the educational system and the variables that exert influence upon the student within that system. It is not erroneous to apply this theoretical model to the area of education. Easton has stated that:

> It is always possible to borrow the conceptual apparatus of other disciplines and apply them analogically to the data of a different field.[12]

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[12] David Easton, A Framework for Political Analysis (Englewood Cliffs: Prentice-Hall, Inc., 1965), p. 2.

It is assumed that educational research can share in the conceptual model of the political process developed by Easton.

Education is considered to be the means by which an individual can acquire the skills, knowledge, and abilities essential for full participation in a modern society. The degree of success that a student encounters in attaining this objective within an educational system depends upon a number of factors which exert influence upon that student. Greene and Dillon have contended that there is a wide variety of factors which affect a student's level of achievement.[13] While Hohol listed eighty factors that can be significantly associated with school performance, Dreshner developed a list of three hundred factors that were associated with one particular type of student achievement--dropping out of school.[14]

These influence factors have been reduced to manageable form by Varner. In a review of literature relating to school dropouts, Varner grouped the influence factors into four basic categories. These four categories are:

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[13] B. Greene, Preventing School Dropouts (Englewood Cliffs: Prentice-Hall, Inc., 1966); Harold Dillon, Early School Leavers: A Major Educational Problem (New York: National Child Labor Committee, 1949).

[14] Albert Hohol, "Factors Associated with School Dropouts" Alberta Journal of Educational Research (March, 1955), 7-17.

1. Factors related to the individual,
2. Factors related to the family,
3. Factors related to the school,
4. Factors related to the community.[15]

The individual-related factors refer to such variables as: IQ, sex, age, motivation, attitudes, or interests. The family-related factors which may exert determining influence upon a student are: parental education, parental occupation, family size, birth order, and family relationships. Varner has explained school-related factors to refer to such items as: teacher qualifications, classroom size, school facilities, school curriculum, grade retardation, and school attendance. Factors related to the community have also been explained by Varner as community size, community location, and the availability of employment.

Varner's conceptualization of factors which may exert influence upon the student engaged in the pursuit of an education is very similar to that which has been outlined by Smith. In his discussion of the Coleman Report on equality of educational opportunity, Smith stated that Coleman assumed there were five sets of variables which influenced student achievement. These were:

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[15]Sherrel Varner, School Dropouts: Research Summary (Washington, D.C.: National Education Association, 1967), p. 12.

1. Home background influences
2. Peer group characteristics
3. School curriculum and facilities
4. Teacher characteristics
5. Other measures of heredity and environment.[16]

Coombs has created a systems model approach to an understanding of the educational system that is similar to the model developed by Easton. Coombs' model depicts the educational system as the recipient of numerous inputs from outside the system. These inputs exert influence upon the educational system and are converted into outputs from the system. The student, as a particular component of the educational system, may be influenced by factors that are within or outside that system.[17] These influence factors are grouped into categories that are similar to those developed by Varner and Coleman.

Most studies tend to agree with Greene that there isn't one factor which can be singled out as the sole determinant of student achievement.[18] A student's level of

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[16] Marshall Smith, "Basic Findings Reconsidered," On Equality of Educational Opportunity, eds. F. Mosteller and Moynihan (New York: Random House, 1972), pp. 234-235.

[17] Philip Coombs, The World Educational Crisis: A Systems Approach (New York: Oxford University Press, 1968), pp. 10-11.

[18] B. Greene, Preventing School Dropouts (Englewood Cliffs: Prentice-Hall, Inc., 1966).

achievement is determined by many factors, which have an additive or cumulative nature. In fact, Hohol suggests that a better understanding of the student as an under-achiever will occur when there is a transition from the traditional approach of dealing with influence factors in an isolated manner.[19]

This theme has also been supported by other research studies. In a review of literature relating to the factors which affect the education of the Canadian Indian, Clifton stated that it would be more correct to assume that one predominant type of school achiever--the Indian dropout--is the result of a number of factors which interact in a cumulative fashion.[20] Oviatt suggested that it would be best to avoid any tendency to analyze student under-achievement within a narrow framework.[21] Oviatt reached this conclusion during his analysis of the educational situation in the state of Alaska.

Instead of examining student achievement in terms of individual-related variables, school-related variables,

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[19]Albert Hohol, "Factors Associated with School Dropouts," Alberta Journal of Educational Research (March, 1955), 7-17.

[20]R. Clifton, Factors Which Affect the Education of Canadian Indian Students (St. John's: Institute for Research in Human Abilities, Memorial University, 1975), pp. 62-68.

[21]Boyd Oviatt, A Perspective of the Alaskan School Dropout, U.S., Educational Resources Information Center, ERIC Document ED 111 876, March, 1973.

family-related variables, or community-related variables, research should attempt to examine student performance in terms of variables that relate to more than one of those four general categories suggested by Varner. By doing so, the narrow framework mentioned by Oviatt will be avoided.

Figure II illustrates the theoretical framework that has been outlined thus far. The variables investigated in this study fall into more than one of the general categories of influence factors.

IV. SIGNIFICANCE OF THE STUDY

In 1975, a study dealing with the involvement of Canadian universities in northern research and development indicated that, out of seven Canadian universities, Memorial University of Newfoundland was the only university that had not initiated research in the discipline of education, with reference to its northern native population. The present study will help to eliminate this criticism as it will provide knowledge about a segment of Newfoundland's school population that has been neglected in terms of educational research.

It has been stated that the Inuit population living in the Labrador region of the province of Newfoundland have not been the focus of any extensive research efforts. It must also be recognized that most of the existing body of

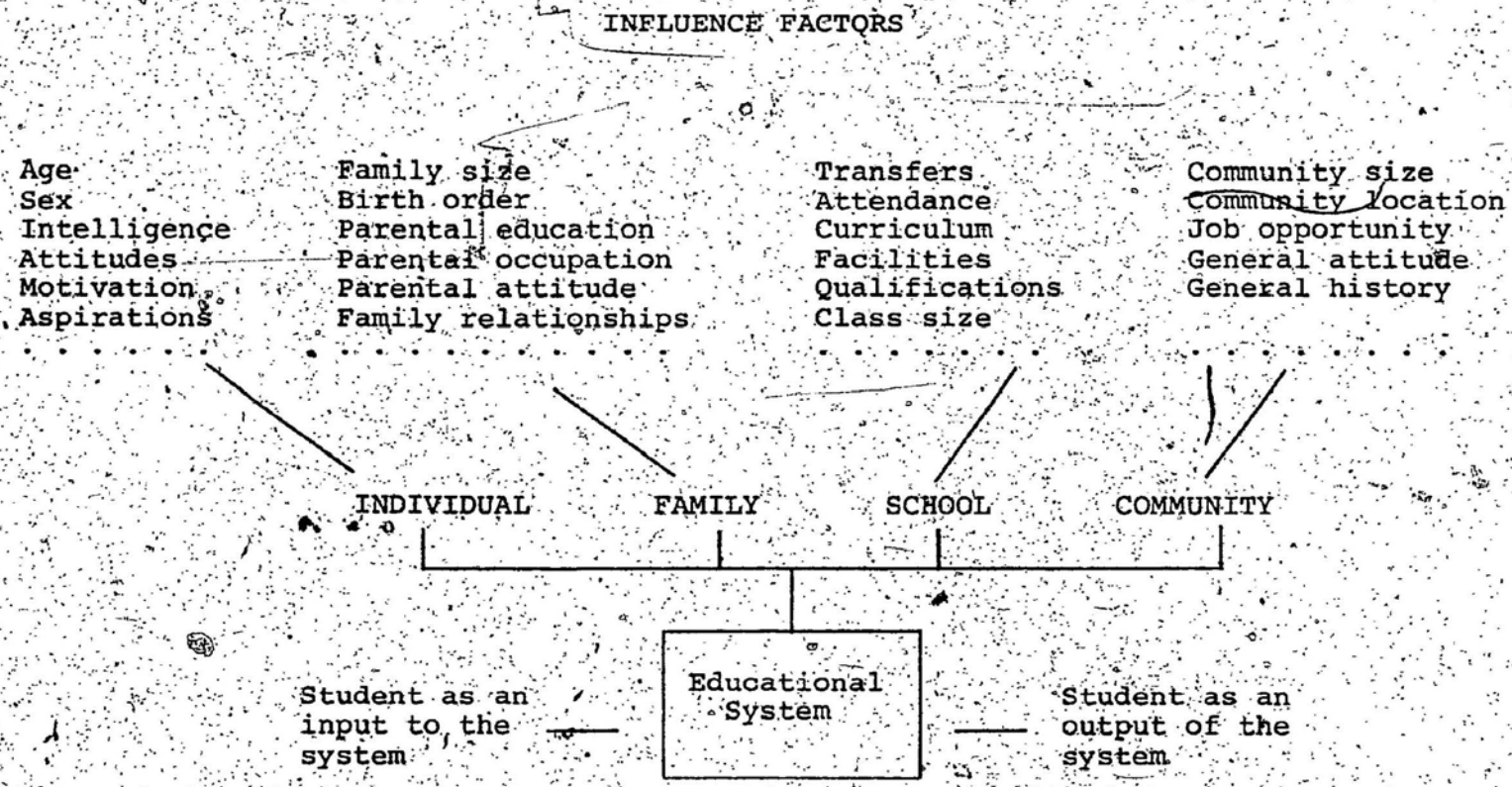

FIGURE II. THEORETICAL FRAMEWORK

research regarding Canada's native population has concentrated upon the Indian. The Canadian Inuit has not received similar study treatment. The rationale for the type of research suggested by this study is further supported by the fact that the dominant characteristic associated with the education of the Canadian native student is that the student fails to achieve a level of education that is comparable to the remainder of Canadian society. The need for more extensive research is evident.

The significance of educational research relating to the Labrador Inuit is heightened by recent developments which have taken place within the environment of the people subject to this study. In the fall of 1977, the Labrador Inuit Association held a major conference on the education of its people at Nain, Labrador. Meeting with the provincial educational decision-making bodies, the Association presented a series of demands that amounted to native control of native education. The rationale utilized was that the Inuit student was suffering from a loss of language, customs, culture, and traditions. Symptomatic of the total educational dilemma was the Inuit student, who was basically a dropout. Such events indicate that the political dimension of the Inuit educational environment is in a state of change. Any study which attempts to provide additional knowledge about the student may have potential as a vital component of future policies and programs that are directed at a solution of the

problems identified. It should also be noted that the school board concerned has revealed that it is at the stage of re-evaluating its entire approach towards the education of its northern students.

Natural resource investigations have indicated that the Labrador region of the province of Newfoundland has an optimistic future in terms of economic development. If the Inuit people are not utilizing education as a means to their own growth and development, there is less chance that they will be able to participate in the economic growth and development that is to take place. The knowledge revealed by this study may be utilized by those educators who wish to, and need to, attain knowledge that can be directed at an improvement of the educational environment in northern Labrador. This is essential if the Labrador Inuit is to participate more fully in the economic development of his future.

V. DELIMITATIONS

This study is delimited to those Inuit students who are enrolled in the seventh, eighth, and ninth grades in the Amos Comenius Memorial School, Hopedale, and the Jens Haven Memorial School, Nain, Labrador. This delimitation indicated that approximately sixty-seven students would be included in the study sample.

The study was also delimited to an investigation of variables that fall into only two of the four general categories of influence factors previously outlined by the theoretical framework, Figure III.

VI. LIMITATIONS

The study was limited by the unintentional bias of the author in collecting and reporting the data collected. This bias may have resulted from the author's lengthy working experience with the students that constituted the study sample. It was during those years of working experience that the author formulated certain attitudes, opinions, and ideas regarding the attitudes, socio-economic status, and achievement of the Inuit student.

The author's presence during the administration of the questionnaire may have influenced the responses of the subjects. The author's behavior, attitudes, or style of communication may have influenced the students' attitudes towards self and education, regardless of the effort made to minimize the author's influence during each session.

The study was also limited by the fact that the concepts included in the instrument for measuring attitudes were not inclusive of the concepts that could possibly have been utilized. The concept ME was utilized for measuring self-concept and the concepts ENGLISH, SCHOOL, BOOKS, TEACHER,

DISCIPLINE, READING, HOMEWORK, EXAMINATION, STUDYING, and LEARNING were utilized for measuring attitudes towards education. These concepts were assumed to be adequate representations of the more general concepts--self and education.

Since the instrument for measuring attitudes, the semantic differential, is a self-reporting instrument, the study was limited by a social trait that the author found prevalent in the Inuit culture of Labrador. The Inuit people are very reluctant to complain or express their feelings. This passive attitude is also characterized by a desire to act or speak in a manner that they feel is expected of them, especially by a person conducting research. This cultural bias must be considered to be a limitation of the study.

Inuit culture groups differ from region to region within Canada. As a result, the self-concepts and attitudes of the study sample may not be representative of the self-concept and attitudes of the total body of Canadian Inuit. The small number of students included in the study sample places limitations upon the interpretation and generalization of the results of the study.

VII. DEFINITION OF TERMS

For the purposes of this study the following terms were defined:

Attitude

Attitude is defined as the predisposition of an individual to respond towards an idea, object, or situation in an evaluative manner. This definition has been derived from the definition presented by Osgood and associates in their concern with the measurement of meaning.[22]

Attitude Towards Self (Self-concept)

Self-concept is defined as an individual's total evaluation of himself. Within the context of this study self-concept is measured by the evaluative dimension of the semantic differential for the concept ME.

Attitude Towards Education

Attitude towards education is defined as an individual's evaluative response towards concepts that are considered representative of the more general concept itself. Within the context of this study attitude towards education is measured by the evaluative dimension of the semantic differential for the concepts SCHOOL, BOOKS, ENGLISH, TEACHER, DISCIPLINE, EXAMINATION, READING, HOMEWORK, STUDYING, and LEARNING. Attitude towards education is also measured by one question in the background information

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[22] C.E. Osgood, G. Suci, and P. Tannenbaum, The Measurement of Meaning (Urbana: University of Illinois, 1957).

section of the questionnaire. This question is concerned with the students' expectation of the grade level to be attained.

Concepts

This term refers to the stimulus to which the students respond by checking the scales of the semantic differential. The capitalized word located at the top and center of the pages in the final section of the student questionnaire is the stimulus to which the students respond. These concepts were mostly nouns, rather than any other part of speech (see Appendix A).

Inuit

This term refers to those students who can trace their ancestry to the people of Inuit cultural origin. Students who have at least one parent whose mother tongue is Inuit have been classified Inuit in cultural origin.

Native Groups

This item is defined as those particular groups of human beings who are indigenous to the North American continent. Within the context of this study native groups refer to the North American Indian and Inuit.

VIII. ASSUMPTIONS

The following assumptions are inherent throughout the entire study:

1. Self-concept and attitudes are measurable.

2. Self-concept and attitudes are normally distributed along a continuum from negative to positive.

3. The respondents can specify their attitudes in terms of the stimulus words and scales presented in the measuring instrument.

4. The information obtained in the background information section of the questionnaire is indicative of socio-economic status, and one question within this section is indicative of students' attitudes towards education.

5. The end-of-term report card for each student, which includes subjects failed and total grade averages, is indicative of the students' academic achievement.

6. The concepts utilized in the semantic differential are representative of the more general concepts, self and education.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. INTRODUCTION

A review of bibliographic material indicates that, since the 1960's, an increased amount of literature has been devoted to topics relating to the education of native, North American groups.[1] However, an examination of this literature reveals that, while a significant proportion of the literature is concerned with the North American Indian, very little of the literature has been devoted towards the study of the North American Inuit.

Success in locating research that focuses upon a more specific topic, the attitudes, socio-economic status, and achievement of Inuit students, has proven to be even more difficult. As a result, it has been necessary to examine literature relating to another distinctive, native minority group--the North American Indian. Studies contend that there is a considerable degree of similarity between both groups, especially within an educational context.

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[1] I. Brooks, comp. Native Education in Canada and the United States; see also Canadian Teachers' Federation, Intercultural Education: Indians and Eskimos of North America.

The literature has been very consistent in relation to the achievement and socio-economic status of the North American Indian and Inuit. Research studies have concurred that both native groups fail to educationally achieve at a level that is comparable to the remainder of Canadian society, and both groups are socially and economically depressed.

The same degree of consistency does not exist in reference to the attitudes of these native people. One body of research contends that both minority groups are characterized by low aspirations and expectations, low motivation, and negative attitudes towards self and education. The opposing body of research contradicts this finding. These research studies portray the Indian and Inuit as having a positive self-image and attitude towards education.

II. SELF-CONCEPT AND ATTITUDES

Conducting an extensive survey of the educational, social, and economic environment of the contemporary Indian in Canada, Hawthorn concluded that the Indian student was an alienated individual. Utilizing fieldworkers who interviewed, observed, and administered questionnaires to members of the larger Indian bands in Canada, Hawthorn discovered that there was nothing from the Indian's culture in the school, or valued by the school. The Indian student had the impression that nothing he or other Indians did was right

when compared to what other non-Indian students did. Hence, the student came to accept his failure, and to believe that there was nothing he could do to alter this situation. With each failure, motivation, self-image, and level of aspiration dropped off.[2]

In the tradition of Hawthorn, Wolcott found ample evidence of negative self-image, negative attitudes toward education, and low motivation among Indian adolescents. Writing a case study of a small group of Kwatiutl Indians attending a school in which he was a teacher, the author noted that the child's attitude towards the teacher was strongly negative. Wolcott contended that the attitudes of Indian students became less positive with the time spent in school.[3]

Writing on the attitudes of Eskimo school children towards various aspects of their changing environment, Barnett found that, of the established "white" institutions in the community of Cambridge Bay, all were liked by the majority of the children, with the exception of school.[4]

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[2]H.B. Hawthorn, ed. A Survey of the Contemporary Indians of Canada: Part II (Ottawa: Indian Affairs Branch, 1967), pp. 139-142.

[3]H. Wolcott, A Kwakiutl Village and School (New York: Holt, Rinehart, and Winston, 1967), pp. 55-57, 98.

[4]D. Barnett, "Attitudes of Eskimo School Children," Northian, VII (January-February, 1973), 52-57.

The author had utilized the semantic differential to measure the attitudes of fifty-four students towards such concepts as: RCMP, NURSING STATION, SCHOOL, and HUDSON BAY COMPANY. The students were enrolled in grades kindergarten to eight.

There have been other attitudinal studies completed in relation to Inuit students. Hippler conducted an exploratory comparison of acculturation and education in two villages in Northwestern Alaska. The study revealed that Eskimo children had developed feelings about themselves that were essentially negative. The teachers and school life represented an imposing culture that was drastically different from that of the Inuit people. Hence, the Eskimo children developed ambivalent feelings about themselves and their way of life. The child felt that there was something about himself and his community which was inferior.[5] It was concluded that personal identity was the major problem for both villages.

Negative self-attitudes of native students were also supported by Eastmond and Kleinfield in their studies of education in Alaska. Conducting a needs assessment study of that region, Eastmond found that the most critical

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[5]Arthur Hippler, Barrow and Kotzebue: An Exploratory Comparison of Acculturation and Education in Two Large Northwestern Alaska Villages, U.S., Educational Resources Information Center, ERIC Document ED 042 526, June, 1970.

requirement for educational progress was an improved self-image for the native student.[6] Kleinfield developed a profile of the Alaskan native student in which low self-concept and alienation were predominant characteristics.[7]

Rohner investigated factors which influenced the academic performance of Kwatiutl school children and discovered that most students remembered school with great distaste. One girl could remember only one incident during her entire school career that she termed "fun". She was a typical example.[8] A dislike of school was also prevalent in Elias' comparison of the characteristics of two hundred Alaskan dropouts. He stated that twenty percent of the students did not like school.[9] Likewise, Atchinson noted that the majority of students attending Alaskan boarding schools possessed a negative attitude towards school.[10]

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[6] J. Eastmond, Educational Needs of Alaska: A Summary by Region and Ethnic Group, U.S., Educational Resources Information Center, ERIC Document ED 042 526, June, 1970.

[7] J. Kleinfield, Characteristics of Alaska Native Students, U.S., Educational Resources Information Center, ERIC Document ED 088 647, September, 1973.

[8] R.P. Rohner, "Factors Influencing the Academic Performance of Kwatiutl Children in Canada," Comparative Educational Review, IX (October, 1965), 331-340.

[9] D. Elias, A Comparison of the Characteristics of 259 Alaskan Native Students Who Dropped Out of School During the Academic Year 1969-70, U.S., Educational Resources Information Center, ERIC Document ED 119 917, March, 1973.

[10] Atchinson and others, Alaskan Native BIA Boarding School Students, U.S., Educational Resources Information Center, ERIC Document ED 111 876, March, 1973.

Friesen reached the same conclusion during a review of education and values in an Indian community in southern Alberta. Utilizing classroom teachers, a value orientation scale was administered to Blackfoot and Stony Indian students enrolled in grades six to nine.[11]

Research that has focused upon the attitudes of native students towards self and education has not been consistent. There have been studies which contradict the theme that Indian and Inuit students have a negative attitude towards self and education.

Boutwell compared the attitudes and values of 110 Indian and non-Indian students in an institution of higher learning. He concluded that Indian students valued their education more than the non-Indian students did.[12] Utilizing the semantic differential, Clifton conducted a similar study with a sample of four hundred Indian and non-Indian junior high school students in the province of Alberta.[13] Controlling for age, grade, sex, and ethnicity, Clifton tested two

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[11] J. Friesen, "Education and Values in an Indian Community," Alberta Journal of Educational Research, XX (June, 1974), 146-156.

[12] R. Boutwell and others, A Comparison of Attitudes and Values Between Indians and Non-Indians in an Institution of Higher Learning (Washington, D.C.: National Center for Research and Development, 1972), pp. 85-89.

[13] R. Clifton, "Attitudes of Indian and Non-Indian Students" (Unpublished Master's Thesis, University of Alberta, 1971), pp. 115-117.

hypotheses that were considered to be conservative tests of the proposition that Indian students have negative self-concepts, and attitudes. The analysis of data supported the hypothesis that Indian students have a less positive self-concept than non-Indian students. However, the analysis revealed that the differences between the two ethnic groups were only in intensity, rather than in the direction of the attitude calculation. Indian students did have a slightly positive attitude towards self. The analysis of the school-related attitudes did not generally support the hypothesis that Indian students have a less positive attitude towards education than the non-Indian students.

There are other studies that refute the type of findings which the Hawthorn Report represents. Roulston surveyed the attitudes and perceptions of Alaskan boarding school students. This study, which involved the administration of a survey questionnaire to 558 students, revealed a perceived adequacy with the educational facilities, curriculum, staff, and grade placement.[14] Similarly, Dreyer and Havighurst found that a non-native group of students had only a slightly higher self-esteem rating than

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[14] S. Roulston, Survey of the Attitudes and Perceptions of Alaska Bureau of Indian Affairs Boarding School Students, U.S., Educational Resources Information Center, ERIC Documents ED 119 902, March, 1973.

a group of Inuit students.[15] The overall self-esteem rating of fifteen hundred Indian and Eskimo boys and girls in the twelve to seventeen age range was not noticeably low or negative. The instrument that was utilized to measure student attitudes was the semantic differential. Harkins was able to conclude that a sample of Chippewa Indian children were less critical of school than were other non-Indian children. The author utilized a short (fifteen minutes) essay, written by several hundred village Indian and border-town white children, in order to determine how critical they were of school.[16]

As part of a national study on American Indian education, Havighurst evaluated the attitudes of Indian students towards themselves, others, and certain institutions. The study concluded that, given a similar socio-economic status, Indian students have the same level of self-evaluation as non-Indians.[17] The self-image was not

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[15] P. Dreyer and R. Havighurst, The Self-Esteem of American Indian Youth: The Personal-Social Adjustment of American Indian Youth, U.S., Educational Resources Information Center, ERIC Document ED 045 273, November, 1970.

[16] A. Harkins, "Chippewa Children at the Primary Level," Journal of American Indian Education, VIII (1968), 17-25.

[17] R. Havighurst, The Indian Self-Image as Evaluated by the Semantic Differential, U.S. Educational Resources Information Center, ERIC Document ED 044 217, November, 1970.

strongly negative. Helpher and Garfield utilized the semantic differential to obtain the judgements of Indian and non-Indian students towards fourteen concepts. It was revealed that the Indian students judged their self-concept more positively than did the non-Indian students.[18]

Summary

Findings indicate that there is disagreement among researchers regarding the self-concepts and attitudes of Indian and Inuit students. One body of previous research suggests that Indian and Inuit students develop negative self-concepts and attitudes as a result of their position in society. However, there is a contradictory body of research that doesn't support the contention that these students have negative self-concepts and attitudes. These studies suggest that there are greater similarities than differences between native and non-native students. The findings lend only a minimum degree off support to the contention that Indian and Inuit students have less positive self-concepts and attitudes.

III. ACHIEVEMENT

Research concurs that students who fail to achieve in school tend to have similar characteristics regarding

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[18] M. Helpher and S. Garfield, "Use of the Semantic Differential to Study Co-Culture of American Indian Adolescents," Journal of Personality and Social Psychology, II (1965), 818-822.

their actual school performance. A significant number of students who fail to graduate from school have failed courses, many more than one, and their total grade averages are lower than the averages of those who graduated.

In an extensive survey of early school leavers, Dillon found that 74 percent had failed at least one subject; 13 percent had failed two subjects; and 30 percent had failed four or more subjects.[19] Similarly, a statistical survey of seven American communities revealed that four out of five male dropouts and two out of three female dropouts were failing in one subject area.[20] Another study of school under-achievers by Allen indicated that male and female dropouts had received failing grades in their first semester of high school.[21]

Kirkhus combined the semester grades of a group of dropouts to find that only 1 percent of the students had attained an A average, while 33.3 percent of the same group of students attained an F average.[22]

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[19]H. Dillon, Early School Leavers: A Major Educational Crisis (New York: National Child Labor Committee, 1949), p. 37.

[20]S. Varner, School Dropouts: Research Summary 1967 (Washington, D.C.: National Education Association, 1967), p. 19.

[21]C. Allen, "What Have Our Dropouts Learned?" Educational Leadership, X (March, 1953), 347-350.

[22]Varner, School Dropouts, p. 19.

Research findings have developed an educational profile of the North American native that is very consistent. Most studies support the contention that Indian and Inuit students have a low success rate, educationally.

Analyzing education across different cultures, Zintz concluded that the achievement level of ethnic minority students declined with each year spent in school.[23] Indian students were over-aged for their particular grade and were educationally retarded an additional one or two years.

Coombs encountered a prevalence of low achievement among native students during a comparison of the pedagogical situation in Alaska and Norway. The native students had expressed great difficulty with high school subjects and were failing in twice as many subject areas as non-native students were.[24]

Low academic achievement was frequently mentioned by Brown in his comparative study of Alaskan adolescents. Students cited poor grades as being the major reason for leaving school.[25] A similar characteristic was noted by

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[23] M. Zintz, Education Across Cultures (Dubuques, Iowa: Kendall and Hunt Publishing Company, 1963), p. 82.

[24] M. Coombs, The Pedagogical Situation in the North With Special Reference to Alaska and the Lapps in Norway, U.S. Educational Resources Information Center, ERIC Document ED 039 985, August, 1969.

[25] E. Brown, A Comparative Study of Alaskan Native Adolescents and Young Secondary School Dropouts, U.S. Educational Resources Information Center, ERIC Document ED 111 876, March, 1973.

Kleinfield in an attempt to develop a profile of the native student in Alaska. Problems of a social and emotional nature were heightened by poor grades and subject failure.[26]

Hippler revealed that graduation from the junior high school in Barrow, Alaska, was the final stage of educational attainment for most students. Very few students left their community to attend grade eleven classes in the south.[27] Those students who left their community for further education tended to stay away from the community permanently. Those students who dropped out of school in the south, or refused to leave their community for the south, had a history of subject failure and low total grade averages. Kristic disclosed similar findings during a survey of responses from 129 Alaskan adolescent and 128 young adult dropouts. These students had left school between grades nine and twelve during the 1969-70 school year.[28]

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[26] J. Kleinfield, Characteristics of Alaskan Native Students.

[27] A.E. Hippler, Barrow and Kotzebue: An Exploratory Comparison of Acculturation and Education in Two Large Northwestern Alaska Villages, U.S., Educational Resources Information Center, ERIC Document ED 037 276, June, 1970.

[28] S. Kristic, A Comparative Study of Alaskan Native Adolescents and Young Adult Secondary School Dropouts, U.S. Educational Resources Information Center, ERIC Document ED 119 919, June, 1972.

Summary

Findings regarding the academic achievement of the North American Indian and Inuit are very consistent. The Indian and Inuit student have been portrayed as an eventual dropout. Statistical surveys support the contention that a significant majority of native students don't achieve at a level that is comparable to the remainder of Canadian society. Those students who fail to achieve tend to have a noticeable history of subject failure and low, total grade averages.

IV. SOCIO-ECONOMIC STATUS

Research studies on the problem of under-achievement have continuously emphasized the importance of family background, especially the socio-economic status of the family. The standard indices upon which socio-economic status is based include such variables as: parental education, parental occupation, family size, and family possessions.

Literature supports the theory that the parents of dropouts tend to have less education than the parents of graduates. Van Dyke and Hoyt analyzed the relationship between dropping out of school and parental education. Comparing 406 male persisters and dropouts and 362 female persisters and dropouts from seventy-three high schools in Iowa, the authors found that, of the variables studied, there

was an increased tendency for students to drop out of school when the educational attainment of the parents was lower.[29] Both authors also concluded that the chances were nine to one that the child of an unskilled laborer would drop out of school, as compared to the child of a professional worker.

The Coleman Report found that family background was a more decisive influence upon academic achievement than was expected. The atmosphere and condition of the home were considered to be the primary determinants of educational success.[30]

Bass helped to develop a socio-economic profile of the native student during a comparative study of the academic achievement of native students in Alaska. Administering a battery of tests and questionnaires to 3375 students enrolled in public and federal schools in seven American states, including Alaska, the author revealed that there were four items upon which achievers and non-achievers could be clearly distinguished. These four items were:

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[29] L.A. Van Dyke and B. Hoyt, "The Dropout Problem in Iowa High Schools," School Dropouts: Research Summary 1967--s - 1, S. Varner (Washington, D.C.: National Education Association, 1967), pp. 26-28.

[30] M. Smith, "Basic Findings Reconsidered," On Equality of Educational Opportunity, eds. F. Mosteller and D. Moynihan (New York: Random House, 1972), pp. 233-236.

1. Including my parents, there are more than five people in my family.

2. My mother did not complete the eighth grade.

3. My father did not complete the eighth grade.

4. I have more than one brother and sister.[31]

Similar findings were reported by a cross-cultural investigation of the economic situation for the same region. The investigation concluded that the Alaskan native people lived in places characterized by low levels of income and low standards of living. Unemployment was higher among native people than it was among non-native people. The small number of native people employed on a full-time basis were limited to such service occupations as: school maintenance, postmaster, store clerk, and teacher aides. It was emphasized that the victims of poverty in the urban and rural areas of Alaska were non-white--Indian, Inuit, or Aleut.[32]

A census of the socio-economic characteristics of ethnic minority groups in Alaska revealed that the level of employment in the state was extremely low. Out of every one hundred adults over the age of sixteen years, only thirty-

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[31] W. Bass, An Analysis of the Academic Achievement of Indian High School Students, U.S., Educational Resources Information Center, ERIC Document ED 064 000, May, 1971.

[32] G. Rogers, The Cross-Cultural Situation in the North: The Alaska Case (Montreal: Arctic Institute of North America, 1969), pp. 23, 35.

two were employed. The low level of employment appeared to correspond with the low level of education among Inuit students. The census found that 80 percent of the adult population had completed eight years of education or less.[33]

A government commission on cross-cultural education reached similar conclusions. The commission depicted the economy as being based upon a pattern of subsistence fishing and hunting. Generally, people were either unemployed or engaged in highly seasonal occupations. Very few people had permanent jobs. While the median level of educational achievement for the white population was calculated to be twelve years, the median level for the non-white population was three years. Seventy percent of the non-whites had less than an elementary education. The median family size among Alaskan native people was 5.3 persons.[34]

Hippler, in comparing education and acculturation in two Alaskan villages, discovered employment to be scanty, seasonal, and limited to a few categories. In one village only 30 percent of the 1700 people were employed and less than that were employed on a full-time basis. The majority

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[33]R.J. Associates, A Study of Selected Socio-Economic Characteristics of Ethnic Minorities, U.S., Educational Resources Information Center, ERIC Document ED 107 426, 1974.

[34]Commission on Cross-Cultural Education, Time for a Change in the Education of Alaska Natives, U.S., Educational Resources Information Center, ERIC Document ED 041 678, 1970.

of adults included in the study listed their occupation as being construction work, even though it was evident that hunting and fishing were as economically important to them. Hippler noted a continued increase of governmental welfare and relief funds.[35]

Research findings by Brown revealed that the average native student had six brothers and sisters in the family. Over 60 percent of the study sample had a brother or sister who had previously dropped out of school.[36] Kristic found the average family size to consist of seven or more children, and the majority of students in each family had a brother or sister who had left school before graduating.[37]

Hawthorn's study of the contemporary Indian in Canada concluded that the universal socio-economic disadvantage of the Indian family and community severely limited the educational achievement of the children. Of the sample surveyed, low parental education and occupation, high unemployment, and governmental assistance were very prevalent. The home of the family was depicted as being economically

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[35]Hippler, Barrow and Kotzebue: An Exploratory Comparison of Acculturation and Education in Two Large Northwestern Alaska Villages.

[36]Brown, A Comparative Study of Alaskan Native Adolescents and Young Secondary School Dropouts.

[37]Kristic, A Comparative Study of Alaskan Native Adolescents and Young Adult Secondary School Dropouts.

depressed. Over-crowdedness and lack of certain furnishings were evident.[38]

The socio-economic profile developed by Hawthorn was supported by Rohner's study of Kwatiutl school children. The author observed a high level of governmental assistance within an Indian community that relied quite heavily upon a highly seasonal activity, fishing.[39] Full-time employment was limited.

Summary

Findings indicate that there is little disagreement among researchers concerning the socio-economic status of the North American Indian and Inuit.

Most native students tend to come from a family in which parental education is extremely low. In addition, the parents are unemployed or engaged in highly seasonal work. Few parents are involved in types of work that reflect a stable source of income. The student usually has more than one brother and sister, and one of them has left school before graduating. The home lacks items that are usually regarded as typical household possessions.

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[38]Hawthorn, A Survey of the Contemporary Indians of Canada: Part II, pp. 69-73.

[39]Rohner, "Factors Influencing the Academic Performance of Kwatiutl School Children," pp. 331-340.

V. ATTITUDES AND ACHIEVEMENT

Research findings suggest that attitudinal variables are a very important influence upon actual school achievement. The Coleman Report indicates that, whatever measure is selected to investigate the achievement of disadvantaged children, attitudinal variables have the strongest relationship to school achievement.[40] Franklyn supports the Coleman Report as being one of the most significant pieces of research on the relationship between attitudes toward school and academic achievement.[41] Franklyn reached this conclusion during a study of alienation and achievement among Indian-Metis and non-Indians in the Northwest Territories. The study sample consisted of a random selection of grade nine students attending territorial schools and the instruments that were utilized during the study were a pupil attitude questionnaire and the departmental grade nine examinations.[42]

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[40] J. Coleman and others, Equality of Educational Opportunity (Washington, D.C.: Government Printing Office, 1966).

[41] G. Franklyn, "Alienation and Achievement Among Indian-Metis in the Mackenzie District of the Northwest Territories," Northian, VIII (February, 1974), 157-169.

[42] Dreyer and Havighurst, The Self-Esteem of American Indian Youth: The Personal-Social Adjustment of American Indian Students.

Binder revealed that self-concept of ability contributed significantly to the grade averages of a group of ninth and twelfth grade students.[43] Bass also found significant correlation between the students' self-definition and actual school performance.[44] Bass' research was concerned with Indian high school students enrolled in federal schools in the United States.

Similar findings have been reported by other research efforts. Bryde maintained that alienation and low self-concept were the most valid reasons for low achievement among Sioux Indians.[45] Being over-aged, the adolescent arrived in the elementary grades with problems of identity, alienation, and negative self-image. These problems manifested themselves in low academic achievement. Hobart mentioned that a negative self-concept and inadequate motivation were two of the main reasons for under-achievement among Eskimo groups in the Canadian Arctic.[46]

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[43] D. Binder, Relationship Among Self-Expectations, Self-Concept, and Academic Achievement, U.S., Educational Resources Information Center, ERIC Document ED 064 000, May 1970.

[44] W. Bass, An Analysis of the Academic Achievement of Indian High School Students in Federal and Public Schools.

[45] J. Bryde, New Approaches to Indian Education, U.S. Educational Resources Information Center, ERIC Document ED 015 818, December, 1968.

[46] C. Hobart, Report on Canadian Arctic Eskimo--Some Consequences of Residential Schooling, U.S. Educational Resources Information Center, ERIC Document ED 018 291, January, 1971.

Directing a study of the educational problems in the State of Alaska, Ray found poor attitudes to be the major obstacle to be overcome within any strategy designed to improve the level of academic achievement among the native population.[47] A commission on cross-cultural education for the same state considered attitudes to be such an important influence upon school achievement that it recommended efforts be directed at the development of a positive self-image. The need for the enhancement of student self-identity was continuously repeated.[48]

However, there have been studies whose findings do not support the contention that attitudes and school achievement are significantly related. Melville found that self-concept neither facilitated nor retarded the academic achievement of Navajo students.[49] Melville's reference to Dankworth's analysis of the educational achievement of Indian students revealed that, of the different variables studied, Dankworth did not find self-concept to be a good predictor

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[47] C. Ray, Alaskan Native Secondary School Dropouts: Alaskan Native Education Project Research Report (Juneau: University of Alaska, 1962), pp. 26-29.

[48] Commission on Cross-Cultural Education, Time for a Change in the Education of Alaskan Natives.

[49] R. Melville, What are the Factors which Retard or Enhance Educational Achievement of Navajo Students in Sevier School District?. Educational Resources Information Center, ERIC Document ED 042 526, May, 1970.

of the academic achievement of students in secondary schools.[50]

Summary

A large number of research studies emphasize the positive correlation that exists between student attitudes and actual school achievement. A student who achieves well in school will tend to have attitudes towards himself and education that are more positive than the attitudes of a student who doesn't perform at the same level.

There are other studies which do not support the contention that there is a significant relationship between the attitudinal variables and school achievement. A review of literature has indicated that there are studies which conclude that both sets of variables are not good predictors of each other.

It can be concluded that research findings relating to the correlation between attitudinal variables and school achievement are not totally consistent.

CHAPTER III

METHODOLOGY

I. THE SAMPLE

The sample consisted of sixty-seven Inuit students who were enrolled in the seventh, eighth, and ninth grades within two, all-grade schools situated in the coastal region of Northern Labrador. The two schools were the Amos Comenius Memorial School, Hopedale, and the Jens Haven Memorial School, Nain, Labrador. The schools had a total student population of 135 and 270 students, respectively. The sample consisted of thirty-eight males and twenty-nine females, and ranged in age from twelve to seventeen years. Twenty-nine students were enrolled in grade seven; sixteen students were enrolled in grade eight; and twenty-two students were enrolled in grade nine.

This particular sample was selected for a variety of reasons. The two schools were the only schools within the Labrador East Integrated School Board that enrolled a significant number of students who were Inuit in ethnic origin. In addition, the school board and the Labrador Inuit Association were very enthusiastic and cooperative regarding the author's research interests. Finally, the

author intended to return to the same region in order to attain additional teaching experience in a cross-cultural setting. The data obtained from this sample would have potential value for the author in terms of an approach towards the future education of the Labrador Inuit.

II. COLLECTION OF DATA

With the permission and cooperation of the school district superintendent, the principals and staff of each community school, and the Labrador Inuit Association, a questionnaire was administered to those students identified in the sample. Arrangements with the community schools took into consideration the length of time completing the questionnaire entailed, the school and teacher timetables, and student absences. The purpose of these considerations was to minimize the amount of disruption the author's research efforts would have upon the actual school routine.

The student questionnaire was administered to the sample during the first week of May, 1979. Approximately one-half of an instructional period, twenty-five minutes, was consumed during each of the six questionnaire sessions.

During the instructional period in which the student questionnaire was administered the author introduced himself within the context of the research he was engaged in. Establishing a rapport with the students was not difficult

since the author had been a school teacher and administrator within the same school district for four years. The author utilized this introductory session to review the directions for completing the questionnaire. An example of evaluating a concept on the attitude scale was demonstrated to each class to insure less confusion or error in completing the questionnaire. The actual number of students in each grade was small. This enhanced the author's opportunity to explain points and answer any questions which arose during the questionnaire sessions. The students at the grade seven level were the only subjects in the sample that required an explanation of what the concepts DISCIPLINE and EXAMINATION meant.

A basic data sheet was also utilized to obtain information from the schools' records and teachers' reports regarding student achievement. This data sheet consumed very little time during completion and proved to be a minimal disruption to the school routine.

III. THE INSTRUMENTS

Data for the study were collected by means of two instruments, a student questionnaire and a basic data sheet. These instruments were designed to obtain information about the students' attitudes, socio-economic status, and school achievement.

Student Questionnaire

The student questionnaire was designed to obtain some measure of the students' socio-economic status and the students' attitudes towards self and education (see Appendix A).

The first section of the questionnaire solicited background information from the students regarding their individual characteristics, such as their name, age, grade, and sex. This section also attempted to obtain some measure of the students' socio-economic status. The items which were considered to be indices of socio-economic status were parental education and occupation, house size, sibling breakdown, and family possessions. The questions directed at obtaining some measure of socio-economic status were examined by faculty members in Memorial University's Faculty of Education for clarity and consistency.

The second, and major, section of the student questionnaire attempted to measure the students' attitudes toward self and education. The questionnaire was based upon the semantic differential, an instrument developed by Osgood, Suci, and Tannenbaum as a method of measuring an individual's attitude towards objects, events, ideas, or situations.[1]

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[1] C.E. Osgood, G. Suci, and P. Tannenbaum, The Measurement of Meaning (Urbana: University of Illinois, 1957).

The semantic differential, as illustrated by Figure III, consists of a number of graphic rating scales which lie beneath and to the sides of the concept to be measured. The concept in Figure III is represented by the CAPITALIZED word located at the top of the rating scales, BOOKS. Each of the thirteen scales, which lie beneath the concept that is to be evaluated, consists of a pair of bipolar adjectives that are separated by seven steps. The seven steps are assigned a numerical value of one to seven for each scale. These seven steps represent the direction and intensity by which the polar adjectives differ. The unfavourable poles of the scales have the numerical value of one and the favourable poles have a numerical value of seven. The sum of all the scales rated under one particular concept constitutes the "attitude score" towards that concept.

Osgood and associates identified three major dimensions of the semantic differential: the evaluative dimension, the potency dimension, and the activity dimension. The scales which have a high loading factor on the evaluative dimension are: Good-Bad, Beautiful-Ugly, Kind-Cruel, Nice-Awful, Happy-Sad, Fair-Unfair, and Pleasant-Unpleasant. The scales which have a high loading factor on the potency dimension are: Strong-Weak, Heavy-Light, and Large-Small. The scales having the high loading factor on the activity dimension are: Active-Passive, Hot-Cold, and Fast-Slow.

BOOKS

	(7)	(6)	(5)	(4)	(3)	(2)	(1)	
Fair	___	___	___	___	___	___	___	Unfair
Beautiful	___	___	___	___	___	___	___	Ugly
Good	___	___	___	___	___	___	___	Bad
Kind	___	___	___	___	___	___	___	Cruel
Nice	___	___	___	___	___	___	___	Awful
Happy	___	___	___	___	___	___	___	Sad
Pleasant	___	___	___	___	___	___	___	Unpleasant
Fast	___	___	___	___	___	___	___	Slow
Active	___	___	___	___	___	___	___	Passive
Hot	___	___	___	___	___	___	___	Cold
Large	___	___	___	___	___	___	___	Small
Strong	___	___	___	___	___	___	___	Weak
Heavy	___	___	___	___	___	___	___	Light
	very close	quite close	slightly close	neutral	slightly close	quite close	very close	

FIGURE III. SEMANTIC DIFFERENTIAL

Note: For analysis purposes the midpoint on the attitude scale (7 x 4 = 28) is utilized as the separation point for high (positive) and low (negative) attitude scores.

The evaluative dimension of the semantic differential is considered to be a reliable measurement of attitude. The seven evaluative scales may range from a negative score of seven (7 x 1) to a positive score of forty-nine (7 x 7). The three potency and activity dimensions are included in the instrument to obscure the purpose of the measurement. In addition, the directions of the scales are reversed from one scale to the next so that the respondent doesn't simply check off a scale without some degree of thought. If the concept illustrated in Figure III was placed in a student questionnaire for measurement purposes the scales would be modified such that the first scale would run from a positive pole to a negative pole, and the next scale would run from a negative pole to a positive pole. This process was already completed for the concepts evaluated in this study.

For the purposes of this study, the students' attitudes towards the concepts SCHOOL, BOOKS, ENGLISH, ME, TEACHER, DISCIPLINE, EXAMINATION, READING, HOMEWORK, STUDYING, and LEARNING were measured by the semantic differential.

Basic Data Sheet

A data sheet was designed to obtain basic information regarding the students' school achievement (see Appendix B).

This data sheet utilized school and teacher reports to record the total grade averages, subjects failed, and social and emotional development rating for the first two

school terms. The school records enabled the author to obtain an indication of school achievement through the total grade averages and subjects failed. However, school records for one school did not give an indication of the students' social and emotional development rating. Therefore, it was impossible to utilize this variable an an indicator of school achievement.

The Semantic Differential as a Generalized Attitude Scale

Studies comparing the semantic differential to other attitude scales have supported the contention that the evaluative dimension of the semantic differential is a reliable index of attitude.

The semantic differential was compared to the Thurstone attitude scale for the concepts, THE NEGRO, THE CHURCH, and CAPITAL PUNISHMENT. The product-moment coefficient of correlation between the two sets of scores was .74, .81, and .82 for each concept. A second test of the two attitude scales produced a correlation of .76, .77, and .81 for the same three concepts. The test-retest reliability coefficients for both scales were calculated to be very high and equivalent. It was concluded that:

> . . . whatever the Thurstone scales measure, the evaluative factor of the semantic differential measures just about as well. Indeed, when the six validity coefficients are corrected for attenuation, each is raised to the order of .90 or better.[2]

[2] C.E. Osgood, Measurement of Meaning, p. 194.

The semantic differential was also compared to the Guttman method. By accident it had been discovered that a sample of farmers in the United States had been exposed to both the semantic differential and the Guttman method during attempts to measure their attitudes towards crop rotation. The rank-order correlation coefficient was found to be highly significant (rho = .78 with $p < .01$). It was observed that:

> . . . the Guttman scale and the evaluative scales of the semantic differential are measuring the same thing to a considerable degree.[3]

Test-retest reliability data have been provided by other research studies. Tannenbaum conducted a study in which six concepts, LABOR LEADERS, THE CHICAGO TRIBUNE, SENATOR ROBERT TAFT, LEGALIZED GAMBLING, ABSTRACT ART, and ACCELERATED COLLEGE PROGRAMS, were judged against six evaluative scales, Good-Bad, Fair-Unfair, Valuable-Worthless, Tasty-Distasteful, Clean-Dirty, and Pleasant-Unpleasant. The 135 subjects evaluated the concepts on two different occasions. The test-retest coefficients ranged from .87 to .93, with a mean r of .91.[4]

The Semantic Differential as a Measurement of Cross-Cultural Attitudes

There are findings which support the contention that the semantic differential is a valid and reliable method of

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[3] Ibid.

[4] Ibid., p. 192.

measuring the attitudes of subjects with a different cultural origin.

Clifton's research on the attitudes of Indians and non-Indians in Alberta contains an extensive review of literature supporting the use of the semantic differential in a cross-cultural setting.[5]

Kumata and Schram compared the attitudes of Korean and Japanese students to the attitudes of American students. There were two administrations of the semantic differential. The exchange students were administered the first test in their native language and the second test was administered in the English language. The comparative study revealed that there was significant agreement between both test scores.[6]

The efficiency of the semantic differential as an attitudinal scale for cross-cultural research was also demonstrated by Maclay and Ware. Utilizing the instrument to reflect cultural differences among samples of Hopi, Navaho, and Zuni people, the authors' predictions of similarities were confirmed by the results that were attained. The seven concepts that had been judged were: COYOTE, CORN, MEXICAN, FEMALE, MALE, HORSE, and RAIN.[7]

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[5]R. Clifton, "Attitudes of Indian and non-Indian Students" (Unpublished Master's Thesis, University of Alberta, 1971), pp. 115-117.

[6]Ibid., p. 44.

[7]Ibid., pp. 45-46.

Helpher and Garfield found a significant degree of correlation among scores resulting from the acculturation of Indian students from different tribes.[8] The correlation coefficient supported the validity of the attitudinal scale in cross-cultural situations.

[8] Ibid, p. 47.

CHAPTER IV

ANALYSIS OF DATA

I. INTRODUCTION

The analysis of data follows a framework suggested by the ten questions that were outlined in the statement of the problem, Chapter I, as the questions towards which the entire study would address itself. These questions are as follows:

1. What is the typical self-concept of the Inuit student?

2. What is the typical attitude of the Inuit student towards education?

3. What is the level of achievement of the Inuit student?

4. What is the typical socio-economic status of the Inuit student?

5. What is the relationship between self-concept and actual school achievement?

6. What is the relationship between attitude towards education and actual school achievement?

7. What is the relationship between socio-economic status and actual school achievement?

8. What is the relationship between self-concept and socio-economic status?

9. What is the relationship between attitude towards education and socio-economic status?

10. What is the relationship between self-concept and attitude towards education?

The Statistical Package for the Social Sciences, an integrated package of computer programs designed for the analysis of social science data, was utilized during the analysis stage of the study. The specific computer subprograms that were initiated on a computer were the FREQUENCIES, BREAKDOWN, and CROSSTABS PROGRAMS.

The first four questions that were outlined previously dictated that the first task of data analysis was to determine the basic distributional characteristics of each of the variables, self-concept, attitude towards education, socio-economic status, and actual school achievement. To analyze the distribution of each of the variables it was necessary to compute, at the nominal level of measurement, the descriptive statistics of the mean, median, standard deviation, variance, and frequency distribution. Similarly, bivariate frequency distributions provided a simple technique for examining the means and the variances of a criterion or dependent variable for various subgroups within the sample. For example, once the self-concept was described by a frequencies distribution for the total sample, the self-concept was broken down on the basis of grade and sex to investigate further the variable frequencies. Analysis of variance was utilized to determine if differences or trends were significant.

The next stage of data analysis was to investigate the sets of relationships among the variables. Each of the

remaining six questions was concerned with the degree of relationship between two variables. Consequently, it was necessary to compute a statistic that would help to summarize the bivariate relationship. The chi-square, (X^2) test of statistical significance was utilized to determine whether a systematic relationship existed between the two variables presented in each question. The chi-square is frequently applied to data comprised of paired observations on two nominal variables to find out whether the variables are independent of each other or are associated. The paired observations are entered in a bivariate frequency table, which is labelled a contingency table, and a chi-square statistic is computed. By itself, chi-square helps to decide whether variables are independent or not. It does not indicate how strongly they are related. A large chi-square implies that a systematic relationship of some type does exist between variables. Small values of chi-square are interpreted to indicate the absence of a systematic relationship. The CROSSTABS subprogram computed the exact value of chi-square for each of the bivariate relationships and the degrees of freedom associated with each chi-square value. The degrees of freedom is a statistic that is essential in helping to determine whether a chi-square value is significant or not.

Throughout the study the .01 level of confidence was utilized to test the significance of the calculated

values of chi-square. If a calculated value of chi-square was only significant at a level of confidence greater than .01 then it was assumed that there was no systematic relationship between the two variables.

II. WHAT IS THE TPYICAL SELF-CONCEPT OF THE INUIT STUDENT?

To measure the students' attitude towards self (self-concept) the semantic differential was utilized to measure the students' attitude towards the concept ME. The mean attitude score for the total sample was calculated to be 32.87 (see Table I). This score indicated that, on an attitudinal scale which has a midpoint of 28.00, the self-concept of the Inuit students fell between the midpoint and slightly positive points. The self-concept was not found to be low or strongly negative, as a vast number of studies in the review of literature suggested it would be.

A breakdown of the mean attitude score for various sub-populations within the sample revealed some interesting trends for student self-concept. A breakdown of mean attitude score by sex and grade indicated that, for each of the three grades, male students had a slightly more positive self-concept than the female students. The highest and lowest mean attitude scores for male students were 35.78 and 32.45, respectively (see Table II). However, the

TABLE I

MEAN ATTITUDE SCORE FOR THE TOTAL POPULATION

Concept	Mean Score	Standard Deviation	Variance
ME	32.87	4.71	22.15
SCHOOL	32.33	9.74	94.86
BOOKS	34.24	7.43	55.15
ENGLISH	35.37	6.65	44.21
TEACHER	34.55	8.59	73.83
DISCIPLINE	28.43	9.13	94.86
EXAMINATION	30.46	7.39	54.65
READING	36.03	6.49	42.06
HOMEWORK	26.75	10.04	100.53
STUDYING	28.76	8.79	72.00
LEARNING	38.03	5.78	33.39

highest and lowest mean attitude scores for female students were 32.98 and 31.00.

Whether the student was male or female, it appeared that the student's self-concept became less positive as one progressed from grade seven to grade nine (see Table II). Male students in the seventh grade registered an attitude score of 34.22. In the ninth grade male students registered a self-concept score of 32.45. For the female students in the seventh and ninth grades the mean attitude scores were 32.98 and 31.82, respectively. An analysis of variance by grade and sex for the criterion variable ME revealed that the differences between the means were not significant at the .01 level. Therefore, the trends in the self-concept score for the sex and grade subgroups were not significant (see Table III).

III. WHAT IS THE TYPICAL ATTITUDE OF THE INUIT STUDENT TOWARDS EDUCATION?

To obtain a measure of the students' attitude towards education, the semantic differential was utilized to measure the students' attitude towards the concepts: SCHOOL, BOOKS, ENGLISH, TEACHER, DISCIPLINE, EXAMINATION, READING, HOMEWORK, STUDYING, and LEARNING. These concepts were considered to be representative of the more general concept "education."

TABLE II

MEAN ATTITUDE SCORE BY SEX AND GRADE

Concept	MALE			FEMALE		
	Gr. 7	Gr. 8	Gr. 9	Gr. 7	Gr. 8	Gr. 9
ME	34.22 (5.31)*	35.78 (5.47)	32.45 (5.66)	32.98 (4.81)	31.00 (3.74)	31.82 (5.74)
SCHOOL	29.17 (11.33)	35.00 (7.95)	29.27 (10.76)	38.18 (12.27)	31.00 (4.95)	32.45 (7.19)
BOOKS	35.00 (9.30)	33.44 (8.41)	29.91 (6.33)	41.36 (4.90)	33.00 (3.42)	31.18 (7.25)
ENGLISH	34.61 (8.48)	34.22 (6.50)	34.36 (5.82)	39.45 (6.47)	36.00 (5.29)	36.91 (7.06)
TEACHER	31.89 (9.65)	36.55 (6.80)	33.73 (7.55)	36.27 (11.64)	38.00 (6.83)	34.36 (9.10)
DISCIPLINE	23.72 (9.65)	31.89 (8.65)	32.46 (9.01)	31.81 (9.58)	26.00 (7.79)	30.54 (10.04)
EXAMINATION	30.72 (7.65)	32.67 (7.83)	31.82 (6.54)	31.18 (6.54)	26.00 (7.94)	30.54 (8.17)
READING	33.83 (7.69)	35.00 (4.95)	32.45 (7.84)	40.73 (2.83)	35.00 (4.04)	39.45 (6.47)
HOMEWORK	25.67 (10.74)	29.55 (8.41)	29.09 (8.34)	29.27 (14.28)	24.99 (12.69)	26.73 (8.17)
STUDYING	32.28 (8.70)	29.55 (8.41)	23.55 (7.84)	30.55 (9.00)	24.99 (7.94)	26.73 (8.17)
LEARNING	36.94 (4.02)	37.33 (6.06)	40.09 (6.33)	39.45 (7.19)	38.00 (5.57)	36.27 (5.47)

*Standard deviations in parentheses

TABLE III

ANALYSES OF VARIANCE BY GRADE AND SEX

Concept	Source of Variation	Sum of Squares	df	Mean Square	F	Sig. of F
	Between grades	0.10	2	0.05	0.002	0.99
ME	Between sexes	87.03	1	87.03	4.10	0.05
	Interaction	81.59	2	40.80	1.92	0.16
	Between grades	88.71	2	44.35	0.49	0.62
SCHOOL	Between sexes	111.99	1	111.90	1.24	0.27
	Interaction	427.75	2	213.87	2.36	0.10
	Between grades	655.80	2	327.90	7.05	0.002
BOOKS	Between sexes	51.34	1	51.34	1.10	0.30
	Interaction	168.89	2	84.44	1.82	0.17
	Between grades	111.50	2	55.75	1.32	0.27
ENGLISH	Between sexes	78.51	1	78.51	1.86	0.18
	Interaction	141.69	2	70.85	1.68	0.20
	Between grades	138.79	2	69.39	0.94	0.40
TEACHER	Between sexes	116.84	1	116.84	1.58	0.21
	Interaction	61.27	2	30.64	0.42	0.66
	Between grades	180.30	2	90.15	1.17	0.32
DISCIPLINE	Between sexes	2.35	1	2.35	0.03	0.86
	Interaction	501.12	2	250.56	3.24	0.05

(cont'd.)

Table III (cont'd.)

Concept	Source of Variation	Sum of Squares	df	Mean Square	F	Sig. of F
EXAMINATION	Between grades	74.15	2	37.07	0.68	0.51
	Between sexes	95.42	1	95.42	1.74	0.19
	Interaction	159.73	2	79.86	1.46	0.24
READING	Between grades	53.75	2	26.88	0.74	0.48
	Between sexes	305.30	1	305.30	8.42	0.005
	Interaction	129.91	2	64.96	1.80	0.18
HOMEWORK	Between grades	148.52	2	74.26	0.74	0.48
	Between sexes	25.97	1	25.97	0.26	0.61
	Interaction	284.89	2	142.44	1.41	0.25
STUDYING	Between grades	402.66	2	201.33	2.95	0.06
	Between sexes	21.06	1	21.06	0.31	0.58
	Interaction	134.30	2	67.15	0.98	0.38
LEARNING	Between grades	5.06	2	2.53	.07	0.93
	Between sexes	0.81	1	0.81	.02	0.88
	Interaction	64.04	2	32.02	.92	0.41

Mean attitude scores for the ten concepts for the entire sample ranged from a low of 26.75 to a high of 38.03. As Table I indicates, the only three concepts that elicited an attitude score that was nearly equal to or less than the midpoint of 28.00 on the attitude scale were STUDYING, DISCIPLINE, and HOMEWORK. The remaining "education" concepts elicited attitude scores that were distinctively above the midpoint on the attitude scale. These high attitude scores may be classified as being positive. The three concepts that elicited the most positive scores were LEARNING, READING, and ENGLISH.

An analysis of the "education" concepts in terms of the sex and grade variables indicated trends that were opposite to those suggested for the concept ME (see Table II). The BREAKDOWN subprogram for the variable, sex, revealed that the attitude scores for female students were more positive than the attitude scores for male students on six of the ten concepts. Male students had a slightly more positive attitude score for the concepts LEARNING, STUDYING, HOMEWORK, and EXAMINATION. If the student was female and in the seventh grade the attitude scores were higher than the scores of a female student in the ninth grade. Trends in attitude scores for male students were not as distinctive. Male students in the seventh grade had a slightly more positive attitude score than did their grade nine counterparts for only five of the ten concepts. These

five concepts were: SCHOOL, ENGLISH, BOOKS, READING, and STUDYING. An anlysis of variance by sex and grade for the "education" concepts indicated that the differences between the mean scores for sex and grade subgroups were not significant at the .01 level of confidence.

The breakdown procedure for grade and sex still supported the contention that the students had a positive attitude towards education. Most of the concepts were registered above the midpoint on the attitude scale, regardless of grade or sex. The concepts STUDYING, LEARNING, and HOMEWORK elicited low scores in comparison to the remaining concepts.

IV. WHAT IS THE LEVEL OF ACHIEVEMENT OF THE INUIT STUDENT?

A descriptive analysis of the data relating to academic achievement revealed similarities with the research presented in the review of literature. A survey of school records and student report cards for the first two school terms indicated a high incidence of subject failure and low, total grade averages (see Tables IV and V). The prevalence of those characteristics of school performance lend support to the contention that the level of achievement of the Inuit student is low.

TABLE IV

SUBJECT FAILURE BY SEX AND GRADE

Number of Subjects Failed	Male Students			Female Students			
	Gr. 7	Gr. 8	Gr. 9	Gr. 7	Gr. 8	Gr. 9	
None	8	5	8	6	5	3	(35)
One	3	1	1	0	1	1	(7)
Two	1	1	0	3	1	2	(8)
Three	3	0	0	0	0	1	(4)
Four	0	1	0	2	0	2	(5)
Five	2	0	0	0	0	0	(2)
Six	0	0	0	0	0	1	(1)
Seven	0	1	1	0	0	0	(2)
Eight	0	0	0	0	0	0	(0)
Nine or more	1	0	1	0	0	1	(3)
TOTAL	18	9	11	11	7	11	67
	Mean = 1.71			Mean = 1.93			

TABLE V

TOTAL GRADE AVERAGE FOR TERM ONE AND TWO

Total Grade Average	Term One (Dec.)		Term Two (Apr.)	
	Frequency	Percentage	Frequency	Percentage
A or better	15	22	8	12
B	12	18	15	23
C	11	16	16	23
D	29	44	28	42
TOTAL	67	100	100	100
Mean = 58.18	Median = 60.25		Mean = 60.42	Median = 61.3
Std. Dev. = 25.06	Variance = 627.8		Std. Dev. = 17.77	Variance = 315.6

Subject Failure

Of the total sample surveyed, thirty-two students (47.8 percent) had failed in one or more subjects during the first two school terms. While 52 percent of the sample had not failed in any subjects, nearly 27 percent had failed in three or more subject areas. The mean number of subjects failed for the total population was calculated to be 1.80.

A breakdown of subject failure by sex and grade failed to reveal any significant trends. As many males as females were not successful in passing their school subjects--seventeen and fifteen, respectively. The mean number of subjects failed by both sexes were 1.71 and 1.93. Of the three grades surveyed in the study, grade seven students had the highest incidence of subject failure (51 percent), while the grade eight students had the lowest indicence of subject failure (38 percent). Nearly 50 percent of the students enrolled in grade nine had failed in one or more subjects.

Total Grade Average

An analysis of total grade averages for the school terms indicated that the number of students who performed at a high level of academic achievement was small.

During the first school term there were fifteen students (22 percent) who attained an A average in all of their subjects. However, nearly 44 percent of the sample

had an average of D or less. A similar trend was evident for the second school term, which ended in April. For the second school term, only eight students in the sample were able to attain an A average, as compared to the twenty-eight students (42 percent) who attained an average of D or less. The mean total grade average for the entire sample for both terms was fifty-eight and sixty, respectively.

A calculation of total grade averages for both school terms on the basis of sex indicated that the female students had a slightly higher average than did the male students, 60.8 and 58.1, respectively.

V. WHAT IS THE TYPICAL SOCIO-ECONOMIC STATUS OF THE INUIT STUDENT?

In social science research the most frequently utilized indices of socio-economic status tend to be parental education, parental occupation, family size, and the possession of certain material items. The findings of this study have produced a socio-economic profile of the Inuit student that is similar to the universal profile of native groups developed by the review of literature in Chapter II. The findings indicated that there was a tendency for the student to come from a family in which the level of parental education is very low; parental occupation is highly seasonal; family size is large; and the household lacks basic items.

It is suggested that most of the students belong to a similar socio-economic level, as the degree of socio-economic differentiation among the students was minimal.

Parental Education

Of the sixty-seven students included in the study, forty students (59.7 percent) reported that their fathers had never attended school. Responses indicated that only two students (3 percent) had a father who had either completed senior high school or university (see Table VI). None of the students indicated that their father had ever attended a trades or technical school. More than 90 percent of the sample had fathers with a grade eight level of education or less. The median level of educational attainment was calculated to be the 0.34 grade.

A low level of educational achievement was also reported for the students' mothers. Forty-eight students reported that their mothers had never attended school, while only two students were able to indicate that their mothers had successfully completed senior high school. No student was able to indicate that he had a mother who attended a post-secondary institution. As Table VI reveals, 94 percent of the students had reported that their mothers had a grade eight level of education or less. The median level of educational achievement for the mother, the 0.20 grade, was less than that of the father.

TABLE VI

PARENTAL EDUCATION

Level of Education Attained	FATHER		MOTHER	
	Frequency	Percentage	Frequency	Percentage
Never went to School	40	59.7	48	71.5
Grade One	2	3.0	0	0.0
Grade Two	0	0.0	0	0.0
Grade Three	1	1.5	1	1.5
Grade Four	1	1.5	1	1.5
Grade Five	7	10.5	2	3.0
Grade Six	0	0.0	4	6.0
Grade Seven	3	4.5	3	4.5
Grade Eight	8	12.0	4	6.0
Grade Nine	2	3.0	2	3.0
Grade Ten	0	0.0	0	0.0
Grade Eleven	1	1.5	2	3.0
Trades School	0	0.0	0	0.0
University	1	1.5	0	0.0
Mean = 2.75	Median = 0.34		Mean = 2.0	Median = 0.20
Std. Dev. = 3.85	Variance = 14.8		Std. Dev. = 3.39	Variance = 11.49

Parental Occupation

When requested to list the type of work that the mother and father were engaged in, a total of sixteen different occupations was mentioned by the students. Table VII reveals that the occupational list for the parents was not highly varied. Very few parents were involved in a type of work that dictated a high level of academic preparation. Most occupations reflected an unstable source of family income.

The most frequently mentioned category for the father was unemployed. Thirteen students (19.4 percent) reported that their fathers were not working. A large proportion of the students, 41.8 percent, indicated that their fathers were engaged in types of work that were highly seasonal in nature. These highly seasonal occupations were fishing, hunting/trapping, and carpentry. Fishing and carpentry were the most frequently mentioned occupations within the highly seasonal category, 22 percent and 10 percent, respectively.

A small proportion of fathers were engaged in full-time employment. Employment of a full-time nature was limited to such service institutions as the community school, hydro-service plant, government retail store, and the community council. Only sixteen students (24 percent) indicated that their fathers were employed in an occupation that reflected a stable source of income within the community.

TABLE VII

PARENTAL OCCUPATION

Occupation	FATHER Frequency	FATHER Percentage	MOTHER Frequency	MOTHER Percentage
Teacher	2	3.0	0	0.0
Teacher aide	1	1.5	3	4.5
Store manager	1	1.5	0	0.0
Store clerk	2	3.0	2	3.0
Hydro worker	6	9.0	0	0.0
Municipal worker	2	3.0	1	1.5
Janitorial worker	2	3.0	2	3.0
Fisherman	15	22.2	7	10.5
Carpenter	7	10.4	0	0.0
Hunter/Trapper	6	9.0	0	0.0
Craftworker	0	0.0	6	9.0
Housewife	0	0.0	43	62.4
Unemployed	13	19.4	0	0.0
Deceased	5	7.5	3	4.5
Unknown	5	7.5	0	0.0
TOTAL	67	100.0	67	100.0

In reference to the occupation of the mother, most students, 65 percent, replied that their mothers were engaged in housework. In fact, only eleven students mentioned that their mothers were employed on a full-time basis. Table VII reveals that most mothers were either housewives or workers of a highly seasonal character. A significant number of mothers were connected with the fishing industry in some manner. The only occupation that reflected a stable source of employment for those mothers who were working was that of a teacher's aide.

Family Size

An analysis of the data indicates that, for a large number of the students, it was most likely that the student had more than one brother and sister in the family; had brothers and sisters who were still attending school; did not have a brother and sister who successfully completed grade eleven; and had a brother or sister who had dropped out of school before completing grade eleven.

As Table VIII indicates, the total number of children in the families of the sixty-seven students was calculated to be 347. This is inclusive of the students who completed the questionnaire. The mean number of children per family was 5.2. Only two families of one child and one family of twelve children were reported. The most frequently reported family size was a family of four children.

TABLE VIII

SIBLING BREAKDOWN

Family Size	Number of Families	Total Children	Too Young	Attending School	Finished School	Dropped Out of School
1	2	2	0	2	0	0
2	3	6	0	5	0	1
3	12	36	5	27	1	3
4	15	60	0	47	6	7
5	11	55	1	36	3	15
6	6	36	2	25	0	9
7	4	28	1	20	0	7
8	7	56	0	38	4	14
9	4	36	2	14	5	15
10	2	20	3	13	1	3
11	0	0	0	0	0	0
12	1	12	2	6	0	4
TOTAL	67	347	16	233	20	78
PERCENTAGE			5	67	6	22

Of the total number of children, the largest percentage were still attending school. While only 6 percent of the total had successfully completed grade eleven, 22 percent of the children had dropped out of school before graduation. An analysis of the "dropped out" column revealed that the number of children who dropped out of school increased as one progressed beyond a family of four children. In fact, families of five or more children accounted for approximately 70 percent of the total number of children and they accounted for approximately 86 percent of the total number of dropouts. The largest number of dropouts were reported to be from families of five, eight, and nine children. These statistics help support the general body of literature on under-achievement, which contends that family size is related to the tendency to drop out of school.

Family Possessions

While the median number of children per family was calculated to be 6.3, the median number of rooms per household was 2.7. Almost 70 percent of the students indicated that there were three rooms or less in the homes of their parents. If the study had taken parents or relatives into consideration during the analysis of the number of rooms in the home there would have been strong indications of overcrowded living conditions.

Findings also support the contention that there was a lack of basic possessions in the homes of the students. The percentage of students who reported that their parents did not own a telephone, refrigerator, or a snowmobile were 58 percent, 62 percent, and 67 percent, respectively. These items were popular household items for the entire community, but were clearly lacking in the homes of the Inuit students.

VI. WHAT IS THE RELATIONSHIP BETWEEN SELF-CONCEPT AND ACTUAL SCHOOL ACHIEVEMENT?

The chi-square test of statistical significance indicated that there was no systematic relationship between the students' self-concept and actual school achievement. The value of chi-square (X^2) that was calculated for the concept ME and subject failure was 3.26, and the calculated value of chi-square for the concept ME and total grade average was 3.96. Both values were less than the values of X^2 required for significance at the .01 level--9.21 and 16.81, respectively. This is support enough to accept the independence of the variables self-concept (ME) and actual school achievement (subject failure and total grade average) (see Table IX).

TABLE IX

ANALYSIS OF ATTITUDINAL VARIABLES
CHI SQUARE TEST (X^2)

Attitudinal Variable	Subjects Failed			Total Grade Average		
	x^2	df	Sig.	x^2	df	Sig.
ME	3.26	2	.20	3.96	6	.68
SCHOOL	0.75	2	.69	3.95	6	.68
BOOKS	0.63	2	.73	3.45	6	.75
ENGLISH	0.09	2	.95	4.27	6	.64
TEACHER	1.00	2	.61	7.42	6	.28
DISCIPLINE	0.82	2	.66	6.50	6	.37
EXAMINATION	1.15	2	.56	8.87	6	.18
READING	1.62	2	.45	10.88	6	.09
HOMEWORK	1.62	2	.45	5.60	6	.47
STUDYING	5.08	2	.08	7.71	6	.26
LEARNING	0.86	2	.65	5.07	6	.53
EXPECTATION	8.15	2	.08	15.21	6	.23

VII. WHAT IS THE RELATIONSHIP BETWEEN ATTITUDE TOWARDS EDUCATION AND ACTUAL SCHOOL ACHIEVEMENT?

An analysis of Table IX also supports the contention that there is no significant relationship between the students' attitude towards education and actual school achievement. The calculated values of chi-square for each of the ten "education" concepts and students' expectations, in relation to subject failure, were not equal to, or greater than, the required values of chi-square reported on a critical values table for two degrees of freedom, 9.21.

Similar findings were evident during an analysis of the relationship between the education concepts and students' expectations and total grade average. The application of the chi-square test to test the relationship between student attitudes and total grade average failed to support the hypothesis of a significant relationship. The values of chi-square that were obtained through the computer program were less than the critical values required for significance, 16.81. The high significance levels indicate that the calculated values of chi-square could be due to chance rather than any other factor.

VIII. WHAT IS THE RELATIONSHIP BETWEEN SOCIO-ECONOMIC STATUS AND ACTUAL SCHOOL ACHIEVEMENT?

The application of the chi-square test of independence between the predictors of socio-economic status and

the predictors of school achievement revealed that the relationship between both sets of variables needed to be qualified.

Table X indicates that only three of the eight socio-economic predictors were significantly related to an indicator of school achievement. The three socio-economic predictors that were related to total grade average were father's education, father's occupation, and mother's occupation. A chi-square value of 29.9 for the variables father's education and total grade average was significant at the .0004 level of significance. This value suggested that a systematic relationship existed between both variables. Students who had fathers with a primary level of education tended to have a total grade average of D, or less than D, for the first two school terms. Those students who achieved an A or B average in school most likely had a father with a junior or senior high school level of education. A student's average was low when the father's education was low.

The occupation of the father was found to be significantly related to both measures of actual school achievement, subjects failed and total grade average, at the .009 and .01 levels of significance, respectively. An analysis of the contingency tables for both sets of variables disclosed that students who had a father with a highly seasonal occupation tended to have a high level of subject

TABLE X

ANALYSIS OF SOCIO-ECONOMIC VARIABLES
CHI SQUARE (X^2)

Socio-Economic Variable	Subjects Failed			Total Grade Average		
	X^2	df	Sig.	X^2	df	Sig.
Father's education	6.79	3	0.07	29.9	9	0.0004
Mother's education	4.89	3	0.18	12.64	9	0.19
Father's occupation	9.53	2	0.009	15.63	6	0.01
Mother's occupation	5.42	2	0.06	15.21	6	0.01
Rooms in the home	7.26	5	0.20	12.67	15	0.62
Family possessions						
Snowmobile	0.06	1	0.81	3.38	3	0.34
Refrigerator	2.88	3	0.41	1.03	1	0.31
Telephone	3.56	3	0.31	0.33	1	0.57

failure. The students who had a father with a full-time occupation tended to have a record of low subject failure, less than three subjects for the two school terms. Those students who achieved an A or B average usually had fathers who were employed on a full-time basis. However, those students who had a father engaged in highly seasonal work, or was unemployed, tended to have a C or D grade average in school.

The third socio-economic predictor which was related in a significant pattern to the achievement predictor, total grade average, was the occupation of the mother. These variables were dependent at the .01 level of significance (see Table X). Students with a D average or less for school achievement tended to have a mother who was not employed in work other than being a housewife. Those students with an average of B, or higher, most likely had a mother who was employed on a full-time basis.

IX. WHAT IS THE RELATIONSHIP BETWEEN SELF-CONCEPT AND SOCIO-ECONOMIC STATUS?

Statistical analysis supported the contention that there was no significant relationship between the concept ME and the predictors of socio-economic status. The calculated values of chi-square were less than the values of chi-square that were required for the appropriate degrees

of freedom, at the .01 level of significance. Thus, it was possible to explain the calculated values of chi-square by sampling fluctuations alone. Table XI indicates that an analysis of the variable ME in relation to parental education and parental occupation resulted in calculated values of chi-square at high levels of significance. The same findings supported the contention that there was no significant relationship between the concept ME and the socio-economic predictors house size and family possessions.

It was concluded that there was no significant relationship between self-concept and socio-economic status.

X. WHAT IS THE RELATIONSHIP BETWEEN ATTITUDE TOWARDS EDUCATION AND SOCIO-ECONOMIC STATUS?

Of the ten concepts considered representative of the more general concept education, only one concept, EXAMINATION, was significantly related to a predictor of socio-economic status. That socio-economic predictor was the mother's occupation (see Table XI). The critical value of chi-square was 13.28. The value of chi-square that was calculated at the .0006 level of significance was 19.74.

A contingency table for the two variables revealed that students who had a mother engaged in highly seasonal work, or had a mother who was not employed whatsoever, had a positive attitude towards the concept EXAMINATION. It is

TABLE XI

ANALYSIS OF ATTITUDINAL VARIABLE
CHI SQUARE (X^2)

Attitudinal Variable	Father's Education			Mother's Education			Father's Occupation			Mother's Occupation		
	X^2	df	Sig.	X^2	df	Sig.	X^2	df	Sig.	X^2	df	Sig.
ME	4.11	6	.66	4.55	6	.60	4.26	4	.37	2.44	4	.62
SCHOOL	3.99	6	.68	5.57	6	.47	5.75	4	.22	3.09	4	.54
BOOKS	2.89	6	.82	6.28	6	.39	4.05	4	.39	2.64	4	.62
ENGLISH	14.25	6	.03	9.99	6	.13	6.86	4	.14	3.97	4	.41
TEACHER	3.82	6	.70	5.42	6	.49	5.07	4	.28	6.22	4	.18
DISCIPLINE	4.21	6	.65	1.72	6	.94	9.77	4	.22	11.40	4	.02
EXAMINATION	3.09	6	.80	4.39	6	.62	0.67	4	.96	19.74	4	.0006
READING	2.66	6	.85	3.13	6	.79	2.15	4	.71	1.74	4	.79
HOMEWORK	4.34	6	.63	3.05	6	.80	3.50	4	.48	6.69	4	.15
STUDYING	2.38	6	.88	2.55	6	.86	0.85	4	.93	0.72	4	.95
LEARNING	1.51	6	.96	3.82	6	.70	2.85	4	.59	2.39	4	.66
EXPECTATION	7.44	6	.28	6.27	6	.24	5.20	4	.16	3.36	4	.50

probable that this result is due to chance.

The low calculated values of chi-square for the remaining education concepts and socio-economic predictors supported the contention that there was no significant relationship between attitude towards education and socio-economic status. Both variables are considered to be independent of each other.

XI. WHAT IS THE RELATIONSHIP BETWEEN SELF-CONCEPT AND ATTITUDE TOWARDS EDUCATION?

Table XII indicates that there is no systematic relationship between the two variables self-concept and attitude towards education. The calculated values of chi-square for four degrees of freedom failed to equal, or exceed, the required critical value of 13.28. Since the calculated chi-square values could be explained by sampling fluctuations alone, it was concluded that both variables were independent of each other.

XII. DISCUSSION OF THE ANALYSIS OF DATA

The Inuit students included in this study have a socio-economic and academic profile that is very consistent with the universal profile of the native student developed in the review of literature. The students are low achievers

TABLE XII

ANALYSIS OF ATTITUDE TOWARDS EDUCATION VARIABLE
CHI-SQUARE TEST (X^2)

Attitude Towards Education Variable	X^2	ME df	Sig.
SCHOOL	.34	4	.25
BOOKS	2.04	4	.73
ENGLISH	4.79	4	.31
TEACHER	3.66	4	.45
DISCIPLINE	4.84	4	.30
EXAMINATION	1.20	4	.88
READING	7.49	4	.11
HOMEWORK	5.11	4	.28
STUDYING	3.57	4	.47
LEARNING	2.41	4	.66
EXPECTATION	7.47	4	.49

in school, with high subject failure and low total grade averages prevalent. Most of the students also had a very low socio-economic background. It must be noted that this socio-economic and academic profile is characteristic of the eventual school dropout. The prevalence of such characteristics among the student sample suggests that a significant number of the students will fail to achieve a high school level of education.

Literature relating to student under-achievement suggests that low self-concept and low attitudes are also predictors of an eventual school dropout. These attributes have been frequently mentioned as being the major reason why the majority of native students in North America eventually decide to leave school before graduating. However, an analysis of the data for this study has revealed that the self-concepts and attitudes of the Inuit students were not negative. A positive self-concept and attitude towards education were evident among the students, even though their actual school achievement and socio-economic status were low. One plausible explanation for this discrepancy is that scholastic achievement is not an important factor in the overall thinking of the Inuit students. The Inuit student may view school achievement as a separate activity, which is not an integral component of family or community life. With education being of little value to the Inuit student, there is less tendency for the student

to develop a feeling of failure, and consequent inferiority, because he is performing at a low level in school. Consequently, school achievement does not influence self-concept and attitude towards education. In addition, the student's self-concept appears to be independent of his attitude towards education. Therefore, the value which scholastic achievement and education has for the Inuit culture is a possible explanation for the apparent lack of significant relationships among the variables self-concept, attitude towards education, and actual school achievement.

It has been contended that self-concept and attitudes are the result of the socio-economic position, and subsequent interaction, that native peoples encounter with the remaining members of Canadian society, who constitute the dominant culture. The students' self-concept and attitudes are related to the group (family, socio-economic, ethnic) against which an individual is likely to compare himself. However, in the case of the Inuit students, who live in isolated, coastal communities in Northern Labrador, the degree of interaction with the dominant white culture is minimal. Most of the people in each community have, basically, the same level of educational achievement and socio-economic status. Consequently, Inuit children are likely to attend school with, and interact with, children who are also low achievers and of the same socio-economic status.

Since the students' self-concept and attitudes are based upon an interaction and comparison with other students whose characteristics are similar, there is less tendency for the students to develop negative self-concepts or attitudes. With the degree of socio-economic and academic differentiation minimal, the constant reminder of being from a low socio-economic background, or being a low achiever in school, isn't as great as it would be if the Inuit student lived in a more southerly, urbanized region of Canada. If that situation existed, the Inuit student would have to interact with a group of people whose level of achievement and socio-economic status was more distinctive. The consequent feelings of inferiority, which would result from the constant comparison with more successful students, would lead to the development of low self-concept and low attitude towards education. However, the absence of models of socio-economic and academic success in each community results in students developing attitudes that are not strongly negative.

Another plausible explanation for the lack of strongly negative self-concepts and attitudes among the students surveyed is the cultural bias mentioned in the limitations of this study. The author's experiences with the Inuit people in the two communities selected for the study revealed a strong tendency for Inuit people to refrain from revealing their true feelings. There appeared to be an avoidance of the type of behavior in which an individual

complained, criticized, or exhibited strong emotion over an issue or situation. To do otherwise would seem to be an embarrassment. Instead of the students responding in a true manner to the student questionnaire, they may have responded in a manner that they felt was acceptable or expected of them. This may be a possible explanation for the absence of negative attitudes.

Of the ten "education" concepts evaluated by the semantic differential, the three concepts that elicited the least favorable response from the students were HOMEWORK, STUDYING, and DISCIPLINE. It is recognized that homework and studying are aspects of the educational process which involve the student working at home in order to complete the tasks that are assigned in school. However, for many Inuit students the home environment is not conducive to homework or studying activities. Living in an over-crowded house, in which parental education and occupation are low and basic possessions are lacking, most students develop a less than positive attitude towards doing homework or studying.

The third concept that elicited a less positive attitude score was the concept DISCIPLINE. The low rating of this concept in comparison to the other education concepts may be explained by reference to an Inuit cultural trait. It is characteristic of Inuit people to indulge their children because the survival rate of their children in the

past was very low. Many new-born children failed to survive the rigors of the northern environment. Therefore, those children who survived were regarded as valuable members of the family and community. The type of discipline the Inuit child is exposed to in the home and community is different from that found in the school. The children who attend school are exposed to a type of discipline that is more rigidly and frequently demonstrated. As a result, discipline associated with the educational system would tend, perhaps, to develop a less positive attitude.

The three concepts that elicited the most favorable response from the students were ENGLISH, LEARNING, and READING. It must be noted that English is the language of instruction in school. By word and action, it has been imprinted upon the student's mind as the language of the dominant culture that is to be mastered in school. Like the concept ENGLISH, LEARNING and READING are associative of the success that is possible within school and within the greater Canadian society. To master the processes that each of the three concepts represents is an objective which the Inuit child may have learned. The favorable attitude towards all three concepts may also have been the result of learned behavior.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY OF THE STUDY

Restatement of the Problem

The purpose of this study was to measure the attitudes, socio-economic status, and achievement of Inuit students and to determine the relationship among these three variables. By obtaining a measure of each variable, as well as the type of relationship that existed among those variables, the study attempted to develop a profile of the Inuit student in the Labrador region of the province of Newfoundland. An investigation of the type of relationship among the students' self-concept, attitude towards education, socio-economic status, and actual school achievement was directed at obtaining a measure of the degree of independence among these variables.

The Sample

The study sample consisted of sixty-seven Inuit students enrolled in the seventh, eighth, and ninth grades within two all-grade schools. The two schools are located in the isolated, coastal region of Northern Labrador, and

are under the educational jurisdiction of the Labrador East Integrated School Board. The Inuit students were both male and female, and ranged in age from twelve to seventeen years. Twenty-nine students were enrolled in grade seven; sixteen students were enrolled in grade eight; and twenty-two students were enrolled in grade nine.

The Instruments

Data relating to the students' attitudes, socio-economic status, and actual school achievement were obtained by means of two instruments--a student questionnaire and a basic data sheet.

The first section of the student questionnaire elicited background information regarding the socio-economic indicators parental education, parental occupation, family size, and family possessions. One question within this section of the student questionnaire attempted to obtain an indication of attitude towards education by asking students to report the grade level they each expected to achieve.

The final section of the student questionnaire was an attitude scale whose purpose was to measure the students' attitude towards self (self-concept) and education. A measure of self-concept was obtained through the utilization of the semantic differential for the concept ME. A measure of the students' attitude towards education was obtained

through the utilization of the semantic differential for the concepts SCHOOL, BOOKS, ENGLISH, TEACHER, DISCIPLINE, EXAMINATION, READING, HOMEWORK, STUDYING, and LEARNING.

A basic data sheet recorded the students' total grade average and subjects failed for the first two school terms. These variables were considered to be indicative of school achievement.

The questionnaire was administered to the six classes of students during the first week of May, 1979. Each of the questionnaire sessions involved one-half of an instructional period, twenty-five minutes.

Once the data were collected, coded, and prepared for computer analysis, general frequency statistics of the mean, median, standard deviation, and variance were computed to provide a description of the variables defined. The second stage of the computer analysis involved the calculation of a chi-square (X^2) statistic. This statistic provided an indication of the type of relationship that existed among the variables.

Main Findings

The main findings of the study were as follows:

1. On the attitude scale which has a mid-point of 28.00, the mean attitude score for self-concept for the total sample was calculated to be 32.87. The differences in mean attitude scores for the sex and grade sub-populations were not significant at the .01 level.

2. On the attitude scale which has a mid-point of 28.00, the mean attitude score for attitude towards education for the total sample ranged from a low score of 27.75 for the concept HOMEWORK to a high of 38.03 for the concept LEARNING. The three concepts which received the most positive attitude scores were LEARNING (38.03), ENGLISH (35.37), and READING (36.03). The three concepts which received the least positive attitude scores were DISCIPLINE (28.43), STUDYING (28.76), and HOMEWORK (26.75). The differences in mean attitude scores for the sex and grade sub-populations were not significant at the .01 level.

3. Student achievement was characterized by a prevalence of subject failure and low total grade average. Forty-eight percent of the students had failed in one or more subjects during the first two school terms. The mean total grade average for the student sample was fifty-eight for the first school term and sixty for the second school term. Almost 45 percent of the sample achieved an average of D or less for the same two terms.

4. Socio-economic status was characterized by a low level of parental education, highly seasonal parental occupation, large family size, and a lack of family possessions.

5. There was no significant correlation between self-concept and subjects failed or between self-concept and total grade average.

6. There was no significant correlation between attitude towards education and subjects failed or between attitude towards education and total grade average.

7. There was significant correlation between the socio-economic indicators, father's education, father's occupation, and mother's occupation, and the school achievement indicator, total grade average. In addition, there was a significant correlation between the variables father's occupation and subjects failed.

8. There was no significant correlation between self-concept and the indicators of socio-economic status.

9. There was no significant correlation between attitude towards education and the indicators of socio-economic status.

10. There was no significant correlation between self-concept and attitude towards education.

II. CONCLUSIONS

The following conclusions are derived from the findings and discussion presented in the study:

1. Educational achievement among the Inuit people in Labrador is very low.

2. The socio-economic status of the Inuit student in Labrador is low. Therefore, low socio-economic status may be a major obstacle to educational achievement among these students.

3. The attitudes of Inuit students towards self and education are not negative. Therefore, negative self-concept and negative attitudes towards education may not be a major obstacle to educational achievement among these students.

4. If the Inuit student does not have a negative self-concept or attitude towards education in the face of poor academic achievement and low socio-economic status it may be concluded that he has made only a tentative and weak commitment to the values of the educational system and the "white culture" it represents.

5. The factors which depress school achievement are complex. School achievement depends upon the combination of influences

in the family, school, and local community.

6. A significant number of the students included in this study are likely to fail to achieve a high school level of education.

III. RECOMMENDATIONS

It is fully recognized that the educational pattern of a school, together with the nature of social services provided for individual students, must reflect the individualized concerns and needs of the geographical area served. Therefore, the following recommendations should be considered as suggestions which might be used in dealing with the problem of low achievement.

Recommendations for the Educational System

1. It is recommended that participants within the educational system (parents, teachers, administrators) establish in a deliberate and cooperative manner a philosophy and system of Inuit education that will encompass such goals as:

   A. Educating the schools and local committees to the idea of community schools, serving the needs and interests of the local people over and above the daily education of the child.

   B. Educating parents to be more concerned and involved with the schools, including more active membership on the school board.

   C. Encouraging teachers to attain more knowledge of Inuit history and

culture, and contemporary life styles.

C. Encouraging native teachers and resource people to assume greater responsibility for the education of the Inuit child.

It is essential that the concepts of deliberateness, cooperation, and local needs and interests be constantly considered during all stages of the process of establishing an Inuit philosophy and system of education.

2. It is recommended that each school re-examine curricula and counselling services in reference to the identified needs and problems of the potential Inuit dropout in Labrador.

3. It is recommended that procedures be developed within each school to ensure that all students in the fifteen and sixteen years of age range are fully informed about the difficulties and problems a school dropout may have to confront.

4. It is recommended that educational personnel avoid the practice of quickly accepting the popularized theory that the single, and major, obstacle to the educational achievement of the Inuit child is attitudinal in nature.

5. It is recommended that educational personnel assume a more active and responsible role for improving the socio-economic situation of the Inuit home and community. This will entail a more political relationship with those agencies and individuals within the community and province that have the potential for the improvement of the socio-economic status of the Inuit community such as adult education, social services, community development worker, and the local native association.

Recommendations for Further Research

1. In order to increase the generalizability of this investigation, the study should be

repeated under modified conditions. The sample should be expanded to include a greater number of students from a larger age and grade range.

2. Further research should be undertaken to determine the causes of low achievement among the Inuit students in Labrador. Such research should focus upon the following questions:

A. In what manner do Inuit attitudes vary with age and grade changes, and school experiences?

B. What are the attitudes of Inuit students towards specific areas of the curriculum in relation to actual school performance?

C. What are the attitudes of Inuit students towards their teachers in relation to such teacher variables as sex, age, qualifications, and attitudes?

D. What is the relationship between teacher qualification and student performance?

E. What is the attitude of the student who is still attending school in comparison to the student who has dropped out of school?

F. What are the most frequently quoted reasons for dropping out of school?

G. What is the relationship between parental attitude and student achievement?

3. Research should be undertaken to identify the degree of interaction between Inuit students and members of the dominant culture, and the relationship it has to student attitudes and actual school performance.

4. For comparative purposes, similar research should be initiated for a sample of non-native students living in an isolated community in Labrador.

5. Any further research that is initiated among the Inuit people in Labrador should involve native field workers. This will eliminate, to a degree, some of the limitations evident when research is conducted solely by a non-native researcher.

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APPENDIX A

STUDENT QUESTIONNAIRE

The following questions have been designed to obtain background information about you and your family. All the information you write down will remain secret--no one will be told what you have written and your name will never be mentioned. The information you give will be an important part of the research that the author is presently engaged in. Therefore, would you please answer the questions as correctly as possible.

EXAMPLE: Do you like partridge hunting? Yes

Read each question carefully. If there is a question that you are not sure about, please ask for an explanation of that question.

1. What is your name? _____

2. What is your sex? _____

3. How old are you? _____

4. What grade are you in? _____

5. What are you?
   a. Canadian Indian
   b. Canadian Inuit
   c. English
   d. French
   e. Other

6. How many of your brothers and sisters are too young to attend school? _____

7. How many of your brothers and sisters are presently attending school? _____

8. How many of your brothers and sisters have completed Grade Eleven? _____

9. How many of your brothers and sisters have dropped out of school before completing Grade Eleven? _____

10. How many of your brothers and sisters are no longer living? _____

TURN OVER

11. What was the highest grade your father completed in school? _____

12. What was the highest grade your mother completed in school? _____

13. What type of work does your father do?

_____

14. What type of work does your mother do, besides being a housewife? _____

15. How many rooms are in your parents' house? Do not count the kitchen, bathroom, or porch.

_____

16. Do your parents have a telephone in their house?

_____

17. Do your parents have a refrigerator in their house?

_____

18. Do your parents own a skidoo (snowmobile)?

_____

19. What is the highest level of education you expect to achieve?

a. Grade Seven
b. Grade Eight
c. Grade Nine
d. Grade Ten
e. Grade Eleven
f. University
g. Trades or Technical School

TURN OVER

PART B

DIRECTIONS

In the following pages you will be asked to judge what certain words mean to you. Since different words mean different things to different people, please judge each work as it has meaning to YOU, not others.

On each page there are TWO CAPITALIZED words--one at the top of the page and one at the center of the page. Beneath and to the sides of each CAPITALIZED word there are groups of other words called scales. You are asked to rate each CAPITALIZED word on each of the thirteen scales below, that word by placing a check-mark on one of the seven spaces between the words on both ends of each scale.

Here is an example of how these words are to be rated.

If you feel that the CAPITALIZED word is very closely related to one or the other end of the scale, you should place your check-mark (X) as follows:

Good X : ___ : ___ : ___ : ___ : ___ : ___ Bad

OR

Good ___ : ___ : ___ : ___ : ___ : ___ : X Bad

If you feel that the CAPITALIZED word is quite closely related to one end of the scale or the other end (but not extremely), you should place your check-mark as follows.

Cold ___ : X : ___ : ___ : ___ : ___ : ___ Hot

OR

Cold ___ : ___ : ___ : ___ : ___ : X : ___ Hot

If the CAPITALIZED word seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

Rich ___ : ___ : ___ : ___ : ___ : ___ : ___ Poor

OR

Rich ___ : ___ : ___ : ___ : ___ : ___ : ___ Poor

If you consider the CAPITALIZED word to be neutral on the scale, or if the scale is completely unrelated to the CAPITALIZED word, then you should place the check-mark in the middle space:

Safe ___ : ___ : ___ : X : ___ : ___ : ___ Dangerous

IMPORTANT: (1) Place your check-mark in the middle of the line, now between the lines.

This	Not this
___ : X : ___ : ___ : ___ : ___	:X___

(2) Be sure to check every scale for every CAPITALIZED word--do not leave any scales not marked.

(3) Place only one check-mark on each scale.

EXAMPLE:

SNOW

a.	Fair	___	___	___	___	___	___	___	Unfair
b.	Good	___	___	___	___	___	___	___	Bad
c.	Kind	___	___	___	___	___	___	___	Cruel
d.	Nice	___	___	___	___	___	___	___	Awful
e.	Beautiful	___	___	___	___	___	___	___	Ugly
f.	Happy	___	___	___	___	___	___	___	Sad
g.	Pleasant	___	___	___	___	___	___	___	Unpleasant
h.	Fast	___	___	___	___	___	___	___	Slow
i.	Hot	___	___	___	___	___	___	___	Cold
j.	Active	___	___	___	___	___	___	___	Passive
k.	Large	___	___	___	___	___	___	___	Small
l.	Strong	___	___	___	___	___	___	___	Weak
m.	Heavy	___	___	___	___	___	___	___	Light

READING

Good	___	___	___	___	___	___	___	Bad
Ugly	___	___	___	___	___	___	___	Beautiful
Large	___	___	___	___	___	___	___	Small
Cruel	___	___	___	___	___	___	___	Kind
Slow	___	___	___	___	___	___	___	Fast
Pleasant	___	___	___	___	___	___	___	Unpleasant
Weak	___	___	___	___	___	___	___	Strong
Nice	___	___	___	___	___	___	___	Awful
Active	___	___	___	___	___	___	___	Passive
Happy	___	___	___	___	___	___	___	Sad
Heavy	___	___	___	___	___	___	___	Light
Cold	___	___	___	___	___	___	___	Hot
Fair	___	___	___	___	___	___	___	Unfair

HOMEWORK

Fair	___	___	___	___	___	___	___	Unfair
Cold	___	___	___	___	___	___	___	Hot
Heavy	___	___	___	___	___	___	___	Light
Happy	___	___	___	___	___	___	___	Sad
Active	___	___	___	___	___	___	___	Passive
Nice	___	___	___	___	___	___	___	Awful
Weak	___	___	___	___	___	___	___	Strong
Pleasant	___	___	___	___	___	___	___	Unpleasant
Slow	___	___	___	___	___	___	___	Fast
Cruel	___	___	___	___	___	___	___	Kind
Large	___	___	___	___	___	___	___	Small
Ugly	___	___	___	___	___	___	___	Beautiful
Good	___	___	___	___	___	___	___	Bad

ENGLISH (the language)

Good	___	___	___	___	___	___	___	Bad
Ugly	___	___	___	___	___	___	___	Beautiful
Large	___	___	___	___	___	___	___	Small
Cruel	___	___	___	___	___	___	___	Kind
Slow	___	___	___	___	___	___	___	Fast
Pleasant	___	___	___	___	___	___	___	Unpleasant
Weak	___	___	___	___	___	___	___	Strong
Nice	___	___	___	___	___	___	___	Awful
Active	___	___	___	___	___	___	___	Passive
Happy	___	___	___	___	___	___	___	Sad
Heavy	___	___	___	___	___	___	___	Light
Cold	___	___	___	___	___	___	___	Hot
Fair	___	___	___	___	___	___	___	Unfair

ME

Fair	___	___	___	___	___	___	___	Unfair
Cold	___	___	___	___	___	___	___	Hot
Heavy	___	___	___	___	___	___	___	Light
Happy	___	___	___	___	___	___	___	Sad
Active	___	___	___	___	___	___	___	Passive
Nice	___	___	___	___	___	___	___	Awful
Weak	___	___	___	___	___	___	___	Strong
Pleasant	___	___	___	___	___	___	___	Unpleasant
Slow	___	___	___	___	___	___	___	Fast
Cruel	___	___	___	___	___	___	___	Kind
Large	___	___	___	___	___	___	___	Small
Ugly	___	___	___	___	___	___	___	Beautiful
Good	___	___	___	___	___	___	___	Bad

DISCIPLINE

Good	___	___	___	___	___	___	___	Bad
Ugly	___	___	___	___	___	___	___	Beautiful
Large	___	___	___	___	___	___	___	Small
Cruel	___	___	___	___	___	___	___	Kind
Slow	___	___	___	___	___	___	___	Fast
Pleasant	___	___	___	___	___	___	___	Unpleasant
Weak	___	___	___	___	___	___	___	Strong
Nice	___	___	___	___	___	___	___	Awful
Active	___	___	___	___	___	___	___	Passive
Happy	___	___	___	___	___	___	___	Sad
Heavy	___	___	___	___	___	___	___	Light
Cold	___	___	___	___	___	___	___	Hot
Fair	___	___	___	___	___	___	___	Unfair

EXAMINATION

Fair	___	___	___	___	___	___	___	Unfair
Cold	___	___	___	___	___	___	___	Hot
Heavy	___	___	___	___	___	___	___	Light
Happy	___	___	___	___	___	___	___	Sad
Active	___	___	___	___	___	___	___	Passive
Nice	___	___	___	___	___	___	___	Awful
Weak	___	___	___	___	___	___	___	Strong
Pleasant	___	___	___	___	___	___	___	Unpleasant
Slow	___	___	___	___	___	___	___	Fast
Cruel	___	___	___	___	___	___	___	Kind
Large	___	___	___	___	___	___	___	Small
Ugly	___	___	___	___	___	___	___	Beautiful
Good	___	___	___	___	___	___	___	Bad

SCHOOL

Good	___	___	___	___	___	___	___	Bad
Ugly	___	___	___	___	___	___	___	Beautiful
Large	___	___	___	___	___	___	___	Small
Cruel	___	___	___	___	___	___	___	Kind
Slow	___	___	___	___	___	___	___	Fast
Pleasant	___	___	___	___	___	___	___	Unpleasant
Weak	___	___	___	___	___	___	___	Strong
Nice	___	___	___	___	___	___	___	Awful
Active	___	___	___	___	___	___	___	Passive
Happy	___	___	___	___	___	___	___	Sad
Heavy	___	___	___	___	___	___	___	Light
Cold	___	___	___	___	___	___	___	Hot
Fair	___	___	___	___	___	___	___	Unfair

BOOKS

Fair	___	___	___	___	___	___	___	Unfair
Cold	___	___	___	___	___	___	___	Hot
Heavy	___	___	___	___	___	___	___	Light
Happy	___	___	___	___	___	___	___	Sad
Active	___	___	___	___	___	___	___	Passive
Nice	___	___	___	___	___	___	___	Awful
Weak	___	___	___	___	___	___	___	Strong
Pleasant	___	___	___	___	___	___	___	Unpleasant
Slow	___	___	___	___	___	___	___	Fast
Cruel	___	___	___	___	___	___	___	Kind
Large	___	___	___	___	___	___	___	Small
Ugly	___	___	___	___	___	___	___	Beautiful
Good	___	___	___	___	___	___	___	Bad

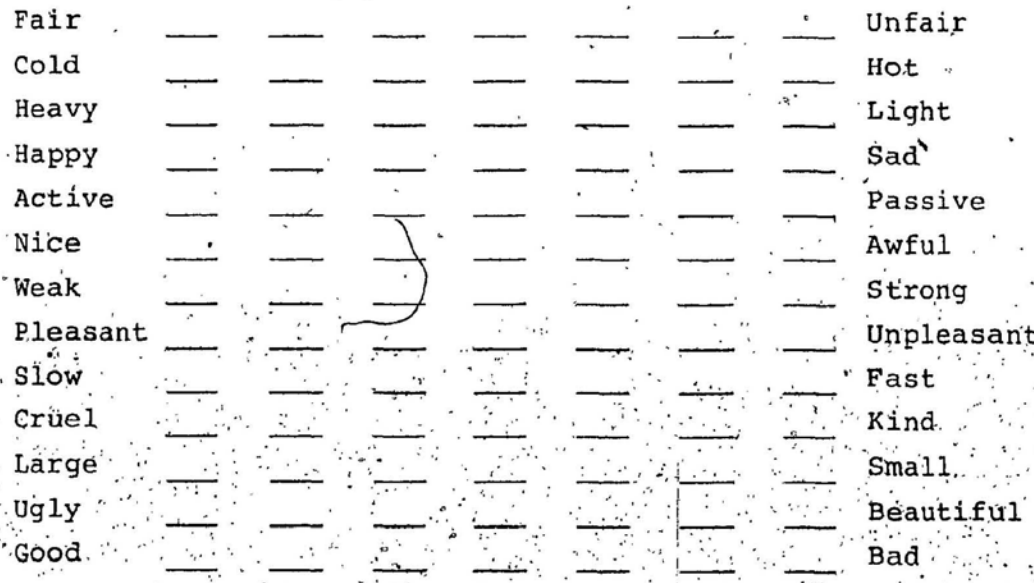
STUDYING

Good	___	___	___	___	___	___	___	Bad
Ugly	___	___	___	___	___	___	___	Beautiful
Large	___	___	___	___	___	___	___	Small
Cruel	___	___	___	___	___	___	___	Kind
Slow	___	___	___	___	___	___	___	Fast
Pleasant	___	___	___	___	___	___	___	Unpleasant
Weak	___	___	___	___	___	___	___	Strong
Nice	___	___	___	___	___	___	___	Awful
Active	___	___	___	___	___	___	___	Passive
Happy	___	___	___	___	___	___	___	Sad
Heavy	___	___	___	___	___	___	___	Light
Cold	___	___	___	___	___	___	___	Hot
Fair	___	___	___	___	___	___	___	Unfair

LEARNING

Fair	___	___	___	___	___	___	___	Unfair
Cold	___	___	___	___	___	___	___	Hot
Heavy	___	___	___	___	___	___	___	Light
Happy	___	___	___	___	___	___	___	Sad
Active	___	___	___	___	___	___	___	Passive
Nice	___	___	___	___	___	___	___	Awful
Weak	___	___	___	___	___	___	___	Strong
Pleasant	___	___	___	___	___	___	___	Unpleasant
Slow	___	___	___	___	___	___	___	Fast
Cruel	___	___	___	___	___	___	___	Kind
Large	___	___	___	___	___	___	___	Small
Ugly	___	___	___	___	___	___	___	Beautiful
Good	___	___	___	___	___	___	___	Bad

TEACHER


Fair
Unfair
Cold
Hot
Heavy
Light
Happy
Sad
Active
Passive
Nice
Awful
Weak
Strong
Pleasant
Unpleasant
Slow
Fast
Cruel
Kind
Large
Small
Ugly
Beautiful
Good
Bad

APPENDIX B

BASIC DATA SHEET

SCHOOL: _____ GRADE: _____

Student's Name	Total Grade Average	Number of Students Failed	Social & Emotional Progress			
			Good	Fair	Average	Below Average
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						