External factors affecting ethnic differences in achievement.

Cultural deprivation

Sewell- Studied working class African-Caribbean boys in a comprehensive school. Black boys are statistically more likely to be in poverty and live in culturally deprived areas.

Sugarman- Fatalism and immediate gratification. Subcultures which some black children are socialised into are fatalistic; focussed on immediate gratification, resulting in lack of motivation to succeed.

Many black lone-parent households. Lack of male role-model may encourage them to turn to anti-education culture.

Language barriers- Parents of ethnic minorities may not speak English- lack the ability to help children with work/talk to teachers/find resources etc.

Lone-parents may take an interest in their child’s education, but lack the time due to work to help them, speak to teachers etc. (Douglas)

Ethnic minorities can lack social capital, especially if they just moved to the UK- Less connections, don’t know the ‘right’ people (Bourdieu’s Habita).

Language barriers- Parents of ethnic minorities may not speak English- lack the ability to help children with work/talk to teachers/find resources etc.

Francis and Archer (2005)- High value is placed on education by parents, coupled with a strong cultural tradition of respect for elders.

For many ethnic minorities, unemployment is higher, pay is lower and overcrowding in the house is more likely. (Douglas- this leads to lower attainment).

Swann Report (1985)- Social Class differences account for a high proportion of differences in achievement between ethnic groups.

Jan Flaherty (2004)- money problems in the family were a significant factor in younger children’s non-attendance in school. Children excluded from school are unlikely to return to mainstream education, while a third of persistent truants leave school with no qualifications.

Labour Force Survey 2004/05- 20% of White British households are in income poverty compared to 30% of Black Caribbean, 45% of Black African, 55% of Pakistani and 65% of Bangladeshi households.

Material Deprivation

Feinstein- Low income correlates with stunted cognitive development. (Working class less likely to give children educational material to read/educational toys etc.)

Khan (1979)- Asian families are an obstacle to achievement for girls, as they take a more controlling attitude towards them, and they achieve less than Asian boys.

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Families: attitudes and structure

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