A STUDY OF THE ACCEPTANCE OF THE COMMUNITY EDUCATION PHILOSOPHY BY SCHOOL BOARD MEMBERS, SUPERINTENDENTS, PRINCIPALS, TEACHERS, AND PARENTS IN COMMUNITY SCHOOLS AND NON-COMMUNITY SCHOOLS IN OKLAHOMA

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CHAPTER I

INTRODUCTION

Nature of the Problem

Education has played an important role in discovering community problems; it has influenced the lives of people, but its role needs strengthening. The influences of education have changed from period to period. Today, Americans recognize that education is being challenged to adapt to America's changing society; they indicate a positive feeling concerning the effect of education upon their living processes.[1] In the nineteenth century, Horton summarized the American attitude toward education. Americans believe that education is a key element in forming character, making good citizens, keeping family mores pure, elevating morals, civilizing barbarians, curing social vice and disease, and having a remedy for every social phenomenon which we do not like.[2]

Not only is the belief in education an accepted fact, but state and Federal agencies have also stated their faith in the American people and their ideas about education.

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[1] Larry E. Decker, Foundation of Community Education (Midland, Michigan, 1972), p. 7.

[2] Myles Horton, The Community Folk School: The Community School, Samuel Everett (ed.), (New York, 1938), p. 68.

> WE BELIEVE THAT people in general, no matter where they are, want the best education program for their children, youth, and adults.
>
> WE BELIEVE THAT solutions to educational programs are to be found principally in local areas rather than in state and federal offices.
>
> WE BELIEVE THAT people in local areas want facts; want to analyze them; want the so-whats of the facts; want to plan solutions; want to try out the solutions; want to keep checking whether the best solution can be found--and believe they can and will do so if given the opportunity.
>
> WE BELIEVE THAT communities want their state agencies to make technical advisers available upon request, to assist study groups which may be formed.[3]

Dewey expressed the thought that in a community, communication is the best way men come to possess things in common. Essential to forming a society or a community are unique aims, aspirations, and knowledge.[4] However, in analyzing the relationship between school and community schools, Manley, Reed and Burns commented that:

> . . . The traditional school teaches children to know, define, and catalog information through its logically organized, orally learned curriculum. The progressive school adds comprehension of what they had learned as new dimensions for the education of young people and is further concerned to permit the self-expression of each child. However, it is important to know not to utilize information as well as define and comprehend. It was out of this need that the community school came into being. With this approach, education is guided discovery and problem solving, not rote memorization.[5]

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[3] Larry Decker, p. 8.

[4] John Dewey, Democracy and Education (New York, 1916), p. 5.

[5] Frank J. Manley, Bernard W. Reed, and Robert K. Burns, The Community School in Action: The Flint Program (Chicago, 1961), p. 5.

Community education programs have helped strengthen the relationship between school and community. Keidel noted, however, that the community education sponsor must be aware of the use of community resources on a regular basis, demonstrating a willingness to study the community and view it as a laboratory for learning; must be aware that the classroom is only one of many educative processes in the community. He must also show a willingness to share school and classroom facilities with others and, most importantly, to accept and consider community education philosophy.[6]

Minzey and LeTarte in writing their perception concerning the community education philosophy and the school's role, said:

> . . . Community education is an educational philosophy which permeates basic beliefs. It enlarges and enhances the role of the public school so that it is quite different from before. The school becomes responsible for all aspects of education as it relates to the community. To further enlarge the conceptual base, education is no longer interpreted to mean formal types of classes but any experience leading to the more successful handling of experience. Thus, the public schools have some kind of responsibility for almost all activities that take place within a community. The school, however, does not become all things to all people. It attempts to act as the coordinator, facilitator, or initiator to see that needs are met. The school plays a catalytic role, serving an organizing function.[7]

The purpose of this study is to compare attitudes of select individuals and groups from communities which have adopted community education with those which have not yet adopted community education. This study will examine the attitude of the superintendents, principals, teachers, school board members, and parents toward the philosophy of community education.

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[6] G. E. Keidel, Staffing and Training, in H. W. Hickey and C. Van Vorhees (eds.), The Role of The School in Community Education, 1969.

[7] Jack Minzey and Clyde LeTarte, Community Education: From Program to Process, Midland, Michigan: Michigan Publishing Company, 1972, p. 17.

The community education concept began to grow in America in the early 1900s. The focus of the community education philosophy then was to combine many desirable aspects of the education movement from the past with the present into a new concept of education.[8] Since then, it has been characterized by its concern for meeting the needs of all individuals in the community. It calls for a close relationship between school, home, and community to improve the entire social order.[9]

Yeager commented that "As the eye cannot get along without the hand, neither can the school without the home, nor the school and home without the community. Each becomes necessary to welfare of the whole; all must work together in the interests of childhood and for desirable living for all men in the community."[10]

Minzey and Olsen point out if community education is to affect the school programs and community demands, it must have the acceptance and support of professional public school staff members. They further noted that the successful implementation of a community education program will cause a buildup and integration of the regular school program with all other programs so that the entire day-school program is enhanced, since community education seeks to integrate the life of the school with the life of the community.[11]

---

[8] Larry E. Decker, p. 13

[9] J. Jeffrey, "A Comparative Study of Teacher Acceptance of the Community Education Philosophy," (Unpublished dissertation), 1975.

[10] William A. Yeager, Home-School Community Relations (Pittsburgh, 1939), p. 3.

Kerensky and Melby added that, in order for community education to develop a positive learning atmosphere, school staff members (e.g., principals, teachers, and superintendents) must have a positive attitude toward community education concepts; they must also accomplish unique goals and objectives to produce the proper environment for learning.[12] Hence, authors such as Whitt, Burden and Wilder have inferred that there are differences among attitudes, functions, roles, and leadership competencies of the community and non-community school teachers, principals, and superintendents.[13] Jeffrey conducted a comparative study of functions performed by teachers of community and non-community schools. The main purpose of his study was to determine if there would be differences in teachers' acceptance of the community education philosophy in districts with community education programs and districts without community education programs. His findings showed that the major difference between teachers in non-community education schools cannot be found in their philosophies of education, although ". . . the present study revealed greater acceptance of the philosophy on the part of community school teachers, it did not reveal that the two instructional staff groups espoused fundamentally different educational philosophies.[14]

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[11] J. D. Minzey and C. R. Olsen, "An Overview." In H. W. Hickey and C. Van Vorhees (eds.), The Role of the School in Community Education (Midland, Michigan, 1969), p. 36.

[12] V. M. Kerensky, Correcting Some Misconceptions about Community Education, Vol. 54 (Phi Delta Kappan, November, 1972), p. 158.

[13] Robert L. Whitt and Larry Burden, The Community School Principal: New Horizons (Michigan, 1973), p. 5; R. L. Wilder, "A Comparative Study of Functions Performed by Principals of Community Schools and Principals of Non-Community Schools" (Unpublished doctoral dissertation, Western Michigan University, 1975).

Jacques conducted a study of the principals of community and non-community schools to determine whether or not there are different perceptions toward the functional processes of administration.[15] His findings indicated that principals of community and non-community schools differed significantly in their attitudes toward the inclusion of the thirteen processes of administration (i.e., coordinating, goal-setting, training, staffing, financing, programming, promoting, problem-solving, surveying, organizing, influencing, demonstrating, and evaluating). In addition, the findings indicated a disagreement with Minzey and LeTarte, who commented that ". . . the basic difference between educational personnel in the traditional school and a community school will center around the difference in basic philosophy as to the role of the school in education.[16]

The reason that attitudes toward community education programs are more likely positive than toward non-community education programs is that we assume the community education concept implies an open climate organization; that is, a climate in which both principals and faculty are genuine in their behavior because of high degree of thrust, esprit, and low disengagement. One recent comprehensive study of high schools indicated that "the more open the school's climate, the less sense of student alienation toward the school and its professional personnel.[17] Anderson concluded that when schools with open and closed climates are contrasted, open climates tend to be higher in esprit, thrust, and consideration and lower in disengagement, hindrance, aloofness and production emphasis. In other words, the relationship between characteristics of the principals and climate of the school often indicates that "more open schools have stronger principals who are more confident, self-secure, cheerful, sociable, and resourceful."[18] Moreover, the teachers express greater confidence in their own and the school's effectiveness.[19] Jeffrey found that teachers within community school programs are more willing to trust people and want to be more successful. He further added that the community school teachers recognize individual differences in children and are more concerned about positive self-concept and understanding the education needs of the clients.[20]

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[14] J. Jeffrey, p. 88.

[15] C. T. Jacques, "The Relationship Between the Functional Process of Community Education and Educational Administration as Perceived by Elementary and Secondary School Principsls" (Unpublished doctoral dissertation, Arizona State University, 1975).

[16] Jack D. Minzey and Clyde LeTarte, p. 162.

Finally, when schools with open and closed climates are contrasted, those with an open climate tend to have superintendents, teachers, principals, and students higher in initiation, thrust, and consideration and lower in disengagement, hindrance, and production emphasis.[21] In short, the organization focuses on better leadership processes, motivation, communication processes, decision-making processes, goal-setting, control processes, and performance goals and training.

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[17] Marvin Hartley and Wayne K. Hoy, "Openness of School Climate and Alienation of High School Students," Educational Research, 23 (1972), pp. 17-24.

[18] Donald P. Anderson, Organizational Climate of Elementary Schools (Minneapolis, Educational Research and Development Council Research Monograph No. 1, 1964), pp. 317-334.

[19] Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools (USOE Research Project, Contract #SAE 543-8639, August, 1962), pp. 175-176.

[20] J. Jeffrey, 1975, p. 6.

The purpose of this study was to build upon the work done by Jeffrey and Frank Manley. This will be done by examining attitudes of individuals and groups in four Oklahoma communities toward the philosophy of community education.

Statement of the Problem

When this study was considered, no earlier research had been accomplished in the State of Oklahoma to analyze whether or not there was a relationship between the attitude of school board members, superintendents, school principals, teachers, and parents regarding a philosophy of community education in school districts that had community education programs and school districts that did not have community education programs. Therefore, the problem herein undertaken was to determine whether:

1) There is a significant difference in attitude toward an overall philosophy of community education between superintendents, principals, teachers, school board members, and parents in districts with community education programs and districts without community education programs.

2) There is a significant difference in attitude toward the component of community education identified as the traditional day-school

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[21] Andrew W. Haplin, "Change and Organizational Climate," The Journal of Educational Administration, Vo. 5 (1967), pp. 5-25.

program, between superintendents, principals, teachers, school board members, and parents in districts with community education programs and districts without community education programs.

3) There is a significant difference in attitude toward the component of community education identified as extended use of community facilities, between superintendents, principals, teachers, school board members, and parents in districts with community education programs and without community education programs.

4) There is a significant difference in attitude toward the component of community education identified as additional programs for school-age children and youth, between superintendents, principals, teachers, school board members and parents in districts with community education programs and without community education programs.

5) There is a significant difference in attitude toward the component of community education identified as programs for adults, between superintendents, principals, teachers, school board members, and parents in districts with community education programs and districts without community education programs.

6) There is a significant difference in attitude toward the component of community education identified as delivery and cooperation of community services between superintendents, principals, teachers, school board members, and parents in districts with community education programs and districts without community education programs.

7) There is a difference in attitude toward the component of community education identified as community involvement, between superintendents, principals, teachers, board members, and parents in districts with community education programs and without community education programs.

To achieve the foregoing objectives, a single questionnaire was used for collecting data. A complete description of the instrument is presented in Chapter III.

Purpose of the Study

The main purpose of this study was to compare the attitudes of school board members, superintendents, school principals, teachers, and parents in districts with community education programs and districts without community education programs toward the acceptance of the community education philosophy.

The results of this study may allow both sets of school districts to implement and/or expand their community education programs.

Hypotheses

Ho_1. There is no difference in attitude toward the traditional day school programs as perceived by school principals, teachers, superintendents, school board members, and parents in districts with and without community education programs.

Ho_2. There is no difference in attitude toward the adult programs as perceived by school principals, teachers, superintendents, school board members, and parents in districts with and without community education programs.

Ho_3. There is no difference in attitude toward the use of community facilities as perceived by school principals, teachers, superintendents, school board members, and parents in districts with and without community education programs.

Ho_4. There is no difference in attitude toward the addition of programs for school-age chiildren as perceived by school principals, teachers, superintendents, school board members, and parents in districts with and without community education programs.

Ho_5. There is no difference in attitude toward the coordination of community services of children as perceived by school princiapals, teachers, superintendents, school board members, and parents in districts with and without community education programs.

Ho_6. There is no difference in attitude toward community involvement as perceived by school principals, teachers, superintendents, school board members, and parents in districts with and without community education programs.

Ho_7. There is no difference in attitude toward the overall philosophy of community education as perceived by school principals, teachers, superintendents, school board members, and parents in districts with and without community education programs.

Definition of Terms

The following terms have been defined in relation to their use within the context of this study:

Community Education. Community education is a philosophical concept which serves the entire community. It uses the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve living, and develop the community process toward the end of self-actualization.[22]

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[22] J. D. Minzey and C. E. LeTarte, Community Education: From Program to Process (Midland, Michigan, 1972), p. 19.

Community Education Components. The components of the community education philosophy as used in this study are the basic elements which are realized by a community education activity in a given school district. The six basic elements identified by Minzey include:

1) traditional day-school programs
2) extended use of community facilities
3) additional programs for school-age children and youth
4) programs for adults
5) delivery and coordination of community services
6) community involvement[23]

Community Education Philosophy. The community education philosophy is concerned with basic belief, concepts, and principles on which community education is based. For this study, community education philosophy is defined operationally as the composite of the statements contained in the Community Education Philosophy Instrument (Appendix A).

Non-Community Education. Non-community education is a formal, traditional school which teaches only school-age children (K-12). Decker considered a chart for better understanding the difference between community schools and non-community schools:

Community Schools	vs	Non-Community Schools
all ages		children (K-12)
12 month/year		9 month/year
12-18 hours/day		6-7 hours/day
7 days/week		5 days/week
full potential		1/3 potential[24]

---

[23] J. D. Minzey, "Community Education: Another Perception," Community Education Journal, Vol. 4(3), 1974, pp. 58-61.

[24] Larry E. Decker, p. 6.

Limitations of the Study

The scope of this study has been restricted in the following way: An instrument used in this study was based upon a review of current community education literature. The samples were drawn from only four different school districts in selected communities in the State of Oklahoma. Generalization may not be made to a large population, but it is possible for small districts with similar characteristics.

Assumptions of the Study

This study was based on the following assumptions:

1) It was assumed that the responses to the philosophy of community education questions by the school principals, teachers, superintendents, school board members, and parents reflect their true feelings and perceptions toward community education.

2) It was further assumed that randomization of subjects produces representative samples of the target population in the four selected schools.

Summary

This chapter has provided background information related to the study, a statement of the problem, definitions of terms used in this study.

Chapter II of this study will consider the historical perspective and current community education concept.

Chapter III will present the design of the study, the population, the sampling procedure, reliability, and the treatment of the data.

Chapter IV will consist of an analysis of the data collected and details of the study.

Chapter V will provide a summary of the investigation, with conclusions and recommendations based on the results of the study.

CHAPTER II

REVIEW OF LITERATURE

The review of literature will consider community education from an historical perspective, the university involvement in its development. The review will also examine the current thinking concerning its philosophy.

General History of Community Education

Community education is not a fad or passing fancy; it is not even new. The basic elements of the concept can be traced to the Greeks and Romans.[1] Solberg and Hunt have noted that the community education philosophy was part of the American educational consideration in the seventeenth and eighteenth centuries.[2] Furthermore, Cubberly pointed out that the components of community education can be found in the literature of the nineteenth century.[3]

Figure 1 summarizes the changes pertaining to community education which have occurred since 1642.

---

[1] Larry E. Decker, Foundations of Community Education, Midland, Michigan: Pendell Publishing Company, 1972, p. 22.

[2] J. R. Solberg, "The Evolution and Implementation of the Community School Concept," (Unpublished doctoral dissertation, University of Michigan, 1970), pp. 9-10; B. Hunt. "An Introduction to the Community School Concept." (Unpublished paper, Northwest Regional Education Laboratory), 1971.

[3] E. P. Cubberly, Public Education, Boston: Houghton-Mifflin, 1934.

Trends and Events	Emphasis
1) Massachusetts Act, 1642	Compulsory Education Law
2) Indian War, 1665	Conflict between White and Indian
3) Benjamin Franklin, 1761	Academy Movement
4) The private school and academie cominated	Affected general attitude toward community life
5) Period of Confederation in 1785	Land-grant Laws; that is, land to be used to further education
6) In 1865	Chicago Board of Education funded evening adult education
7) The Settlement House and Playground House Movement	Offered social and education services to underprivileged
8) Experiments in communities 1900-1930	Helped solve community problem
9) Community education concept employed, 1945	To meet individual needs and community involvement
10) National Community School Education Association formed, 1966	School an integral or necessary component of expanding community school
11) Community School Act, 1974	Provided funding to assist in the expansion of community education
12) July 13, 1978, School and Comprehensive Community Education Act	Referred support for community education

Figure 1. The Evolution of the Community Education Philosophy

The early community education movement began to develop in the 1920s and 1930s. The aims were based to meet the basic social and economic needs of the community. In addition to these traditional educational tasks, according to Decker, "it is directly concerned with improving all aspects of living in community in the broad meaning of community."[4] The reason for this emphasis was that the total population of each portion of the United States expanded the economic, social, and moral problems of the depression and so demanded that schools assume a greater responsibility for community and individual enhancement; that is, the school became a center of the community. As a result, people began to look to the school for help in solving urgent economic and social problems; the school became less book-centered and more life-centered.[5] However, several serious-minded people asked why schools should serve as the center of community education activities. The answer was logical and simple, as Totten noted: 1) they have centrally located neighborhoods; 2) they have facilities adaptable to broad community use; 3) they have human resources necessary for identfication and solution of human problems; 5) they are nonpolitical.[6]

In addition, Kerensky, in supporting the school, noted: "Celebrative experience is difficult to engineer, but community and school together can achieve the full spectrum of a true and real education experience as competence, confidence and caring."[7]

Because of the importance of community education, Johnson said that "Community education encourages the development of a comprehensive yet responsive, delivery system for providing educationa, recreational, social, and cultural services for all people in a community through inter-personal and integrancy cooperation."[8]

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[4] Larry E. Decker, p. 37.

[5] J. Jeffrey, "A Comparative Study of Teacher Acceptance of the Community Education Philosophy," (Unpublished dissertation), 1975.

[6] Fred Totten, and Frank J. Manley, The Community School: Basic Concepts, Function and Organization, Galien, Michigan: Allied Education Council, 1969.

[7] V. M. Kerensky, Correcting Some Misconceptions About Community Education. Phi Delta Kappan, 1972, 54(3), p. 158.

Further, he indicated that community education can result in the following benefits:

> 1) Increases mutual cooperation and trust:
>
> Through community education, groups and individuals look at what they are doing and why with the help of trained community educational personnel. They seek to avoid needless duplication of activities and develop needed new ones. Hence, mutual cooperation and trust within the community are increased.
>
> 2) Brings about savings:
>
> By avoiding needless duplication of equipment, personnel and facilities (particularly within schools) existing resources are available for more community use. Because maximum use is made of these resources, funds are freed for better use.
>
> 3) Helps people identify and use their strengths:
>
> All people in the community have the opportunity to become involved. Through involvement, each person uses strengths to help meet the needs of friends, neighbors, and the entire community.
>
> 4) Unifies the influence of the home, school and community:
>
> By working together, the home, school, and community help develop strong, positive images. These form the fabric within which the lives of children, youth and adults are woven. As these strengthen, so do all the lives involved.
>
> 5) Serves total community:
>
> All people in a community are served. Programs for all, pre-schoolers to senior citizens, male and female, are developed as their needs are mutually identified.
>
> 6) Enriches school programs:
>
> School programs and curricular offerings at all educational

---

[8] Deke Johnson, "Community Education and the Future." The Journal of Technology, 1975, 14(1), p. 11.

> levels are expanded by using the new identified resources of the community.
>
> 7) Identifies purposes and needs clearly:
>
> As groups and individuals work with the community education personnel, problems are identified and reasons for activities become clear. Needed new programs are jointly identified through community programs for involvement.
>
> 8) Stimulates better communications:
>
> As groups work together, interests become more closely tied for the common good. Rather than with vested concerns, the community becomes a forum in which programs and reasons for them are openly discussed. Through such cooperation, communication among all elements of the community is maintained.[9]

However, numerous people have misconceptions and misunderstandings about the true meaning of community education and its potential. Community education was designed to meet the particular needs of youth and adults, physical, emotional, and intellectual. Gregg stated:

> Every day operations of a community education program provided some suggestions. He indicated that community education provides for 1) extensive community involvement in improving the K-12 instructional program, 2) preschool learning experiences for 3- and 4-year olds, 3) programs for the enrichment of children and youth, 4) adult and senior citizen activities, and 5) involvement of the community in problem-solving.[10]

Everett conceptualized the focus of community education when he compared the philosophies of the community school and traditional school:

Community School	Traditional School
All life is educative	Education is gained only in formal institutions of learning
Education requires participation	Education is adequately gained through studying about life

---

[9] D. Johnson, p. 12.

[10] P. K. Gregg, Day-to-day Operations. In H. W. Hickey and C. Van Vorhees (eds.), The Role of School in Community Education, 1969.

Community School (continued)	Traditional School (continued)
Adults and children have fundamental common purposes in both work and play	Adults are primarily concerned with work, and children with play
Public school systems should be primarily concerned with improvement of social order	School systems should be primarily concerned with passing on the cultural heritage
The curriculum should receive its social orientation from major problems and areas of community living	The curriculum should be oriented in relation to specialized aims of academic subjects
Public education should be founded upon democratic process and ideals	The belief should be that most children and most adults are incapable of intelligently either running their own lives or participating in common group effort
Progress in education and community living best comes through the development of common concerns among individuals and social groups	Progress best comes through development of clear-cut social classes and vested interest groups which struggle for survival and dominance
Public schools should be held responsible for the education of both individuals and special groups	Public schools should only be responsible for the education of children
Teacher-preparatory institutions should prepare youth and adults to carry on a community-type of public education	Such institutions should prepare youth and adults to perpetuate academic traditions and practices[11]

Accordingly, Seay noted that the acceptance of education involves the acceptance of fundamental positions in both educational and social theory. Adults and children have common purpose in both work and play, thus public school systems should be primarily concerned with improvement of the social order.[12]

The initial model of community education program was born at Flint, Michigan, underlying an outstanding experimental program in

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[11] S. Everett, The Community School. New York: Appleton-Century, 1938, p. 437.

[12] M. F. Seay and Associates, Community Education - A Developing Concept, Midland, Michigan: Pendell Publishing Company, 1974, p. 42.

1935. It became an essential element in the growth of the concept of community education. The aim was to reduce delinquency and improve social, educational, and safety conditions for children and to provide recreational activities for all groups in the community.[13] Manley reported that because of the importance of the Flint Recreation Plan in the summer of 1935-36, which was unique in its conception of education, delinquency dropped seventy percent.[14]

The success of this initial program prompted Flint School officials to send six members of the 1938 teaching staff into the community to determine how the school could strengthen family through service to parents. The function of these visiting teachers brought about a change in the community education philosophy. As:

> the visiting teachers went into the homes and discovered complexity and seriousness of the problems there, they began making reports on what they saw. The recreation and physical education program had been established to help correct the social ills of the community. It was assumed, very logically, that adults would estimate many of the social problems in Flint. However, although the program had been in operation for several years, the work of the visiting teachers revealed that there were some serious unsolved problems.[15]

The relevance of this research created a unique philosophy for a cooperative planning process in which parents, teachers, administrators and social agencies began to work together to find solutions to community problems. In general, the community education philosophy in Flint changed from one in which recreation was the main focus to a new philosophy which called for united community action in problem-solving.

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[13] C. M. Campbell, "Community School - Its Origin and Operation," The Community and Its Administration, 1962, pp. 3-4.

[14] Frank J. Manley, "A Final Interview," Community Education Journal, Vol. 11, November, 1972, p. 28.

[15] J. Jeffrey, p. 25.

In 1945, the concept of community education began to approach its modern form. Decker noted: "Because of the philosophy's implicit dynamic and self-renewal process, some modifications and adaptation have been made since that time as needs and conditions have changed."[16]

However, it was identical with principles of progressive education, particularly in providing the interests and needs of the people, a wide variety of community resources, practicing and promoting democracy in all activities of school and community, community education, nonetheless, has the additional principles of "building the curriculum core around the major cooperative improvement of groups living in the community and larger areas," and "enlisting children and adults in cooperative group projects of common interest and mutual concern."[17]

In 1950, communities grew larger, the demands upon individuals became more complex, and their educational needs grew in proportion. Many communities concentrated on planning and using their combined resources to enrich the experiences of children and adults in meeting problems. Community school leaders of the '40s and '50s recognized that "an educational objective requiring changed behavior could be achieved only through the learner's participation in learning experiences relating to the solving of problems--preferably the problems found in the learner's own experiencing of community life."[18]

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[16] Larry E. Decker, p. 43.

[17] Edward G. Olsen, "The Community School is Different," In The School and Community Reader, New York: MacMillan Company, 1963, pp. 284-285.

[18] M. F. Seay and Associates, Community Education - A Developing Concept. Midland, Michigan: Pendell Publishing Company, 1974, p. 31.

Thus, the basic principles of curriculum instruction were refined into learning behavior and learning experiences.[19] In short, selection of learning experiences gave an opportunity to young people and adults to comprehend the emphasis of community education philosophy or Education II. Kerensky and Melby proposed Education II as a remedy because they saw it as "a new education powerful enough to make the difference between success and failure for a free society." They believed that "Education II will make new assumptions about learning, about human potential, and about the needs of society. Education II will bring about a new mobilization of human resources. It is total community education."[20]

As the concept of community education evolved, it incorporated many threads that ran through the community school movement. In 1954, six threads were identified as supportive of the movement:

1) The community school recognized in actual programming the basic fact that education is a continuous process.

2) Educational objectives were stated in terms of desired changes in behavior.

3) Educational activities, supported by appropriate instructional materials, were based on the problems, needs, and interests of those for whom they were planned.

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[19] R. W. Tyler, Basic Principles of Curriculum and Instruction. Chicago: University of Chicago, 1950, p. 41.

[20] Vasil M. Kerensky and Ernest Melby, Education II - The Social Imperative, Midland, Michigan: The Pendell Publishing Company, 1971, p. 102.

4) The school serves the community and the community serves the school.

5) A local community provides a focal point for understanding other, larger communities of people.

6) The community school challenges school and community leaders.[21]

University Involvement in Community Education

The Mott program of the Flint Board of Education in 1955 was another step to strengthen the community education movement by developing a graduate study program in community education. A basic goal was to prepare community education coordinators and other staff personnel for leadership positions. A second goal was to prepare descriptive and text materials for implementing the community education approach to learning. The third goal was to introduce the community education concept in higher education throughout the nation and other countries.[22] Simultaneously, the following components of a training program were designed to develop the required leadership and management skills in the field of community education:

1) Conceptual skill:

> Components which could be considered necessary to the development of conceptual skills: a) organizational analysis; b) behavioral analysis; d) research, and e) field experience and observation.

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[21] Michael H. Kaplan and W. Warden, Community Education Perspective, 1978, pp. 3-4.

[22] M. F. Seay and Associates, Community Education - A Developing Concept, Midland, Michigan: Pendell Publishing Company, 1974, p. 35.

2) Human skill:

Components which could be considered necessary to the development of human skills are: a) communications, theory and practice; b) public relations; c) group process participation and analysis; d) social problem analysis, and e) personality theory development.

3) Technical skill:

Components which could be considered necessary to the development of technical skills are: a) organization management; b) community organization; c) financial management; d) personnel management; e) program development; f) survey research, and g) group leadership and analysis.[23]

In addition to leadership training, the graduate school program at Eastern Michigan University has disseminated the community education concept through publications and conferences. Since 1955, the university sponsored over 120 conferences, seminars and workshops in community education.[24]

In the latter part of the 1960s, educational philosophy began favoring the basic principles upon which community education was based, and schools began building their curricula around the problems of the people in those communities.[25]

In 1963, the Mott Foundation established a community education center at Northern Michigan University. This was the beginning of a regional network of university centers whose purpose was to promote and disseminate the community education concept. The regional network was composed of fifteen university centers located throughout the United States and the National Center for Community Education was located in

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[23] Ibid, p. 134.

[24] Ibid, p. 352.

[25] Larry E. Decker, p. 56.

Flint, Michigan.[26]

The fifteen regional centers listed below were involved with community education programs:

1963-64 - Northern Michigan
1955-65 - Alma College
1966-67 - Ball State University
Florida Atlantic University
Western Michigan University
1967-68 - Arizona State University
Brigham Young University
1969-70 - Eastern Michigan University
1970-71 - Connecticut State College
San Jose State College
1971-72 - Texas A&M University
University of Alabama
University of Virginia
1972-73 - University of Florida
University of St. Louis, Missouri[27]

Furthermore, the University of Michigan established an experimental work-study program. A group of fourteen students came to Flint, Michigan, to study its community education programs and the role of community education programs and the role of community school director. Because of the success of this experiment and the increasing demand for trained leadership, seven of Michigan's higher education institutions proposed to the Mott Foundation that a program for training educational leaders be established using Flint as the laboratory.[28]

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[26] Ibid., p. 57

[27] M. F. Seay and Associates, Community Education - A Developing Concept, Midland, Michigan: Pendell Publishing Company, 1974, pp. 352-358.

Wilder conducted a comparative study of functions performed by principals of community and non-community schools. The main emphasis of this study was to see whether or not there were differences in the human, technical, and conceptual skills required of community and non-community school principals in either the ideal or actual role. The findings indicated that there is little difference in skills performed between principals of community and non-community schools.[29]

On April 19, 1966, the National Community School Education Association was formed. Its purpose was to promote and expand community schools and to establish community schools as integral and necessary parts of the education plan of every community.[30] This professional organization has become a clearing house for the exchange of ideas, sharing of efforts, and promotion of educational programs. Its 1970 membership reached 1,534.[31]

Table I shows how the community education movement has grown. Regarding this table, the number of community school buildings increased about 82 percent in a three-year period.

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[28] Larry E. Decker, p. 57

[29] R. L. Wilder, "A Comparative Study of Functions Performed by Principals of Community Schools and Principals of Non-Community Schools," (Unpublished doctoral dissertation, Western Michigan University), 1975.

[30] Larry E. Decker, p. 57.

[31] Membership Announcement, 5th Annual NCSEA Conference, Phoenix, Arizona, December 4, 1970.

TABLE I

COMPARISON OF PROJECTED AND ACTUAL DATA IN COMMUNITY EDUCATION FOR 1973, 1976, and 1978

Component	Reported		Forecast	
	6/30/73	6/30/76	6/30/76	6/30/78
Community Schools (Buildings)	2,771	5,062	5,084	8,121
Community School Districts	560	1,185	1,537	2,500
Centers for Community Education	23	80	85	116
Professional Center Staff	41	110	120	164
Ph.D. Interns (Community Education)	25	72	65	102
Master's Interns (Community Education)	57	174	329	584
Practicing Community Educators	1,550	2,775	3,032	4,850
States with Community Education Legislation	5	7	22	37
Program Involvement				
Average Enrollment/School	903	959	N.A.	N.A.
Average Weekly Participation/School	336	317	N.A.	N.A.
Total Funds to Community Education (millions)	$ 38	$ 103	$ 85	$ 138

Source: 6/30/76 Quarterly Reports from Regional Centers and Foundation Staff Estimates.

Current Community Education

The community education concept has changed in the past few years, particularly in moving from programs which were added onto regular school programs to a philosophical concept which has primarily changed the purpose of public schools. Schools which were obligated to provide education for youngsters between the ages of five and eighteen are now assuming an additional commitment in meeting the educational needs of all members of the community.

Furthermore, many teachers, superintendents, principals, and parents began to accept the ideas expressed by educational leaders, such as Dewey. The traditional methods of education which were subject-centered and provided little concern for individual differences were replaced by child-centered progressive education that provided freedom from forced learning. The effectiveness of the community education movement began to become particularly strong and continuous.

Until 1970, the progressive movement of community education was neither steady nor continuous.[32] One of the major factors was that the community schools during 1930-1950 were experimental. Not all experiments were well organized. Hence, the purpose of evaluation was not a major factor in developing the community education concept. Thus, in the latter part of the 1970s, the importance of the research in developing community education became essential and finally the theoretical model of community education was offered with the suggestion that research needs may be inferred and current assumptions and practices may be tested by using the model shown in Figure 2.

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[32] Larry E. Decker, Foundations of Community Education, Midland, Michigan: Pendell Publishing Company, 1972, p. 57.

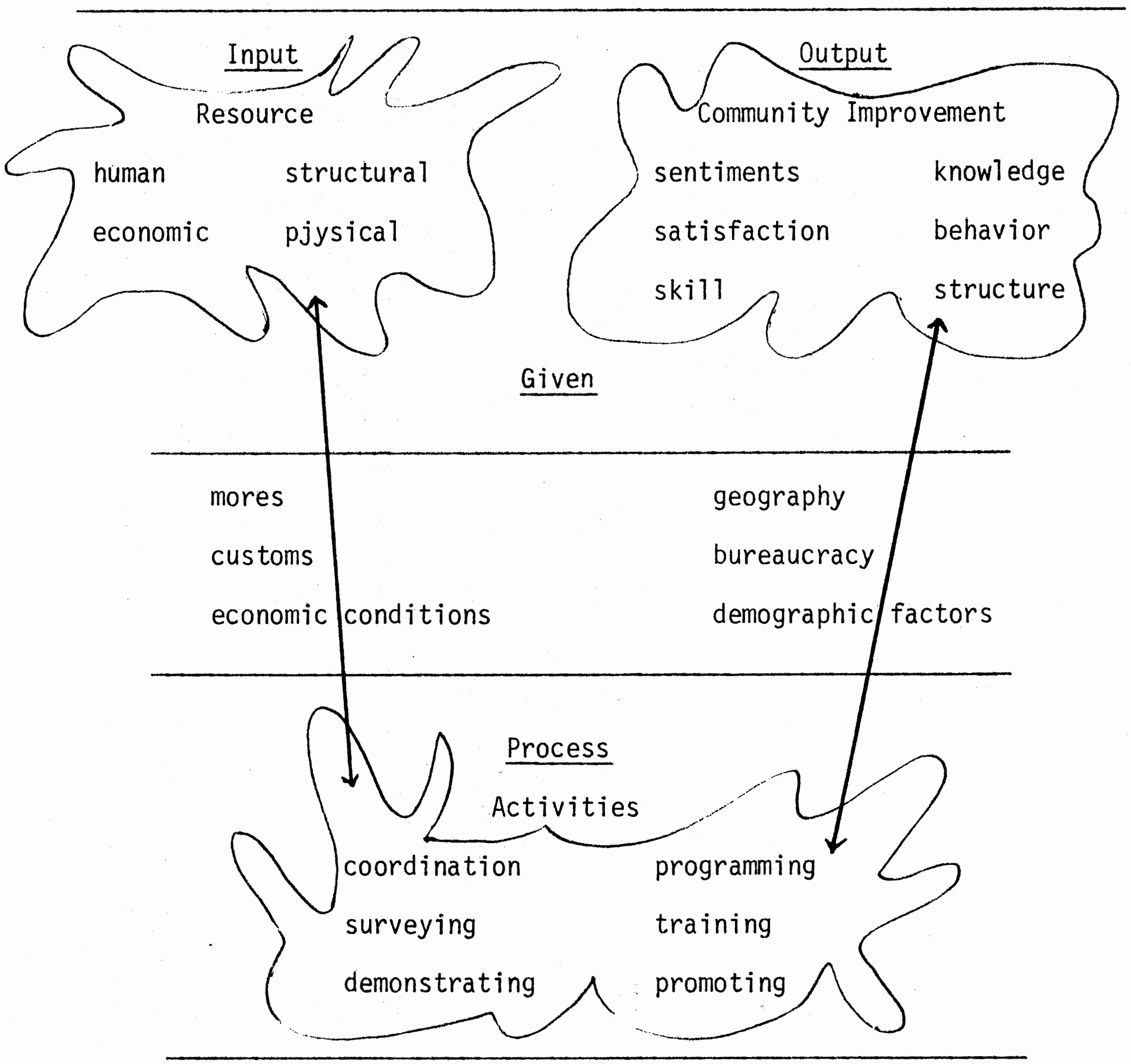
Input
Resource
human
structural
economic
pjysical
Output
Community Improvement
sentiments
knowledge
satisfaction
behavior
skill
structure
Given
mores
customs
economic conditions
geography
bureaucracy
demographic factors
Process
Activities
coordination
programming
surveying
training
demonstrating
promoting

Figure 2. A Community Education Model Based Upon a National Study of Community Education Goals (Source: Seay, 1974, p. 401)

This model will allow researchers to study community education in an objective fashion. Any function of community education known to date is aimed at accomplishing one of the six outputs included in the figure. To accomplish the stated output, the community educator must engage in six kinds of processes or activities: coordinating, surveying, demonstrating, programming, training, and promoting. As he organizes to produce the desired outputs, he must select appropriate inputs (resources) including human, economic, structural, and physical resources.[33] The success of this model depends heavily on the mores, customs, economic condition, geography, bureaucracy, demographic factors, and idiographic factors. Thus, the community educator must take account of all aspects of the model. The results of community education can be observed and provide a unique challenge for satisfying individual needs and community demands.[34]

In 1972, Minzey and LeTarte stated that "in order to make a community self-actualized--that is, a community capable of initiating and sustaining action necessary for attracting and solving its own problems," and so "moving in the direction of fulfillment of individual and community needs,"[35] four assumptions are required:

1) The social climate must facilitate communication and cooperation among all community citizens.

2) The people of a community must participate actively in making

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[33] M. F. Seay and Associates, p. 402.

[34] Ibid., p. 402.

[35] Jack D. Minzy and Clyde LeTart, Community Education - From Program to Process, 1972, p. 17.

the change. "The people are the best judges of their immediate problems and only with their assent and understanding can lasting progress be made."

3) Professional educators must view education broadly so that the role of education services all community citizens. Educational administrators must work with community citizens in establishing and implementing educational policies. Administrators might not be and frequently are not, the original source of interest in a new program, but unless they give it their attention and actively promote it, it will not come into being.

4) There must be a high level of cooperative rapport among all agencies and organizations which have a role in influencing the quality of life for individuals and for the community as a whole.[36]

Thus, community education leaders believe that any community should use all of its educational agencies to foster individuality while helping individuals recognize their commonality; to help all of its citizens to learn to identify and solve common problems.[37]

In 1974, Public Law 93-380 provided a new opportunity for state and local education agencies to plan, establish, expand, improve and maintain community education programs (passed by Congress and signed by President Ford, 1974). This law defines the "community education" program" as:

> A program in which a public building, including but not limited to a public elementary or secondary school or community or

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[36] M. F. Seay and Associates, p. 36.

[37] Ibid., p. 80.

> junior college is used as the community center, operated in conjunction with other groups in the community, community organizations, and local governmental agencies to provide educational, recreational, cultural, and other related community services for the community center. Services in accordance with the needs, interest, and concerns of the community.[38]

Thus, to expand the community education programs to meet the individual needs and community demands, a series of regulations required that application for a community education program grant provide the following:

1) Each proposed community education program must provide an analysis and documentation of the educational, cultural, recreational, health, and related needs, interests and concerns of the community to be served.

2) The application must include prioritization of the community's needs and must indicate which needs the program expects to serve.

3) Applications which do not propose services in each of the areas of educational, recreational, health, and cultural activities must provide documentation that community needs were examined in each service not proposed and must give the basis for not proposing the service.

4) All applications should provide a plan for the involvement of community colleges, social, recreational, health, and other community groups, and persons broadly representative of the area of the application.

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[38] A Guide to Needs Assessment in Community Education, U. S. Department of Health, Education and Welfare, Government Printing Office, Washington, D. C., 1976, p. 2.

5) All applications must provide for community participation and for the involvement of other agencies and organizations, public and private, in all aspects of the program including needs assessment.[39]

By 1976, the Mott Foundation program started to articulate a "new" management philosophy. The purpose of the Mott philosophy was:

> to identify and demonstrate principles which, in application, strengthen and enrich the quality of living of individuals and their community. The four principals--opportunity for the individual, partnership with the community, effective functioning of community systems, and leadership as mobilizer.[40]

Several trends have developed with respect to the conceptual evolution of community education that are highly significant and worth focusing on briefly:

First, rational goals associated with community education have been considered. These goals have recently been identified in research by Weaver and DeLargy.[41] These goals were summarized in a national study for community education and development. Johnson hypothesized that community education goals can be divided into six components which encompass all of its programs. These components are: 1) an educational program for kindergarten through twelfth grade children (traditional); 2) use of facilities which include public schools; 3) additional programs for children and youth; 4) programs for adults--both academic and recreational; 5) delivery and coordination of community services, and

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[39] Ibid., p. 2.

[40] Charles Steward Mott Foundation, Letter II, Vol. 3, No. 11.

[41] D. C. Weaver, "The Emerging Community Education Model." (Unpublished manuscript, Western Michigan University), 1972; Paul F. DeLargy, "The Community Education Goals Inventory." Community Education Journal, May-June, 1974.

6) involvement of citizens in developing and refining the programs.[42] However, Kaplan and Warden noted that not all school districts develop community education in the same manner, because the school decision makers are more comfortable with the first four components of community education. In fact, to get beyond the fourth component, there is an extra effort and commitment necessary to move on to the total concept of community education. In general, the parts of community education which are involved in components 1) through 4) are primarily program-oriented, whereas components 5) and 6) tend to be more process-oriented; that is, they tend to provide a means for the involvement of community members toward positive change.[43] Kaplan and Warden noted that there is a vital difference between program and process; that is, this difference is so important that without an awareness on the part of community education of the meaning and potential of each term, community education will probably not make the significant change which it is capable of making.[44]

A second trend is the maturing of the philosophy beyond a community school movement toward a community education philosophy. Seay and Associates defined community education as "the process that achieves a balance and use of all institutional forces in education of people--all of the people--of the community.[45]

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[42] "Deke" Johnson, "Community Education and Future." The Journal of Technology, 1975, p. 11.

[43] Michael H. Kaplan and John W. Warden, "Community Education Perspectives," 1978, pp. 3-4.

[44] Ibid., pp. 3-4.

[45] Ibid., p. 11.

A third trend concerns an added process dimension. The focus of such attention is to balance between programming and involvement of people through a cooperative action , initially viewed in terms of a "program to process."[46] The process conceptualization has thus added to the conceptual identity of how the community educator wishes to be perceived by others.[47] Hetrick reported that "such a perspective further avoids freezing the concept in terms of some particular program or product and insures a certain degree of self-renewal."[48]

A fourth major trend concerns the development of specific components to provide a conceptual handle or tool of common reference. Kaplan stated that a competent approach to community education helps: 1) to identify and establish some working territory; 2) to establish a developmental approach, and 3) to exemplify an explanation of what constitutes community education.[49]

Summary

Chapter II has traced the historical development of community education, the university involvement in its development, and examined the current thinking concerning its philosophy.

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[46] John W. Warden,"Working With People in Education: Directive and Non-directing Approach," Miniback Publication Series, 1973.

[47] William Biddle and Loureide Biddle, The Community Development Process, 1965.

[48] William H. Hetrick, "Community Process: Community Education's Promise," Community Education Bulletin, Florida Atlantic University, 1976.

[49] Michael H. Kaplan and John W. Warden, 1978, pp. 3-4.

Community education is a concept which serves the entire community by providing for all educational needs. The basic element of the community education concept can be traced to Greeks and Romans. The early community education concept began to develop in the 1920s and 1930s. The aims were to meet the basic social and economic needs of the community through community involvement. The major thrust of the community education movement began in Flint, Michigan. The success of this initial program with the support of the Mott Foundation resulted in spreading a unique philosophy throughout the United States.

University involvement, in 1955, was another step to strengthen the community education movement. A basic goal was to prepare community education coordinators and other staff personnel for leadership positions. A second goal was to prepare text materials for implementing the community education approach to learning. The third goal was to introduce the community education concept throughout the nation.

In the current community education concept, however, there were various misconceptions and misunderstandings about the true meaning of community education and its potential; the preceding empirical research showed that community education is on the rise. Parents, teachers, administrators, and social agencies began to work together to provide an extensive community involvement, pre-school learning experiences, programs for the enrichment of children and youth, adults, and senior citizen activities, and involvement of the community in problem-solving. Table I indicates an intensive surge of this movement during a three-year period.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

This chapter discusses the procedures and techniques followed in this research. The discussion is divided into the following major sections: population and samples involved in the study, description of the instrument, data collecting procedure, and an explanation of the statistical treatment of the data.

Population and Samples

The population investigated in this study was composed of five groups in four selected school districts in Oklahoma. Included were 1) principals, 2) teachers, 3) parents, 4) superintendents, and 5) school board members. Prior to selecting the samples, the four districts were divided into two groups: two school districts with community education programs, and two school districts without community education programs. However, school districts in Oklahoma are different in terms of size, activities, socio-economic backgrounds, ethnic groups represented, and physical plants. Because of this, the researcher matched the four different community schools with the assistance of the State Department of Education in categories of school size, grade levels, school programs, activities, ethnic groups, socio-economic backgrounds, and school facilities.

After matching the schools, samples were drawn. The school board members, superintendents, and school principals included in the population were few in number. Each automatically became one small group, while other groups--teachers and parents--were sampled randomly from the 1978 directory of each school district. The total populations of teachers and parents for all four districts were 449 and 7934, respectively. Because of the difference in numbers of these groups, the researcher selected thirty percent of the teachers and five percent of parents. The findingsindicated that the total numbers of teachers and parents selected in districts with community education programs were not equal to the numbers of teachers and parents in districts without community education programs. Therefore, it was necessary that the researcher equalize both groups of samples so that each district had an equal chance in participation, regardless of the number of teachers and parents in the population. The total population, the percentage of each sub-group, and the method applied to equalize both groups of samples are shown in Tables II and III.

Description of the Instrument

The initial questionnaire considered for measuring the acceptance of the community education philosophy was formed by Jeffrey.[1] A year later, this instrument was modified by Manley[2] at Michigan State University. The data for this study were obtained by using the Modified

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[1] J. B. Jeffrey, "Comparative Study of Teachers' Acceptance of the Community Education Philosophy," (Unpublished dissertation), 1975.

[2] Frank Manley, "A Study of the Acceptance of the Community Education Philosophy by Superintendents," (Unpublished dissertation), 1976.

TABLE II

THE TOTAL AND SUB-GROUP POPULATION OF THE SCHOOLS IN DISTRICTS WITH COMMUNITY EDUCATION PROGRAMS

	Population of Community Schools			
Subject Groups	Total Number	Percent of Sample	Total Number (Percent)	Equalized
Principals	5	100	5	5
Teachers	250	30	75	60
Board Members	10	100	10	10
Superintendents	5	100	5	5
Parents	4233	5	211	180
	4503			260

TABLE III

THE TOTAL AND SUB-GROUP POPULATION OF THE SCHOOLS IN DISTRICTS WITHOUT COMMUNITY EDUCATION PROGRAMS

	Population of Non-community Schools			
Subject Groups	Total Number	Percent of Sample	Total Number (Percent)	Equalized
Principals	4	100	4	4
Teachers	160	30	48	60
Board Members	10	100	10	10
Superintendents	5	100	5	5
Parents	3201	5	160	180
	3380			259

Community Education Philosphy Instrument (M-CEPI) by which the school principals, teachers, superintendents, parents, and school board members indicated the extent of their acceptance of the community education philosophy (see Appendix A). The M-CEPI Instrument contains a series of statements judged by panel experts to be representative of the community education philosophy. This instrument contains thirty items, each of which falls under one of the six components of community education identified by Minzey.[3]

The school principals, teachers, superintendents, school board members, and parents associated statements with responses ranging from "strongly agree" to "strongly disagree," and the scale was as follows: strongly agree = 5; agree = 4; no opinion = 3; disagree = 2, and strongly disagree = 1.

Validity

The content and face validity of the Modified Community Education Philosophy Instrument (M-CEPI) was determined by feedback from 15 experts in the field of community education who commented whether or not they felt the statements reflected the community education philosophy. Ary et al. commented that "Content validity is essentially and of necessity based on judgment. The test maker may ask a number of experts to examine the items systematically and indicate whether or not they represent sufficiently well the theoretical universe from which they were drawn.[4]

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[3] Minzey, 1974, pp. 7-8.

[4] D. Ary, L. Jacobs, and A. Razavieh, Introduction to Research in Education, New York: Holt, Rinehart and Winston, 1972, p. 192.

Reliability

To determine the reliability of the M-CEPI, a test-retest method using the Pearson Product Movement Correlation coefficient was used. Correlation coefficients were determined for each of the components, total correlation of 30 items and particularly correlation coefficients for each component with the total number of items in Table IV.

TABLE IV

RELIABILITY COEFFICIENT OF THE MODIFIED COMMUNITY EDUCATION PHILOSOPHY INSTRUMENT

Type of Skill	No. of Components	No. of Items	Correlation Coefficient
Total Philosophy	all	30	.95
Traditional Day-school Program	i	5	.84
Extended use of Community Services	ii	5	.91
Additional Programs for School-age Children	iii	5	.92
Programs for Adults	iv	5	.73
Delivery and Coordinating of Community Services	v	5	.97
Community Involvement	vi	5	.86

Ary et al. indicated that satisfactory reliability coefficients are those of .70 and above, while reliability coefficients below .70 are unsatisfactory.[5]

Collection of Data

On December 15, 1978, the researcher mailed a letter to the superintendents of the four districts selected for this study. The purpose of the letter was to request participation and cooperation of the school districts in the study. After approximately a week, permission was granted by each school superintendent to conduct the study.

The researcher contacted each school principal by a personal visit to request participation and cooperation. A questionnaire, with cover letter (Appendix A) and a self-addressed envelope for return of the questionnaire was handed to each of the selected school board members, superintendents, school principals, and teachers. The students were requested to take the questionnaires to their parents and also to return them after they had been filled out. The researcher provided a box in each principal's office for this purpose. Two weeks later, the researcher picked up the questionnaires at each school.

Statistical Statement

This study investigated to what extent school principals, teachers, superintendents, parents, and school board members accepted the philosophy of community education. The t-test was selected as an appropriate statistical tool to determine first, whether or not a significant difference existed toward the overall philosophy of the community education concept. Secondly, to determine if a significant difference existed concerning attitudes toward the six components identified by Minzey:[6] 1) traditional day-school program; 2) use of community facilities; 3) additional programs; 4) programs for adults; 5) delivery and coordination of services, and 6) community involvement (see Appendix B). Additionally, the t-test was used to examine whether or not there were significant differences in each item of the instrument (see Appendix A). The $P<.05$ level of probability was selected as the level at which results were considered significant.

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[5] Frank Manley, p. 68.

Summary

This chapter focused on population and samples, description of the instrument, including reliability and validity, procedure for gathering data, and the statistical treatment of the study.

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[6] Minzey, 1974, pp. 7-8.

CHAPTER IV

RESULTS

Introduction

The present study was designed to determine the extent of acceptance of the community education philosophy in four selected school districts in Oklahoma. The four districts were divided into two groups: two districts had community education programs, and two districts did not have community education programs. The population investigated in this study was composed of five groups in each district: 1) school board members; 2) teachers; 3) superintendents; 4) principals, and 5) parents. The modified instruments (M-CEPI) which were mailed to both districts were, respectively, 260 and 259 (i.e., districts with and without community education programs). The total number of returns from the districts were, respectively, 141 and 133. The percentage of returns was about 54 percent from the districts with community education programs and 51 percent from districts without community education programs. Tables V and VI provide an overview of returns from each sub-group of both types of district.

To measure the attitudes of sub-groups in both districts toward the philosophy of community education programs, seven hypotheses were postulated. Included were the overall community education philosophy and the six components of the community education programs: 1) component one,

TABLE V

RETURNS FROM GROUPS WITHIN DISTRICTS WITH AND WITHOUT COMMUNITY EDUCATION PROGRAMS

Districts	Number in Samples	Number of Returns	Percent of Returns
With Community Education Programs	260	141	54
Without Community Education Programs	259	133	51

TABLE VI

RETURNS FROM GROUPS WITHIN DISTRICTS WITH AND WITHOUT COMMUNITY EDUCATION PROGRAMS

	With Community Education Programs			Without Community Education Programs		
Subjects	Number in Samples	Number of Returns	Percent	Number in Samples	Number of Returns	Percent
Board members	10	10	100.0	10	8	80.0
Superintendents	5	4	80.0	5	2	40.0
Principals	4	4	100.0	4	4	100.0
Teachers	60	40	66.6	60	46	76.6
Parents	180	83	46.0	180	73	40.5

traditional day school programs; 2) component two, adult programs; 3) component three, extended use of community facilities; 4) component four , the additional programs for school-age children; 5) component five, coordination of community services, and 6) component six, community involvement.

Testing the Hypotheses

> Hypothesis 1: There is no difference in attitudes toward the traditional day school programs as perceived by school principals, teachers, superintendents, school board members, and parents in districts with and without community education programs.

For hypothesis 1 (component i), attitudes toward traditional school programs were computed through the adding of items numbered 1, 7, 13, 19, and 25. The findings indicated that in districts with community education programs, principals were most supportive of community education with a mean of 21.25 that parents were least supportive with a mean of 19.75. In districts without community education programs, superintendents were most supportive of community education with a mean of 22.25, and principals were least supportive with a mean of 17.75. However, t-scores indicated that there were no significant differences in attitudes toward the traditional day school programs in districts with and without community education programs as perceived by school board members, principals, teachers, superintendents, and parents. The results of this portion appear in Table VII.

TABLE VII

MEAN, STANDARD DEVIATIONS, AND t VALUES FOR INDEPENDENT GROUPS: BOARD MEMBERS, SUPERINTENDENTS, PRINCIPALS, TEACHERS, AND PARENTS' ATTITUDES TOWARD THE TRADITIONAL DAY SCHOOL PROGRAMS

		Districts With Programs		Districts Without Programs			
Subjects	Ho	Mean	SD	Mean	SD	t	S
Board Members	1	20.60	1.77	18.62	2.77	-1.75	P>.05
Superintendents	1	20.25	0.95	22.25	2.82	0.85	P>.05
Principals	1	21.25	2.06	17.75	4.57	-1.40	P>.05
Teachers	1	20.72	2.79	19.67	2.53	-1.82	P>.05
Parents	1	19.75	2.50	19.97	3.21	0.40	P>.05

Hypothesis 2: There is no difference in attitudes toward the adult programs as perceived by school principals, teachers, superintendents, school board members, and parents in districts with and without community education programs.

Hypothesis 2 (component ii), attitudes toward adult programs, was tested through additions of items numbered 2, 8, 14, 20, and 26. The results showed that superintendents were more supportive with a mean of 19.75; parents were least supportive with a mean of 17.59 in districts with community education programs. In districts without community education programs, board members and superintendents showed the highest agreement with a mean of 18.00; teachers scored the lowest agreement with a mean of 15.54. The mean scores for school board members, superintendents, principals, teachers, and parents in districts with community education programs were higher than the mean scores of their counterparts in districts without community education programs; that is, the sub-groups in districts with community education programs were more in agreement with adult programs than were the districts without community education programs.

The results of the t-test showed that the board members, superintendents, school principals, and parents did not differ significantly, and indicated that no significant difference existed in attitudes toward adult programs. However, in the perception of the teachers, it was found that there was a significant difference in attitude toward adult programs. Therefore, the hypothesis was rejected. The results of this study are shown in Table VIII.

TABLE VIII

MEAN, STANDARD DEVIATIONS, AND t VALUES FOR INDEPENDENT GROUPS: BOARD MEMBERS, SUPERINTENDENTS, PRINCIPALS, TEACHERS, AND PARENTS' ATTITUDES TOWARD ADULT PROGRAMS

	Districts With Programs			Districts Without Programs			
Subjects	Ho	Mean	SD	Mean	SD	t	P
Board Members	2	18.80	2.89	18.80	3.46	-0.52	P>.05
Superintendents	2	19.75	1.50	18.00	0.0	-2.33	P>.05
Principals	2	18.50	2.08	17.00	5.47	-0.79	P>.05
Teachers	2	18.40	3.63	15.54	4.12	-3.38*	P<.05
Parents	2	17.59	3.37	17.20	4.35	-0.61	P>.05

*Significant at 0.05 level.

Hypothesis 3: There is no difference in attitudes toward the extended use of school facilities as perceived by school principals, teachers, superintendents, school board members, and parents in districts with and without community education programs.

For hypothesis 3 (component iii) attitudes toward the extended use of school facilities were tested through addition of items numbered 3, 9, 15, 21, and 27. The results indicated that in districts with community education programs, principals were most supportive with a mean of 21.75; school board members were least supportive with a mean of 18.10. In districts without community education programs, the highest agreement was shown by principals, 19.25; the lowest agreement by school board members, 17.25. In all, the mean score for each group of subjects in districts with community education programs was higher than in districts without community education programs; that is, school districts with community education programs were most supportive of the community education philosophy.

The t values obtained showed that the school board members, superintendents, principals, teachers, and parents did not differ significantly, and indicated that there was no significant difference in attitudes toward extended use of school facilities. The results of this portion of the study are reflected in Table IX.

Hypothesis 4. There is no difference in attitudes toward the additional programs for school-age children as perceived by school principals, teachers, superintendents, school board members, and parents in districts with and without community education programs.

TABLE IX

MEAN, STANDARD DEVIATION AND t VALUES FOR INDEPENDENT GROUPS: BOARD MEMBERS, SUPERINTENDENTS, PRINCIPALS, TEACHERS. AND PARENTS' ATTITUDES TOWARD EXTENDED USE OF SCHOOL FACILITIES

Subjects	Districts With Programs			Districts Without Programs		t	P
	Ho	Mean	SD	Mean	SD		
Board Members	3	18.10	2.13	17.25	3.53	-0.50	P>.05
Superintendents	3	18.75	0.95	18.50	0.70	-0.36	P>.05
Principals	3	21.75	3.20	19.25	5.50	-0.79	P>.05
Teachers	3	18.15	2.98	17.34	2.27	-1.28	P>.05
Parents	3	18.97	2.81	17.90	3.01	-0.36	P>.05

For testing hypothesis 4 (component iv), items numbered 4, 10, 16, 22, and 28 were tested. The finding indicated that principals were most supportive with a mean of 21.75, and parents were least supportive with a mean of 16.97 in districts with community education programs. In districts without community education programs, superintendents showed the highest acceptance with a mean score of 20.00, and teachers showed the lowest acceptance with a mean score of 15.76.

As indicated in Table X, the school board members, superintendent, school principals and parents in both districts did not differ significantly and there was no significant difference in attitudes toward delivery and coordination of community services. Based on the data, teachers showed that a significant difference in attitudes existed toward the additional programs for school-age children. The results of this portion of the study are shown in Table X.

TABLE X

MEAN, STANDARD DEVIATION, AND t VALUES FOR INDEPENDENT GROUPS: BOARD MEMBERS, SUPERINTENDENTS, PRINCIPALS, TEACHERS, AND PARENTS' ATTITUDES TOWARD THE ADDITIONAL PROGRAMS FOR SCHOOL-AGE CHILDREN

		Districts With Programs		Districts Without Programs			
Subjects	Ho	Mean	SD	Mean	SD	t	P
Board Members	4	18.00	4.29	16.37	4.43	-0.78	P>.05
Superintendents	4	19.75	1.25	20.00	1.41	0.21	P>.05
Principals	4	21.75	1.70	19.00	2.94	-1.62	P>.05
Teachers	4	17.62	3.43	15.76	3.50	-2.49*	P<.05
Parents	4	16.97	2.94	17.34	3.48	0.70	P>.05

*Significant at 0.05 level.

Hypothesis 5. There is no difference in attitudes toward the coordination of community services as perceived by school board members, superintendents, school teachers, school principals, and parents in districts with and without community education programs.

For hypothesis 5 (component v), attitudes toward coordinating community services was tested by addition of items numbered 5, 11, 17, 23, and 29. In districts with community education programs, principals were most supportive with a mean score of 21.75; parents were least supportive with a mean score of 16.60. In districts without community education, principals showed the highest acceptance with a mean of 19.75; teachers had the lowest acceptance with a mean of 15.76.

The results of the t-test indicated that no significant difference existed in attitudes toward the coordination of community services. The findings of this study are shown in Table XI.

TABLE XI

MEAN, STANDARD DEVIATION, AND t VALUES FOR INDEPENDENT GROUPS: BOARD MEMBERS, SUPERINTENDENTS, PRINCIPALS, TEACHERS, AND PARENTS' ATTITUDES TOWARD DELIVARY AND COORDINATION OF COMMUNITY SERVICES

	Districts With Programs			Districts Without Programs			
Subjects	Ho	Mean	SD	Mean	SD	t	P
Board Members	5	18.10	2.92	17.12	3.44	-0.64	P>.05
Superintendents	5	17.50	3.10	18.50	0.70	0.61	P>.05
Principals	5	21.75	2.63	19.75	3.94	-0.84	P>.05
Teachers	5	17.15	3.90	15.76	3.20	-1.79	P>.05
Parents	6	16.60	3.36	16.35	3.36	-0.42	P>.05

> Hypothesis 6. There is no difference in attitudes toward the community involvement as perceived by school principals, teachers, superintendents, school board members, and parents in districts with and without community education programs.

For hypothesis 6 (component vi), attitudes toward community involvement were measured through addition of items numbered 6, 12, 18, 24, and 30. The findings showed that in districts with community education programs, principals were most supportive with a mean of 21.00; teachers scored lowest with a mean of 18.77. In districts without community education programs, principals had the highest agreement with a mean of 20.00; parents scored the lowest agreement with a mean of 18.09.

The results of the t-tests showed that the school board members, superintendents, principals, teachers, and parents did not differ significantly, and that no significant difference existed in attitude toward community involvement. The results of this portion of the study are shown in Table XII.

> Hypothesis 7. There is no difference in attitudes toward an overall philosophy of community education as perceived by school principals, teachers, superintendents, school board members, and parents in districts with and without community education programs.

For this hypothesis, attitudes toward the overall philosophy of community education programs were computed through the adding of items numbered 1 through 30. The mean scores for each sub-group in terms of acceptance of the overall philosophy of community education in districts with and without community education programs are shown in Table XIII. As Table XIII indicates, in districts with community education programs, principals had the highest agreement with a mean of 126.00; parents scored lowest with a mean of 107.84. In districts without community education programs, superintendents were most supportive with a mean of 115.00; teachers were least supportive of community education programs with a mean score of 102.19. The mean scores for school board members, parents, superintendents, teachers, and school principals in districts with community education programs were higher than the mean score of their counterparts in districts without community education programs. The obtained values of the t-test reflected no significant differences toward the overall philosophy of community education programs as perceived by school principals, superintendents, and parents. Therefore, this hypothesis was not rejected. However, teachers differed significantly; there was a significant difference in attitude toward the overall philosophy of community education programs. The results of this portion of the study are reflected in Table XIII.

As Table XIV indicates, the mean score for each component in districts with community education programs was relatively higher than mean scores in districts without community education programs. The highest mean score for component i was 20.51, and the lowest mean score for component vi was 18.22 in districts with community education. However, in districts without community education programs, the highest score was reflected by component i, 19.65, and the lowest by component ii, 17.15.

TABLE XII

MEAN, STANDARD DEVIATION, AND t VALUES FOR INDEPENDENT GROUPS: BOARD MEMBERS, SUPERINTENDENTS, PRINCIPALS, TEACHERS, AND PARENTS' ATTITUDES TOWARD COMMUNITY INVOLVEMENT

	Districts With Programs			Districts Without Programs			
Subjects	Ho	Mean	SD	Mean	SD	t	P
Board Members	6	19.00	2.82	19.50	3.62	0.32	P>.06
Superintendents	6	20.25	2.63	18.00	2.82	-0.94	P>.05
Principals	6	21.00	1.63	20.00	3.65	-0.50	P>.05
Teachers	6	18.77	3.14	18.10	3.21	-0.97	P>.05
Parents	6	18.84	2.55	18.09	3.15	-1.61	P>.05

TABLE XIII

MEAN, STANDARD DEVIATION, AND t VALUES FOR INDEPENDENT GROUPS: BOARD MEMBERS, SUPERINTENDENTS, PRINCIPALS, TEACHERS, AND PARENTS' ATTITUDES TOWARD AN OVERALL COMMUNITY EDUCATION PHILOSOPHY

	Districts With Programs			Districts Without Programs				
Subjects	Ho	Mean	SD	Mean	SD	dF	t	P
Board Members	7	112.60	13.32	106.87	17.19	16	-0.80	P>.05
Superintendents	7	116.25	3.94	115.00	8.48	4	-0.26	P>.05
Principals	7	126.00	10.42	112.75	24.39	6	-1.00	P>.05
Teachers	7	110.82	16.32	102.19	15.38	84	-2.52*	P<.05
Parents	7	107.84	12.40	106.84	16.32	154	-0.43	P>.05

*Significant at .05 level.

TABLE XIV

MEAN SCORES, SIX COMPONENTS OF COMMUNITY EDUCATION PROGRAMS

Component	Mean With Programs	Mean Without Programs
i	20.51	19.65
ii	18.61	17.15
iii	19.14	18.05
iv	18.82	17.70
v	18.22	17.50
vi	19.57	18.74

The results of this portion are shown in Table XV; the range of scores for both sub-groups is shown in Figures 3 and 4.

To summarize, a significant difference existed at the .05 level between teachers in districts with and without community education programs in the following instances: 1) adult programs; 2) additional programs for school-age children, and 3) the overall philosophy of community education programs. However, a significant difference was not found in attitudes toward the six components and overall philosophy of the community education philosophy as perceived by school board members, superintendents, school principals, and parents in districts with and without community education programs, but the mean scores of the selected population indicated that the foregoing matched groups were supportive of the overall philosophy of community education programs and

TABLE XV

SUMMARY, t VALUES FOR HYPOTHESES RELATED TO BOARD MEMBERS, SUPERINTENDENTS, PRINCIPALS, TEACHERS, AND PARENTS' ATTITUDES TOWARD THE COMMUNITY EDUCATION PHILOSOPHY

Subjects	Hypothesis	t	P
	1	-1.75	$P>.05$
	2	-0.52	$P>.05$
	3	-0.60	$P>.05$
Board Members	4	-0.78	$P>.05$
	5	-0.64	$P>.05$
	6	0.32	$P>.05$
	7	-0.80	$P>.05$
	1	0.85	$P>.05$
	2	-2.33	$P>.05$
	3	-0.36	$P>.05$
Superintendents	4	0.21	$P>.05$
	5	0.61	$P>.05$
	6	-0.94	$P>.05$
	7	-0.26	$P>.05$
	1	-1.40	$P>.05$
	2	-0.79	$P>.05$
	3	-0.79	$P>.05$
Principals	4	-1.62	$P>.05$
	5	-0.84	$P>.05$
	6	-0.50	$P>.05$
	7	-1.00	$P>.05$
	1	-1.82	$P>.05$
	2	-3.39*	$P<.05$
	3	-1.28	$P>.05$
Teachers	4	-2.49*	$P<.05$
	5	-1.79	$P>.05$
	6	-0.97	$P>.05$
	7	-2.52*	$P<.05$
	1	0.40	$P>.05$
	2	-0.61	$P>.05$
	3	-0.36	$P>.05$
	4	0.70	$P>.05$
	5	-0.42	$P>.05$
	6	-1.61	$P>.05$
	7	-0.43	$P>.05$

*Significant at 0.05 level.

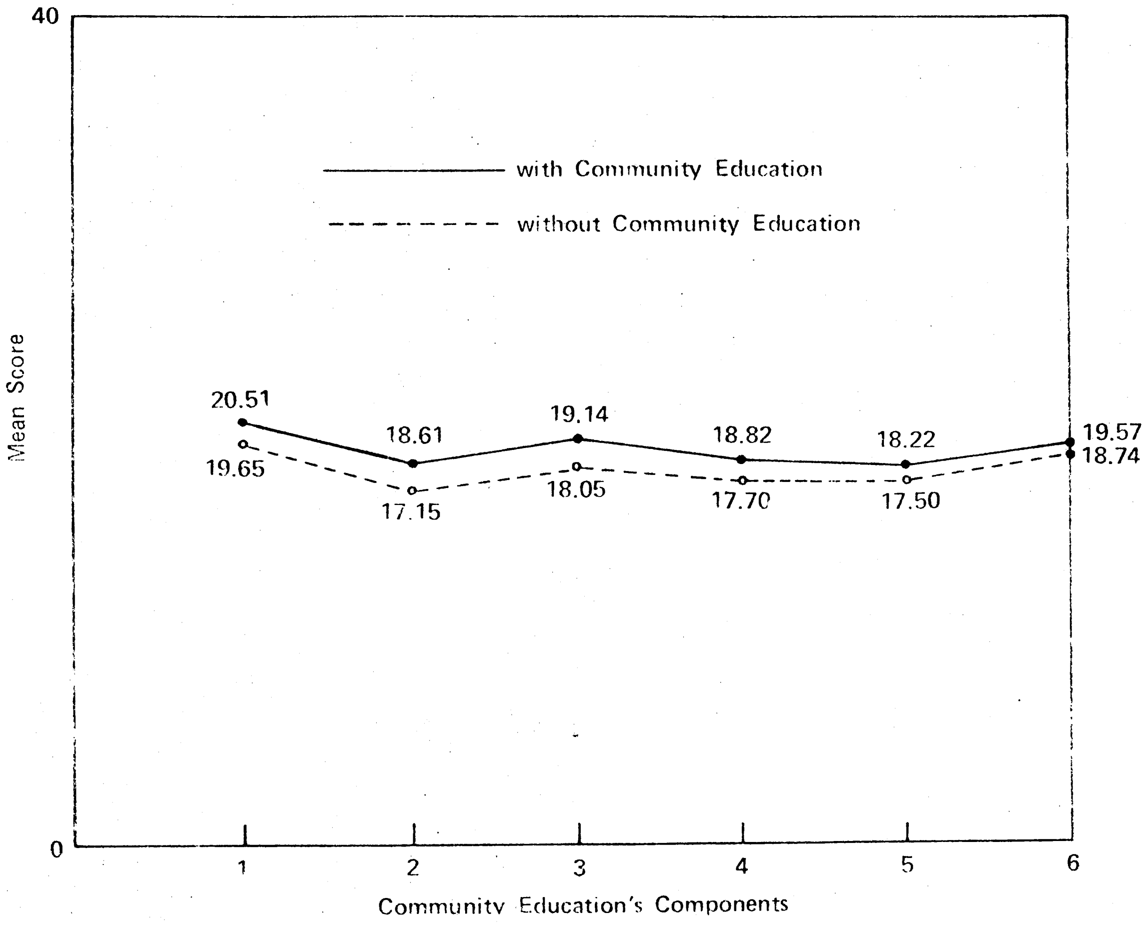

Figure 3. Range of Scores for Both Districts, With and Without Community Education Programs

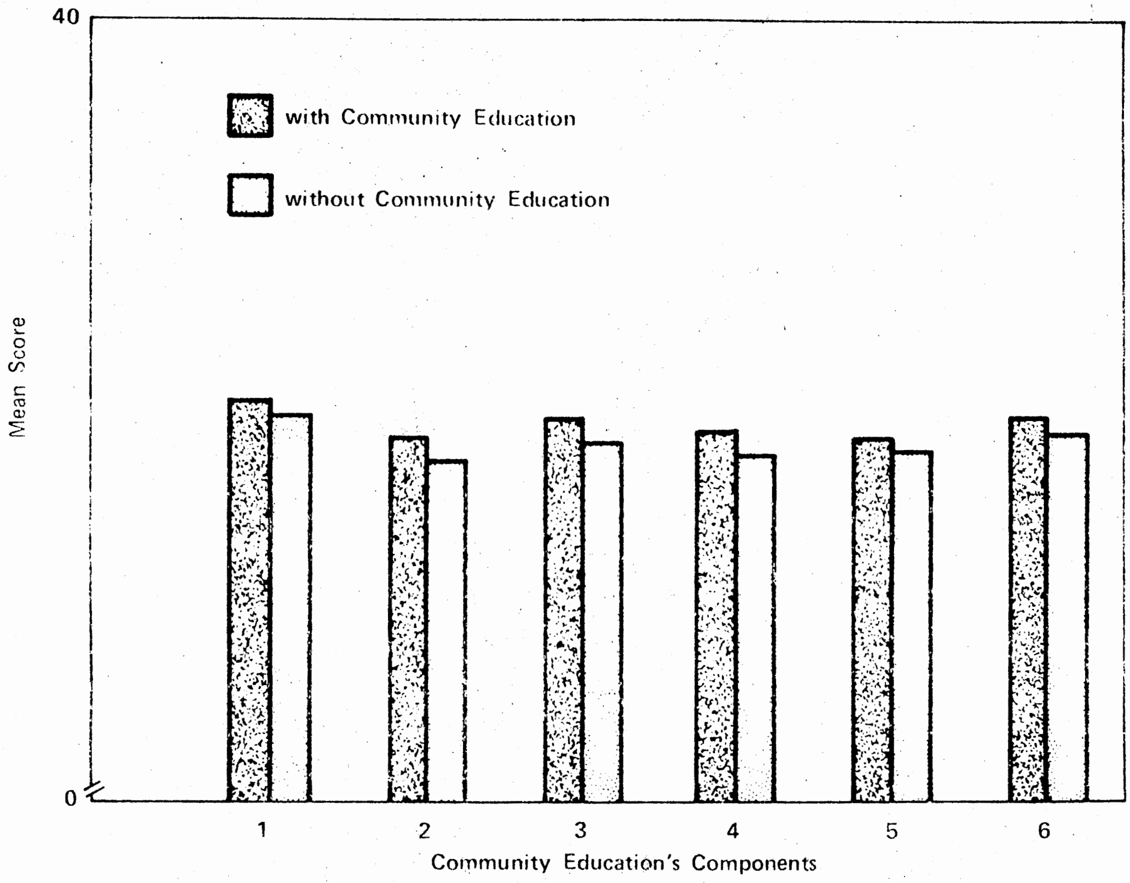

Figure 4. Range of Scores for Both Districts, With and Without Community Education Programs

the six components of the current community education programs. However, the results of the t-tests did not lead to rejection of the null hypotheses.

Summary

This chapter analyzes the study undertaken to investigate whether or not there were significant differences in attitude toward community education philosophy as perceived by school board members, superintendents, school principals, teachers, and parents in districts with and without community education programs. To examine these attitudes, seven hypotheses were made. Included were: 1) hypothesis 1, traditional school day programs; 2) hypothesis 2, adult programs; 3) hypothesis 3, use of community facilities; 4) hypothesis 4, additional programs for school-age children; 5) hypothesis 5, coordination of community services; 6) hypothesis 6, community involvement; hypothesis 7, overall philosophy of community education programs.

A t-test was used to determine whether or not there were significant differences in attitude toward these seven hypotheses. The t-values obtained indicated that school board members, school principals, superintendents, and parents did not reject all hypotheses, and that there were no significant differences in attitude toward the overall philosophy and six components of community education programs. However, teachers were in agreement with other subjects in several components but rejected a few hypotheses. A difference existed in attitude toward adult programs, additional programs for school-age children, and overall philosophy of community education programs in districts with and without community education programs.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains a review of the research problems, a summary of the procedures, summary of the results, conclusions drawn from findings, and recommendations that evolved from the study.

Summary of the Problem and Procedures

The purpose of this study was to investigate the extent of acceptance of certain philosophies by school principals, school board members, superintendents, teachers, and parents in districts with and without community education programs.

The population involved in this study was composed of five groups of people in four selected school districts in Oklahoma. Included were: 1) school principals; 2) teachers; 3) parents; 4) superintendents, and 5) school board members. The four districts were divided into two groups: two school districts with community education programs and two districts without community education programs, although variables such as size, socio-economic backgrounds, ethnic and physical plants were controlled, with the assistance of the State Department of Education.

Because the numbers of superintendents, principals, and school board members included in the population were small, each automatically became one small group while other groups--teachers and parents--were sampled randomly from the 1978 directory of each school district. The percentage and number of subjects each contributed to this study (see Table II).

To accomplish the purpose of this study, the modified Community Education Philosophy Instrument (M-CEPI) was used to collect the data. The instrument contains 30 items, each of which falls under one of the six following components of community education: i) traditional day school programs; ii) adult programs; iii) use of community facilities; iv) additional programs; v) coordination of community services, and vi) community involvement. The content, validity, and reliability of the M-CEPT were explained in Chapter III.

The total number of M-CEPI instruments mailed to the districts with and without community education programs were 260 and 259, respectively. Returns were 141, or 54.0 percent, from districts with community edication programs, and 133, or 51.0 percent, from districts without community education programs. The number of instruments returned by each group in districts with and without community education program is reflected in Tables II and III.

A t-test was postulated to measure seven hypotheses. Included were the overall philosophy of community education programs and the six components which consisted of the six components noted above.

The first hypothesis was not rejected in that there was no difference in attitude toward traditional day school programs as perceived by school board members, superintendents, school principals, teachers, and parents in districts with and without community education programs.

The second hypothesis was rejected in that there was a significant difference in attitude toward adult programs as perceived by teachers in districts with and without community education programs. There was no significant difference between matched groups of school board members, principals, superintendents, and parents.

The third hypothesis was not rejected in that there was no significant difference in attitude toward adult programs as perceived by teachers in districts with and without community education programs. There was no significant difference between matched groups of school board members, principals, superintendents, and parents.

The third hypothesis was not rejected in that there was no significant difference in attitude toward the use of community facilities in districts with and without community education programs as perceived by school board members, superintendents, teachers, principals, and parents.

The fourth hypothesis was rejected in that there was a significant difference in attitude toward the additional programs as perceived by teachers. There was no significant difference between matched groups of school board members, principals, superintendents and parents.

The fifth hypothesis was not rejected in that there was no significant difference in attitude toward the coordination of community services as perceived by five matched groups in districts with and without community programs.

The sixth hypothesis was not rejected in that there was no significant difference in attitude toward community involvement as perceived by five matched groups in districts with and without community education programs.

The seventh hypothesis was rejected in that there was a significant difference in attitude toward the overall philosophy of community education programs as perceived by teachers, not by other matched groups.

Conclusions

In formulating conclusions for this study, a comparison was made with previous related research. In previous research, Whitte, Burden and Wilden inferred that there were differences among attitudes, functions, roles, and leadership competencies of community and non-community school teachers, principals, and superintendents.

Jeffrey conducted a comparative study of functions performed by teachers of community and non-community schols. The findings indicated a greater acceptance of the community education philosophy existed on the part of community school teachers.

Jacques conducted a comparative study of principals of community and non-community schools. His findings indicated that principals of community schools were significantly more positive in their attitudes toward the philosophy of community education than were those in non-community schools.

Findings of the present study led to the conclusion that it was substantially in agreement with the above studies in that groups from communities with community education programs were more positive toward the concept than those in communities without it. In addition, the following conclusions were sequentially drawn from this study:

1) Superintendents and principals were more supportive of the current community education concept than were teachers, school board members and parents in both sets of districts.

2) Overall, both sets of teachers were in agreement with the community education philosophy. However, teachers in communities with community education were significantly more positive toward: adult programs, additional programs for school-age children, and the overall

philosophy of community education than were teachers in communities without community education.

3) It was concluded that school board members and parents in both sets of districts were least aware of the five groups about the community education concept.

Based on this study and the foregoing conclusions, the following recommendations were made:

Recommendations

The findings of this study lead to the following recommendations to develop channels for improving the community education concept in districts with community education programs:

1) The community school center should give serious attention to increased communication with teachers in order to increase opportunities to familiarize them with the community education philosophy. Further, it is essential to include teachers in the decision-making process so they may become more vocal in their support of the school's community education programs and express their interest by taking part in the activities that are offered. Therefore, strong teacher support in implementing community education programs would greatly help the community education directors to have positive predictions in the direction of process-related activities.

2) The community school center should have more extensive programs with university services. For instance, it is advisable that these services promote the community education option available as part of the students' directed teaching experience. This plan would help students become more familiar with the existence of community education

programs.

3) It is recommended that a replication study be conducted with a larger number of teachers, superintendents, parents, and principals representing all secondary and elementary schools.

4) It is recommended that a study be made to determine whether or not there is a positive relation between teachers' job satisfaction or dissatisfaction in districts with and without community education programs.

5) It is recommended that careful consideration be given to strengthening awareness among superintendents, principals, and parents.

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APPENDIX A

COMMUNITY EDUCATION PHILOSOPHY INSTRUMENT

COMMUNITY EDUCATION PHILOSOPHY INSTRUMENT (MODIFIED)

Directions

Please read each statement on the following pages. Circle the number which most accurately indicates the extent to which each statement reflects your personal educational philosophy. Your responses will be held in strictest confidence.

5 - Strongly Agree
4 - Agree
3 - Neutral
2 - Disagree
1 - Strongly Disagree

1.1 Research studies indicate that students learn from their total environment; hence, the entire community is a vital part of the learning experience. 5 4 3 2 1

2.2 Public school facilities belong to all the taxpayers in the community and their use should be maximized beyond the traditional academic school day. 5 4 3 2 1

3.3 There is an increasing need for additional educational experience and opportunities for youngsters. 5 4 3 2 1

4.4 Public schools should provide opportunities for adults to complete high school (earn a diploma). 5 4 3 2 1

5.5 Public schools, with other agencies should assume the leadership for identifying community resources to attack community problems. 5 4 3 2 1

6.6 Administrators, other school personnel, and community leaders should work together to develop educational goals to make learning opportunities available to individuals of all ages. 5 4 3 2 1

7.1 Educational practices should reflect the expressed interests, needs, desires, and problems of all students for whom they are planned. 5 4 3 2 1

8.2 Public school facilities which are restricted entirely to use by school-age students represent a wasted community resource. 5 4 3 2 1

5 - Strongly Agree
4 - Agree
3 - Neutral
2 - Disagree
1 - Strongly Disagree

9.3 Recreational activities for school age children not provided by another community agency in sufficient quantity, should be provided by the community education department. 5 4 3 2 1

10.4 Other agencies, working together with the public schools should be responsible for adult vocational training and job upgrading programs. 5 4 3 2 1

11.5 Public schools should share its facilities and resources with local governmental and social agencies to deliver increased and improved services. 5 4 3 2 1

12.6 Citizens' advisory councils are needed to assist professional educators in uncovering the community's educational needs, desires and expectations. 5 4 3 2 1

13.1 Educational programs can be made more meaningful by bringing "the community into the classroom" and taking "the classroom into the community." 5 4 3 2 1

14.2 Administrators should be expected to meet the increasing needs of K=12 students while attempting to provide services for all citizens in the community through the schools. 5 4 3 2 1

15.3 Other agencies, in cooperation with public schools, should be responsible for providing pre-school activities for 3 and 4 year old children. 5 4 3 2 1

16.4 Taxpayers should be expected to finance their share of the so-called "frills" included in education, such as enrichment, avocational, recreational or evening programs. 5 4 3 2 1

17.5 The public school has an obligation to work toward the improvement of the physical, social, economic and psychological environment through cooperative efforts with other agencies. 5 4 3 2 1

18.6 School personnel should be aware that people in every community provide a wealth of untapped skills, talents, and services which should be utilized by the school district. 5 4 3 2 1

5 - Strongly Agree
4 - Agree
3 - Neutral
2 - Disagree
1 - Strongly Disagree

19.1 Public school buildings should remain open as many hours as necessary to satisfy the total educational needs of its community members. 5 4 3 2 1

20.2 Administrators should have or develop a flexible procedure to insure that school facilities are made available for use by interested community groups or responsible agencies. 5 4 3 2 1

21.3 The school should provide remedial learning opportunities for students who need such programs. 5 4 3 2 1

22.4 Learning is a life long process; therefore, a balanced program of educational experiences, including adults, should be offered by the public schools. 5 4 3 2 1

23.5 The public school should be considered a human resource center through which some other agencies may funnel their services into the community. 5 4 3 2 1

24.6 Community members without children in school should have as influential a voice in educational affairs as those whose children are presently enrolled. 5 4 3 2 1

25.1 Helping the student develop a positive self-concept is as important as helping the student learn "subject matter." 5 4 3 2 1

26.2 Administrators should plan the construction of new school facilities with the total learning needs of the community as a high priority. 5 4 3 2 1

27.3 Avocational (hobby) and enrichment (interest areas) programs for youngsters should be shared responsibility of appropriate city/county agencies and the public schools. 5 4 3 2 1

28.4 Recreational, cultural and avocational (hobby) activities for adults should be a shared responsibility of public schools and other agencies in community sponsorship. 5 4 3 2 1

5 - Strongly Agree
4 - Agree
3 - Neutral
2 - Disagree
1 - Strongly Disagree

29.5	Agency personnel, in coordination with the public school staff, should serve as catalytic agents in directing local resources to solve community problems.	5 4 3 2 1
30.6	Authority for educational planning should not rest solely in the hands of the professional educator.	5 4 3 2 1

APPENDIX B

SIX COMPONENTS OF COMMUNITY EDUCATION PHILOSOPHY

PHILOSOPHY STATEMENTS FOR EACH COMPONENT OF COMMUNITY EDUCATION

Component i

Traditional Day School Programs

1.1 Research studies indicate that students learn from their total environment; hence, the entire community is a vital part of the learning experienc.

7.1 Educational practices should reflect the expressed interests, needs, desires, and problems of all students for whom they are planned.

13.1 Educational programs can be made more meaningful by bringing "the community into the classroom" and taking "the classroom into the community."

19.1 Public school buildings should remain open as many hours as necessary to satisfy the total educational needs of its community members.

25.1 Helping the student develop a positive self-concept is as important as helping the student learn "subject matter."

Component ii

Extended Use of School Facilities

2.2 Public school facilities belong to all the taxpayers in the community and their use should be maximized beyond the traditional academic school day.

8.2 Public school facilities which are restricted entirely to use by school-age students represent a wasted community resource.

14.2 Administrators should be expected to meet the increasing needs of K-12 students while attempting to provide services for all citizens in the community through the schools.

20.2 Administrators should have or develop a flexible procedure to insure that school facilities are made available for use by interested community groups or responsible agencies.

26.2 Administrators should plan the construction of new school facilities with the total learning needs of the community as a high priority.

Component iii

Additional Programs for School-aged Children and Youth

3.3 There is an increasing need for additional educational experience and opportunities for youngsters.

9.3 Recreational activities for school-age children not provided by another community agency in sufficient quantity should be provided by the community education department.

15.3 Other agencies, in cooperation with public schools, should be responsible for providing pre-school activities for 3 and 4-year old children.

21.3 The school should provide remedial learning opportunities for students who need such programs.

17.3 Avocational (hobby) and enrichment (interest areas) programs for youngsters should be shared responsibility of appropriate city/county agencies and the public schools.

Component iv

Programs for Adults

4.4 Public schools should provide opportunities for adults to complete high school (earn a diploma).

10.4 Other agencies, working together with the public schools, should be responsible for adult vocational training and job upgrading programs.

16.4 Taxpayers should be expected to finance their share of the so-called "frills" included in education, such as enrichment, avocational, recreational or evening programs.

22.4 Learning is a life-long process; therefore, a balanced program of educational experiences, including adults, should be offered by the public schools.

28.4 Recreational, cultural and avocational (hobby) activities for adults should be shared responsibility of public schools and other agencies in community sponsorship.

Component v

Delivery and Coordination of Services

5.5 Public schools, with other agencies, should assume the leadership for identifying community resources to attack community problems.

11.5 Public schools should share their facilities and resources with local governmental and social agencies to deliver increased and improved services.

17.5 The public school has an obligation to work toward the improvement of the physical, social, economic and psychological environment through cooperative efforts with other agencies.

23.5 The public school should be considered a human resource center through which some other agencies may funnel their services into the community.

29.5 Agency personnel, in coordination with the public school staff, should serve as catalytic agents in directing local resources to solve community problems.

Component vi

Community Involvement

6.6 Administrators, other school personnel, and community leaders should work together to develop educational goals to make learning opportunities available to individuals of all ages.

12.6 Citizens' advisory councils are needed to assist professional educators in uncovering the community's educational needs, desires and expectations.

18.6 School personnel should be aware that people in every community provide a wealth of untapped skills, talents, and services which should be utilized by the school district.

24.6 Community members without children in school should have as influential a voice in educational affairs as those whose children are presently enrolled.

30.6 Authority for educational planning should not rest solely in the hands of the professional educator.

APPENDIX C

LETTERS OF PERMISSION TO USE THE INSTRUMENT AND CONDUCT THE RESEARCH IN FOUR SCHOOL DISTRICTS

Oklahoma State University

COMMUNITY EDUCATION CENTER

STILLWATER, OKLAHOMA 74074
GUNDERSEN 309
(405) 624-7246

October 11, 1978

Dear Respondent:

As a candidate for the Ed. D. Degree in Educational Administration with major emphasis in community Education at Oklahoma State University, Stillwater, Oklahoma, I am gathering data for my doctoral dissertation. You have been randomly selected to assist in providing this information. I would appreciate having you complete the enclosed questionnaire according to the directions included. Your cooperation and honest responses are vitally important to the success of this study.

The title of this study is "A Study of the Acceptance of the Community Education Philosophy by Teachers, Principals, Parents, Superintendents, and School Board Members." Approval to conduct this study has been granted by the superintendents of six public school districts.

Please be assured that your responses to the questionnaire will remain confidential. Neither you nor the school will be identified in the study.

Also, enclosed is an envelope for your return of the questionnaire. Please return the sealed questionnaire envelope to your principal's office at your earliest convenience. For parents, it may be more convenient to have your son or daughter return the questionnaire to the principal's office.

Thank you very much for your time and your assistance with this study.

Sincerely yours,

Mo. Lotfioff

Dr. "Deke" Johnson, Director
Community Education Center
Thesis Chairman

ML:jfb
Enclosures

October 13, 1978

Mr. M. Lotfioff
72-3 South U. PL.
Stillwater, Oklahoma 74074

Dear Mr. M. Lotfioff,

This letter grants you permission to utilize my Research Instrument in your Doctoral program.

Best Wishes,

Frank Manley

Dr. Frank Manley
FM:bp

Yukon Public Schools
850 Yukon Avenue
YUKON, OKLAHOMA 73099
DR. DON GRAVES, Superintendent

GENE CRANFILL
Assistant Superintendent

PAUL HANSON
Assistant Superintendent

December 12, 1978

To Whom It May Concern,

Mr. Mohammad Lotfioff has the permission of Dr. Graves and me to conduct his study through our school system and hand out questionaires to be answered.

We would appreciate your cooperation with him as much as possible.

Sincerely,

Paul D Hanson

Paul Hanson
Assistant Superintendent

Chickasha Public Schools
E. B. Turley, Superintendent
900 Choctaw Avenue
Chickasha, Oklahoma 73018

September 28, 1978

Mr. Mohammad Lotfioff
72-3 S. University Place
Stillwater, OK 74074

Dear Mr. Lotfioff:

I received your request for a survey of the Chickasha Public School and community on your study.

If the study consists only of the attached survey form, we will be happy to comply. If it involves other activities, we will regretfully decline.

Sincerely,

E. B. Turley
Superintendent

EBT:ad

CHICKASHA, OKLAHOMA
ALL AMERICA CITY

ADA CITY SCHOOLS
OFFICE OF THE SUPERINTENDENT
ADA, OKLAHOMA 74820

October 6, 1978

Mr. Mohammad Lotfioff
72-3 S. University Place
Stillwater, Oklahoma 74074

Dear Mr. Lotfioff:

Please consider this letter as indication of my willingness to participate in your study. I must tell you that while I approve of the study that I cannot make it mandatory that our teachers participate. You will have to take your chances as to the number of questionnaires you will receive back from teachers and parents.

Sincerely yours,

Max D. Skelton

Max D. Skelton
Superintendent

MDS/jh

Broken Arrow Public Schools

C. G. Oliver, Jr., Superintendent of Schools
BROKEN ARROW, OKLAHOMA 74012

ADMINISTRATIVE OFFICES
601 South Main
918-251-8541

November 10, 1978

Mr. Mohammed Reza Lotifioff
72-3 South University Place (U.P.)
Stillwater, Oklahoma 74074

Dear Mr. Lotifioff:

Your request for permission to involve selected faculty, students and parents of Broken Arrow Public School District in a research project concerning Acceptance of the Community Education Philosophy has been reviewed. Dr. Edward Whitworth, administrative assistant, has also reviewed the dissertation proposal.

Based on the methods outlined in your proposal, and under the direction of Dr. Deke Johnson, Oklahoma State University, I am happy to authorize the study in Broken Arrow Public Schools. Dr. Whitworth will coordinate the research activities with Mr. Keith Kashwer, director of community education.

The Community Education program has been well-received in Broken Arrow, the patrons have a basic knowledge of the concept, and I am confident this will be a good community to include in your research effort. Please contact Dr. Whitworth and Mr. Kashwer to coordinate the study.

Sincerely,

BROKEN ARROW PUBLIC SCHOOLS

C. G. Oliver, Jr., Ed.D.
Superintendent of Schools

ee

cc: Dr. Ed Whitworth
Mr. Keith Kashwer
Dr. Deke Johnson

APPENDIX D

THE OBTAINED t-VALUE FOR EACH ITEM AS RESPONDED TO BY SCHOOL BOARD MEMBERS, SCHOOL PRINCIPALS, SUPERINTENDENTS, TEACHERS, AND PARENTS

TABLE XVI

MEAN ITEM SCORES FOR SCHOOL BOARD MEMBERS ON COMMUNITY EDUCATION PHILOSOPHY

	Districts With Programs		Districts Without Programs			
Item	Mean	SD	Mean	SD	t	P
1	4.70	0.48	4.75	0.46	-0.22	P>.05
2	4.20	0.63	3.75	1.38	0.87	P>.05
3	4.10	0.73	4.00	0.75	0.28	P>.05
4	3.90	1.44	3.75	1.38	0.22	P>.05
5	3.40	0.96	2.87	1.35	0.92	P>.05
6	4.00	0.94	3.75	0.75	0.38	P>.05
7	4.10	0.56	3.75	1.03	0.87	P>.05
8	3.90	0.73	3.62	0.91	0.69	P>.05
9	3.30	1.05	2.87	0.99	0.86	P>.05
10	3.40	1.17	3.12	1.45	0.44	P>.05
11	3.70	0.67	3.62	1.06	0.17	P>.05
12	3.70	1.05	3.87	1.12	-0.33	P>.05
13	3.80	0.91	3.75	1.28	0.09	P>.05
14	3.00	1.05	3.37	1.06	-0.74	P>.05
15	3.40	0.69	3.62	0.91	-0.57	P>.05
16	4.00	0.81	3.62	1.40	0.69	P>.05
17	4.20	0.63	4.00	0.75	0.60	P>.05
18	4.40	0.69	4.12	0.99	0.62	P>.05
19	3.60	1.07	2.50	1.19	2.02*	P<.05
20	3.60	0.84	3.62	1.18	-0.05	P>.05
21	4.20	0.63	3.75	1.28	0.93	P>.05
22	3.80	1.13	3.25	1.16	1.00	P>.05
23	3.20	1.22	3.00	0.75	0.41	P>.05
24	3.40	1.17	3.75	0.70	-0.76	P>.05
25	4.40	0.69	3.87	0.99	1.28	P>.05
26	4.10	0.73	3.62	0.74	1.35	P>.05
27	3.10	1.19	3.00	1.06	0.18	P>.05
28	2.90	1.19	2.62	0.91	0.54	P>.05
29	3.60	0.69	3.62	0.74	-0.07	P>.05
30	3.50	0.34	3.75	1.16	-0.46	P>.05

*Significant at 0.05 level.

TABLE XVII

MEAN ITEM SCORES FOR SUPERINTENDENTS ON COMMUNITY EDUCATION PHILOSOPHY

	Districts With Programs		Districts Without Programs			
Item	Mean	SD	Mean	SD	t	P
1	4.25	.50	4.98	.10	2.50*	P<.05
2	4.50	.57	4.00	.52	1.72	P>.05
3	4.25	.50	4.50	.52	1.72	P>.05
4	4.00	.50	4.50	.70	-1.33	P>.05
5	2.75	.95	4.00	.50	-1.62	P>.05
6	4.25	.50	4.00	.54	0.88	P>.05
7	4.25	.50	4.80	.50	-2.50*	P<.05
8	3.50	.57	3.00	1.41	.57	P>.05
9	4.00	.81	1.50	.70	.81	P>.05
10	3.75	.50	4.00	1.41	- .29	P>.05
11	4.25	.50	4.00	.75	.83	P>.05
12	4.00	1.41	3.50	.70	.70	P>.05
13	4.75	.50	4.50	3.00	.47	P>.05
14	3.50	1.29	3.00	1.41	.42	P>.05
15	2.50	.57	4.50	.70	-3.42*	P<.05
16	3.75	1.25	4.50	.70	-0.93	P>.05
17	4.00	.81	4.00	.12	- .42	P>.05
18	4.25	.50	4.50	.70	- .47	P>.05
19	3.00	.81	4.00	.51	-2.02	P>.05
20	4.25	.50	4.00	.35	.82	P>.05
21	4.00	.81	4.00	.57	.37	P>.05
22	4.25	.50	4.00	.52	.85	P>.05
23	2.75	.97	3.00	.22	- .36	P>.05
24	4.25	.50	2.50	.70	3.35*	P<.05
25	4.00	.27	3.50	2.12	.42	P>.05
26	4.00	.33	4.50	.88	.37	P>.05
27	4.50	1.41	3.50	.70	.82	P>.05
28	4.00	.51	3.00	.57	.33	P>.05
29	3.70	.50	3.50	.70	.49	P>.05
30	3.50	.57	3.50	1.21	9.48*	P<.05

*Significant at 0.05 level.

TABLE XVIII

MEAN ITEM SCORES FOR SCHOOL PRINCIPALS ON COMMUNITY EDUCATION PHILOSOPHY

	Districts With Programs		Districts Without Programs			
Item	Mean	SD	Mean	SD	t	P
1	4.50	.57	4.25	.65	.65	P>.05
2	4.50	.57	4.00	1.41	.65	P>.05
3	4.25	.95	4.50	.57	- .44	P>.05
4	4.25	.50	4.00	.50	-1.00	P>.05
5	4.25	.50	4.00	.81	.52	P>.05
6	4.25	.50	3.25	.50	.47	P>.05
7	3.50	1.00	3.50	1.29	.32	P>.05
8	3.15	1.25	3.00	1.50	.87	P>.05
9	4.25	.50	3.25	2.00	.72	P>.05
10	4.50	1.00	3.75	1.50	1.66	P>.05
11	4.50	1.00	3.75	1.25	.93	P>.05
12	4.75	.50	4.25	.95	.92	P>.05
13	4.50	.50	3.25	1.50	.57	P>.05
14	2.00	.87	2.75	1.50	.84	P>.05
15	3.75	1.89	3.25	1.50	.41	P>.05
16	3.75	1.50	3.25	1.25	.51	P>.05
17	4.50	.57	4.00	.81	1.00	P>.05
18	4.75	.50	4.25	.95	.92	P>.05
19	4.75	.50	3.00	1.82	1.84	P>.05
20	3.75	.50	3.25	1.50	.63	P>.05
21	4.75	.50	4.00	1.41	1.00	P>.05
22	4.25	.50	4.00	.81	.52	P>.05
23	4.00	.81	4.25	.95	- .39	P>.05
24	4.25	.75	3.50	.95	1.47	P>.05
25	3.50	1.00	3.75	.95	- .36	P>.05
26	4.50	.57	4.00	.81	1.00	P>.05
27	4.50	.81	4.25	.95	1.55	P>.05
28	4.50	.57	4.00	.81	1.00	P>.05
29	4.50	.57	3.75	.95	1.34	P>.05
30	3.00	1.41	4.00	.81	-1.22	P>.05

TABLE XIX

MEAN ITEM SCORES FOR TEACHERS ON COMMUNITY EDUCATION PHILOSOPHY

Item	Districts With Programs		Districts Without Programs		t	P
	Mean	SD	Mean	SD		
1	4.33	.66	4.32	1.81	.81	P>.05
2	3.86	1.02	3.76	1.08	3.19*	P<.05
3	3.98	.96	3.95	1.00	.177	P>.05
4	4.24	.83	4.05	.92	.191	P>.05
5	3.27	.97	3.21	1.15	1.93	P>.05
6	4.08	.79	3.95	1.01	.143	P>.05
7	4.19	.78	4.13	.88	1.06	P>.05
8	3.61	1.25	3.41	1.22	3.13*	P<.05
9	3.22	1.05	3.15	1.23	1.17	P>.05
10	3.38	1.10	3.60	.98	1.07	P>.05
11	3.27	1.10	3.38	1.16	2.32*	P<.05
12	3.65	1.09	3.47	1.13	1.14	P>.05
13	3.81	.96	3.72	1.19	.45	P>.05
14	3.20	1.11	3.00	1.22	2.25*	P<.05
15	3.04	1.24	2.79	1.26	- .34	P>.05
16	2.98	1.12	3.01	1.30	.41	P>.05
17	3.45	1.10	3.35	1.15	.30	P>.05
18	3.85	.93	3.84	1.11	- .027	P>.05
19	3.32	1.12	3.54	1.26	2.27*	P<.05
20	3.33	.97	3.42	1.22	2.08*	P<.05
21	4.36	.75	3.32	.80	.87	P>.05
22	3.45	1.07	3.64	1.15	1.85	P>.05
23	3.21	1.05	3.21	1.10	- .192	P>.05
24	3.31	1.13	3.23	1.12	-1.42	P>.05
25	4.08	.92	4.20	1.06	.27	P>.05
26	3.56	1.08	3.60	1.11	.86	P>.05
27	3.44	.95	3.67	1.00	.45	P>.05
28	2.90	1.03	3.02	1.16	2.59*	P<.05
29	3.37	0.95	3.17	1.13	1.78	P>.05
30	3.93	.94	3.57	1.18	1.78	P>.05

*Significant at 0.05 level.

VITA

Mohammad Reza Lotfioff

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF THE ACCEPTANCE OF THE COMMUNITY EDUCATION PHILOSOPHY BY SCHOOL BOARD MEMBERS, SUPERINTENDENTS, PRINCIPALS, TEACHERS, AND PARENTS IN COMMUNITY SCHOOLS AND NON-COMMUNITY SCHOOLS IN OKLAHOMA

Major Field: Higher Education

Biographical:

Personal Data: Born in Hamedan, Iran, on March 19, 1949, the son of Akbar and Zahra Lotfioff.

Education: Attended elementary school at Razi School, Hamedan, Iran, 1956-1962; attended secondary school at Pahlavi High School at Hamedan, 1962-1968; received the Bachelor of Science Degree in Physical Education at the Teacher's Training College, Tehran, Iran, in 1972; received the Master of Science degree in Physical Education at the Oklahoma State University, Stillwater, Oklahoma, in 1976; completed requirements for the Doctor of Higher Education degree at the Oklahoma State University in July, 1979.