

COMMUNITY ORIENTATIONS
OF THREE TYPES OF
RESIDENTS

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Bachelor of Science

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1966

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
July, 1968

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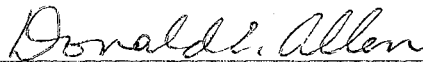
JAN 30 1969

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Thesis Approved:



Thesis Adviser



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696481

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7.11.1964

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PREFACE

The purpose of this thesis is to determine if university affiliated residents, non-university affiliated residents, and resident commuters in a college community differ significantly in their attitudes toward the services provided by the community, and in knowledge of the economic, educational, political, physical, and religious characteristics of the community. A two-part questionnaire is utilized to obtain an evaluation of the community services provided by the community from each sample member, and a measure of each individual's knowledge of characteristics of the community is taken. This study provides information about major group divisions in an educational community.

The writer wishes to express his appreciation to his adviser, Dr. F. Gene Acuff, for his guidance, co-operation, and support throughout this study. I would also like to thank Dr. Donald Allen, who gave so generously of his time and whose suggestions and directions were of great value. Finally, gratitude is expressed to Dr. Dan Wesley for his personal interest and encouragement.

CHAPTER I

INTRODUCTION

The Problem

This thesis is concerned with a special type of community known as a college community. Reiss regards a community as a college community if 19 to 20 per cent of all persons in the age interval 20 to 24 are enrolled in school, and he characterizes a college community as "a community which exports a service, education, by importing students into the community as temporary residents."¹ Sirjamaki states that, "College cities contain large numbers of faculty and students who affect the cities through their social activities."² College communities are often called upon to provide more community services as the colleges themselves increase in size. Providing such basic needs as adequate water, sewage, and power facilities requires that all segments of the community respond to meet these needs. However, recent research has shown that endeavors of this variety can be severely handicapped unless the diverse activities and various interests of the many groups

¹Albert J. Reiss Jr., "Functional Specialization of Cities," Cities and Society, (New York, 1964), pp. 565-567.

²John Sirjamaki, The Sociology of Cities, (Random House, 1964), p. 156.

within the community can be co-ordinated.³ Of course, before group differences can be solved or productively directed, the basic group divisions to be found within a community must be identified.

In an attempt to shed some light on the problem of group divisions within the community, this author has studied the attitudes toward community services, and the knowledge about the community, of university affiliated residents, non-university affiliated residents, and resident commuters in a college community. These groups were considered to differ on the basis of such factors as economic involvement in community affairs, perspectives of the community, patterns of communication, and patterns of individual interaction. Providing information about group divisions that affect the individual's relationship to the community was seen as an important step toward determining effective means of co-ordinating community programs.

Review of the Literature

Much of the literature dealing with the community and community programs, stresses the importance of group membership in determining the manner in which individuals relate to the community. Lohman and Reitze investigated the rejection or acceptance of Negroes in a residential neighborhood and on the job.⁴ One hundred fifty one white residents of a midwestern community were interviewed in both the

³Ralph E. Dakin, "Organized Research Project 563, Social Variables and Watershed Efficiency," (Unpub. preliminary report, Kansas State University, 1959), pp. 1-4.

⁴Joseph D. Lohman and Dietrich C. Reitzes, "Note on Race Relations in Mass Society," American Journal of Sociology, 58 (1952), pp. 241-242.

neighborhood setting and the work situation to determine to what extent their attitudes were a product of group membership. Their findings indicated that individual behavior in the situation studied could not be understood unless it was related to the social structure within which it took place. For example, they found no statistical correlation between acceptance of Negroes on the job and acceptance or rejection of Negroes in the neighborhood, because the organized group structures in each situation defined the situation differently.

In a follow-up study of the research cited above, Reitze discovered that individual involvement in the kind of organization existing in a given area of conduct was an important factor in shaping individual interests and activities.⁵ In fact, group affiliations appeared to structure the individual's behavior in racial contact situations to a greater degree than pre-existing attitudes. Thus, Reitze concluded that greater attention should be given to the organizational structures existing in the community in order to develop effective means of handling racial contact situations.

Sherif regards group interaction as the major determinant of attitude formation and change, and feels that group memberships act to structure a major part of man's conceptual level of functioning.⁶ For Sherif, the concept of reference group stems from the fact of multiple groups in modern differentiated societies, and also from the fact of

⁵Dietrich C. Reitzes, "The Role of Organizational Structures," Journal of Sociological Inquiry, 9 (1953), pp. 37-44.

⁶Muzafer Sherif, and M. O. Wilson, Group Relations at The Crossroads, (Harper & Brothers, 1953), pp. 203-211.

conceptual levels of functioning in the group behavior of the human individual. He points out that no other problem in society today is as crucial and fateful as that of group relations.

In his study, "Patterns of Influence: A Study of Interpersonal Influence and of Communications Behavior in a Local Community," Merton interviewed 86 men and women in order to study several important characteristics of the community influentials living in Rovere, a town of 11,000 on the Eastern seaboard.⁷ He found that group leaders, or community influentials differed in their orientations toward the community. This orientation was related to the source of the individual's status. "Local" influentials tended to derive their status from accomplishments within the community, and "cosmopolitan" influentials tended to derive their status from sources or accomplishments outside of the community.

Goldberg, Baker, and Rubenstein studied 153 persons working in an industrial research laboratory to determine if their responses on a questionnaire could be classified according to Merton's "local" and "cosmopolitan" types.⁸ Each individual taking the questionnaire was asked to rate the importance of professional and organizational criteria to be used as standards in the evaluation of the worth of a technical idea. The results of this investigation led them to conclude

⁷Robert K. Merton, "Patterns of Influence: A Study of Interpersonal Influence and of Communications Behavior in a Local Community," Sociological Research I, by Matilda White Riley (New York, 1963), pp. 153-165.

⁸Louis C. Goldberg, Frank Baker, and Albert H. Rubenstein, "Local-Cosmopolitan: Unidimensional or Multidimensional?" American Journal of Sociology, 70 (May, 1965), pp. 704-710.

that Merton's "local" and "cosmopolitan" types were overly simplified, and that individuals actually vary in the extent to which they choose between orientations. In their study, choices did not tend to follow a particular orientation, but were made according to the degree of personal gratification involved. Consequently, "local" and "cosmopolitan" orientations cannot simply be regarded as antithetical or bipolar syndromes.

Newcomb, in "The Study of Consensus," delineated some of the psychological processes involved in the maintenance of consensual states.⁹ He pointed out that consensus, defined as the existence of similar orientations toward something, tends to operate interdependently with the process of communication. In this sense, consensus is related to group interactions. In another study, Newcomb speculated on the function of communication for the individual, and implied a relationship between communication and the individual's perception of reality.¹⁰ He found that barriers to communication with others set limits to individual interactions and lead to the formation of exclusive frames of reference rather than shared frames of reference. This situation effectively limits the individual's perception of social reality.

Fanelli studied the communication patterns of an adult white community in a Mississippi town of 5,000 population.¹¹ He was interest-

⁹Theodore M. Newcomb, "The Study of Consensus," Sociology Today, edited by Robert K. Merton, et. al., Basic Books, inc., 1959, pp. 277-292.

¹⁰Newcomb, "Autistic Hostility and Social Reality," Human Relations, 1 (June, 1947), pp. 3-20.

¹¹Alexander A. Fanelli, "Extensiveness of Communication Contacts and Perceptions of the Community," American Sociological Review, 21 (August, 1956), pp. 439-445.

ed in determining if extensiveness of communication contacts was part of an attitude-perception-behavior syndrome involving feelings of involvement in community affairs and accurate perceptions of community norms. A random sample of 318 adults was drawn, and a total of 304 persons were actually interviewed. The purpose of this interview was to determine the respondent's perceptions of the two major problems facing the community, and to obtain the names of persons to whom the respondent had spoken about these problems. Respondents were divided into two categories, those feeling deeply involved in community affairs, and those feeling only slightly involved in community affairs. The degree of involvement, measured by a community identification scale, was found to affect the extensiveness of communications about the community. This relationship was significant even when status positions within the community were controlled. Highly involved individuals had significantly higher rates of communication than individuals who felt less involved in community affairs. Also, those with more extensive communication contacts were found to have more accurate perceptions of social reality. One aspect of social reality in this community was the division of the community into various factions. The economic life of the community had been dominated for many years by one factory. The owners of the factory and their relations were respected due to their high status in the community, but were also resented due to their opposition to new industry. The proportion of high communicators who recognized this division was nearly twice that of the low communicators. Finally, high communicators were much less likely than low communicators to rate the community highly in terms of co-operation. Co-operation was defined as working together for common community goals.

Lazarsfeld, Berelson, and Gaudet studied several groups living in Erie county, Ohio, to determine if factors such as religion and economic status were important determinants of voting behavior.¹² Four groups of 600 persons each were selected, and each group was closely matched to the others. Of these groups, three were actually interviewed. Each group was interviewed once a month during the months of July, August, and October. These interviews took place during national elections in order to investigate what factors were important in determining individual susceptibility to campaign propaganda. One finding indicated that the identifications which individuals make in their own minds about status group memberships are more important predictors of voting behavior than objective occupation. Occupational ratings were also used to measure the individual's socio-economic status, and these status ratings were no more effective in predicting political allegiance than individual group identifications. Religious affiliation was found to be an important factor in determining political affiliation, but this relationship was more important among elderly persons than persons below 45 years of age.

The relationship between organizational leaders' values and the behavior of organizational members was examined by Richard F. Larson and William R. Catton.¹³ The object of this research was to determine

¹²Paul F. Lazarsfeld, Bernard Berelson, and Hazel Gaudet, "The People's Choice," Sociological Research I, by Matilda White Riley (New York, 1963), pp. 361-381.

¹³Richard F. Larson and William R. Catton, Jr., "When Does Agreement with Organizational Values Predict Behavior?" American Catholic Sociological Review, Vol. XXII, No. 2, Summer 1961, pp. 151-160.

if the extent to which individual members of an organization agreed with the values of the organization's leaders could be used to predict the participation of individual members in the activities of the organization. The subjects used in this study were members of a nation-wide voluntary association. A questionnaire containing a list of 18 organizational goals was sent to every member of the chapter. Each member of the chapter was asked to rate these goals according to their relative importance to him personally. The rating choices of individual members were then compared with the rating choices of organizational leaders so that the degree of agreement between leaders and individual members could be determined. Also, an activity score, indicating the degree of involvement in organizational activities was obtained for each member. Of the 700 questionnaires sent to organizational members, only 199 usable returns were obtained. A product-moment correlation coefficient was then computed between the activity scores of each of the 199 respondents and their degree of agreement with the values of the organization leaders. This coefficient turned out to be .26, which is significantly different from zero at the .01 level. These results give slight support to the contention that members' organizational behavior is a function of acceptance of organizational leaders' values, but this correlation is quite small.

In a study of 243 Kansas communities, Ralph Dakin investigated several aspects of community life.¹⁴ This study was undertaken in order

¹⁴Ralph E. Dakin, "Planning, Services, and Facilities in Kansas Communities," A Supplementary Report to the Kansas Reports Golden Anniversary White House Conference, (Kansas State University Press, 1959), pp. 1-23.

to present a composite picture to the sixth White House Conference on Children and Youth of the conditions throughout the state that might affect children and youth. A questionnaire dealing with organization for planning, leadership of youth organizations, and provision for more than 50 facilities and services was sent through the County Superintendents of Schools to leaders in each of the incorporated communities of the state. In regard to the degree of community planning organization throughout the state, it was found that the number and type of planning councils varied with the size of the community. These councils were composed of leaders of various groups within each community such as labor leaders, educational leaders, and religious leaders. The proportion of communities with planning councils increased as the size of the communities increased. One hundred seventy two small communities, under 1,000 population, 54 medium-sized communities, 1,000-4,999 population, and 17 large communities, 5,000 and over population, were studied. Of these, one in five of the small communities, one in four of the medium-sized communities, and one in three of the large communities had existing planning councils. This indicates a higher degree of existing organizational structure in large communities than in small communities. Such a finding relates to Dakin's previous study that indicated such structures were important in facilitating community programs.¹⁵

Dentler stresses that community problems are basically rooted in local social structures, and that even national problems of an appropriate nature may be best solved on the community level.¹⁶ He points

¹⁵Ibid., p. 2.

¹⁶Robert A. Dentler, American Community Problems, (McGraw-Hill, 1968), pp. 60-95.

out that even the broadest social problems are really a series of entwined problems that can best be handled on a community level in many instances. Thus, he regards the community as the focal point for many distinctive social problems whose effects are not local but national and even international. In approaching community problem solving, Dentler points out that one has to look at the rearrangements of the organizational systems and their functions, those agencies which organize and socialize individuals into roles in the society.

Implications of the Review of the Literature

From the review of the literature, it can be seen that group structures within the community play an important role in determining individual relationships to the community. Lohman and Reitze suggest that group structures play an important part in defining individual situations, and that behavior can best be understood when viewed within the context of these structures. Other authors point out that communication patterns are structured by group memberships, and may be part of an attitude-perception-behavior syndrome affecting feelings of involvement in community affairs and perceptions of reality. Also, Fanelli discovered that high communicators were more likely than low communicators to recognize the presence of factions existing in the community.

The present research focuses upon university affiliated residents, non-university affiliated residents, and resident commuters in a college community. It was felt that these groups would differ in their relations to several areas of community life such as economic involvement, communication patterns, and group interactions. For example, the influence of the community upon the occupational well-being of the

individual may affect the involvement of the individual in community affairs. In this respect, university affiliated residents and non-university affiliated residents who live in the community but work elsewhere would seem to be less involved in the condition of the community than are non-university affiliated residents who live and work within the community. The economic condition of the community has less effect on either of the former groups since they are not "in business" so to speak in the context of the community in which they live. Similarly, several authors have indicated that individual orientations tend to be affected by the communication patterns of the individual, and these patterns are determined to a major extent by the interaction patterns of the individual. Thus, individuals with the opportunity to interact regularly tend to develop shared frames of reference because they have access to common information. Communication patterns have also been found to affect the individual's perception of reality, and this suggests that university affiliated residents, non-university affiliated residents, and resident commuters may have different perceptions of the community.

In an attempt to discover if these group divisions actually exist in the college community studied, the judgements of individuals in each of the three groups regarding various services provided by the community were examined. These judgements were considered to reflect a community attitude on the part of the individual making the judgement. The term community attitude, then, refers to the evaluation of various community services by a community member. Group differences may also be reflected in the amount of actual knowledge about the community possessed by individuals in each of these groups. Thus, those who are the most in-

volved in community life may also be the most knowledgeable about city government, number of schools, etc. Such information, termed knowledge of the community, was investigated in addition to the community attitudes of each group, and refers to the factual information possessed by an individual about the various facilities, services, and organizational structures of the community in which he lives. It seems reasonable to hypothesize that two professionals in the college community with similar social status in terms of income, education, and social recognition might differ in knowledge about the community as well as in community attitudes as a function of their involvement in the community. A doctor of medicine and a doctor of philosophy, for example, would appear to have quite different viewpoints about their community. This difference is not likely to be a function of their profession as such, but rather of interest, focus of attention, information, and involvement.

Hypotheses

From information gained through the review of the literature, the following hypotheses were developed:

- H₀₁: University affiliated residents, non-university affiliated residents, and resident commuters will differ significantly from one another in attitudes toward services provided by the community.
- H₀₂: University affiliated residents and resident commuters will differ significantly from one another in attitudes toward services provided by the community.
- H₀₃: University affiliated residents and non-university affiliated residents will differ significantly from one another in attitudes toward services provided by the community.
- H₀₄: Non-university affiliated residents and resident commuters will differ significantly from one another in attitudes toward services provided by the community.

- H₀₅: University affiliated residents, non-university affiliated residents, and resident commuters will differ significantly in knowledge of the economic, educational, political, physical, and religious characteristics of the community.
- H₀₆: University affiliated residents and resident commuters will differ significantly in knowledge of the economic, educational, political, physical, and religious characteristics of the community.
- H₀₇: University affiliated residents and non-university affiliated residents will differ significantly in knowledge of the economic, educational, physical, political, and religious characteristics of the community.
- H₀₈: Non-university affiliated residents and resident commuters will differ significantly in knowledge of the economic, educational, physical, political, and religious characteristics of the community.
- H₀₉: Knowledge of the economic, educational, physical, political, and religious characteristics of the community will be correlated with attitudes toward services provided by the community.

CHAPTER II

METHODOLOGY

The Sample

The sample used in this study was drawn from the employed male population of Edmond, Oklahoma. Edmond was chosen for study because the town is dominated economically by Central State College, and conforms closely to the definition of a college community as stated in the introduction. Names of residents were systematically selected from the 1965 edition of the Edmond City Directory. This directory listed the names, occupations, employers, addresses, spouses names, and names of children, of approximately 13,000 adults living in Edmond for the year 1965.

Three groups of names of sample size 67 were drawn from the city directory for a total of 201 names. These groups correspond to university affiliated residents, non-university affiliated residents, and resident commuters respectively. Occupation and place of employment were used to identify the group affiliations of each respondent. In order to insure a random selection of the sample, a table of random numbers was utilized in drawing the names for each group. Each random number drawn was used as follows: the first digit represented the odd or even pages of the city directory, the second and third digits indicated the page number, and digits four and five indicated the number of the name to be drawn from that page. If this name did not correspond to

the requirements of the group for which it was drawn, the next usable name on that page was selected. This process continued for each group until 67 names had been drawn. After the first group of names for university affiliated individuals had been selected, each respondent's occupation was used to obtain an occupational prestige rating. This rating was determined through the Hatt-North Index of Occupational Prestige Ratings.¹ Thereafter, the occupational prestige ratings of those in the remaining two groups were matched with the occupational prestige ratings already obtained for university affiliated individuals. Thus, the class compositions in each of the three groups were similar, and meaningful comparisons between these groups were possible.

Procedure

A questionnaire was mailed to each member of the sample during July, 1967. Each questionnaire contained a list of ten services provided by the community studied, and respondents were asked to rate each service as good, fair, or poor. These ratings were considered to reflect a community attitude toward the service on the part of the respondent. Then, in order to obtain a measure of the amount of actual knowledge about the community possessed by each individual, respondents were asked to answer a series of 15 questions about the community.

Since the necessary background information about each member of the sample had already been obtained through the city directory, the sample members were not asked to supply this information or identify themselves on the questionnaire. Instead, an identifying mark was made on each

¹Paul K. Hatt and C. C. North, "Jobs and Occupations: A Popular Evaluation," Opinion News, September, 1947, pp. 1-13.

questionnaire so that the group affiliation of the person completing the questionnaire could be easily ascertained.

A personalized letter was enclosed with every questionnaire mailed. This letter told each respondent how and why his name had been chosen for the study, informed him of the purpose and content of the questionnaire, made an appeal for his prompt personal cooperation, and assured him that the results of the study would be released in statistical form so that no individual taking part in the study could be singled out. A copy of this letter is reproduced in Appendix A.

In an attempt to increase the return rate, each respondent was provided with a stamped, pre-addressed envelope. A regular five-cent stamp was used on all envelopes instead of a less expensive metered stamp. This was done on the assumption that sample members would be less likely to ignore first-class mail than metered mail. For the same reason, the salutation of the enclosed appeal letter addressed each sample member by his own name.

Data Collection

Questionnaires were sent to all 201 members of the sample during July, 1967. Of the total questionnaires mailed, only 97 were returned. Of these, only 83 were usable because many respondents either did not fill out the entire questionnaire, or no longer lived at the address given in the city directory so that the questionnaire was returned unopened. When these 83 questionnaires were divided according to the three group classifications under investigation, their distribution was as follows: 33 university affiliated questionnaires, 27 non-university

affiliated questionnaires, and 23 resident commuter questionnaires. Since time and money did not permit an increase in sample size, the findings of this study are based upon this small return rate, and must be judged accordingly.

Research Instrument

The research instrument used in this study consisted of a two-part questionnaire which was designed to obtain information regarding the community attitudes of individuals living in a college community, and to measure the amount of actual knowledge about the community possessed by each individual.

The questionnaire is reproduced in Appendix B. The first portion of the questionnaire, used to measure community attitudes, is a modified form of the Community Rating Schedule developed by the New York State Citizen's Council.² A copy of the original schedule is shown in Appendix C. Ten descriptive paragraphs make up the first portion of this questionnaire. Each paragraph is an ideal description of a major institutional area of community life such as education, religion, economic development, etc. Respondents, using each paragraph as a check-list, were asked to rate the quality of the services provided by their community in each of the ten areas as good, fair, or poor. By assigning a score of ten points for each item rated as good, five points for each item rated as fair, and no points for each item rated as poor, a total community rating score was obtained for each respondent. A total score

²New York State Citizen's Council, Adult Leadership, October, 1952, p. 19.

of 0-69 represents a poor community rating score, 70-89 represents a fair community rating score, and 90-100 represents a good community rating score. Thus, the respondent could theoretically range from a high score of 100 to a low score of zero in regard to his judgement of the quality of the services provided by his community in ten major institutional areas of community life.

The second portion of the questionnaire, used to measure the amount of actual knowledge about the community possessed by each individual, is composed of 15 objective questions about the community. There are 22 correct answers to these 15 questions. The score received on this section of the questionnaire simply refers to the number of correct answers given by the respondent. Thus, the respondent could theoretically range from a high score of 22 to a low score of zero in regard to his knowledge about the community. While these questions were generally of an objective nature, some latitude was allowed in answering question number two and question number 15. On question number two, if the respondent indicated he was including junior high schools in his count of high schools, a larger answer was accepted than if no such reference was made, and on question number 15, any estimate of the population of Edmond falling between 10,000 and 15,000 was accepted.

Statistical Procedures

Since the sample used in this study could not be assumed to have been drawn from a normally distributed population and since the sample size was relatively small, and most of the data were at best ordinal in nature, it was believed that nonparametric statistics should be used in testing the hypotheses in this study.

Because this author was interested in the number of subjects who, by their responses on the questionnaire, could be placed in various categories in their views and knowledge about the community, the Chi-Square test was used. This test enabled the author to determine whether a significant difference existed between the observed number of subjects or responses falling in each category and an expected number based on the null hypothesis.

The Spearman rank correlation coefficient was utilized to determine the relation or correlation between community rating scores and knowledge about the community. This statistic was used because it gives a measure of association between such variables.

Finally, the Kruskal-Wallis one-way analysis of variance by ranks test enabled the author to determine if the differences between the three groups under investigation signified genuine population differences or merely represented such chance variations as are to be expected among several random samples from the same population.

CHAPTER III

RESULTS OF THE STUDY

The following is a summary of the findings of this study. As stated previously, the Chi-Square test, the Spearman rank correlation coefficient, and the Kruskal-Wallis one-way analysis of variance by ranks test have been utilized.

The first hypothesis was designed to determine the relationship between community rating scores and the group affiliation of each respondent. Community rating scores were classified into three categories. A community rating score of 0-69 was classified as poor, 70-89 as fair, and 90-100 as a good community rating. However, because of the small sample size, these scores have been combined for statistical treatment. A score of 0-69 is classified as poor, while the fair and good categories have been pooled so that a score of 70-100 is classified as fair or better. The results for the first hypothesis are presented in Table I, and indicate that the null hypothesis is tenable since there is no significant difference between the community rating scores of university affiliated residents and non-university affiliated residents, and resident commuters.

The second hypothesis was that university affiliated residents and resident commuters would differ significantly from one another in attitudes toward services provided by the community. The results in Table II indicate that the null hypothesis cannot be rejected since there is

no significant difference between the community rating scores of university affiliated residents and resident commuters.

TABLE I
(N=83)

COMMUNITY RATING SCORE BY TYPE OF RESIDENT

Group	Community Rating Score	
	Poor 0-69	Fair and Better 70-100
University	15	18
Non-university	10	17
Commuter	13	10 $\chi^2=1.9016^*$

*N.S.

TABLE II
(N=56)

COMMUNITY RATING SCORE BY TYPE OF RESIDENT

Group	Community Rating Score	
	Poor 0-69	Fair and Better 70-100
University	15	18
Commuter	13	10 $\chi^2= .6638^*$

*N.S.

The third hypothesis was that university affiliated residents and non-university affiliated residents would differ significantly from one another in attitudes toward services provided by the community. The results in Table III indicate that the null hypothesis is tenable since there is no significant difference between the community rating scores of university affiliated residents and non-university affiliated residents.

TABLE III
(N=60)

COMMUNITY RATING SCORE BY TYPE OF RESIDENT

Group	Community Rating Score	
	Poor 0-69	Fair and Better 70-100
University	15	18
Non-University	10	17

$\chi^2 = .4327^*$

*N.S.

The fourth hypothesis was that non-university affiliated residents and resident commuters would differ significantly from one another in attitudes toward services provided by the community. As the results in Table IV indicate, the null hypothesis cannot be rejected since there is no significant difference between the community rating scores of non-university affiliated residents and resident commuters.

TABLE IV
(N=50)

COMMUNITY RATING SCORE BY TYPE OF RESIDENT

Group	Community Rating Score	
	Poor 0-69	Fair and Better 70-100
Non-university	10	17
Commuter	13	10 $\chi^2=1.8993^*$

*N.S.

The fifth hypothesis was that university affiliated residents, non-university affiliated residents, and resident commuters would differ significantly in knowledge of the economic, educational, political, physical, and religious characteristics of the community. Scores on community knowledge could theoretically range from a high score of 22 to a low score of zero. A community knowledge score of 0-15 represents a low amount of knowledge about characteristics of the community, and a score falling between 16-22 represents a high amount of knowledge about characteristics of the community. The results for the fifth hypothesis are presented in Table V.

As the data in Table V indicate, the null hypothesis is tenable since there is no significant difference between the community knowledge scores of university affiliated residents, non-university affiliated residents, and resident commuters.

The sixth hypothesis was that university affiliated residents and resident commuters would differ significantly in knowledge of the

economic, educational, political, physical, and religious characteristics of the community. The results in Table VI indicate that the null hypothesis is tenable since there is no significant difference between the community knowledge scores of these groups.

TABLE V
(N=83)

KNOWLEDGE OF COMMUNITY SCORE BY TYPE OF RESIDENT

Group	Knowledge of Community Score	
	Low 0-15	High 16-22
University	16	17
Non-university	16	11
Commuter	13	10

$\chi^2 = .7611$

*N.S.

TABLE VI
(N=56)

KNOWLEDGE OF COMMUNITY SCORE BY TYPE OF RESIDENT

Group	Knowledge of Community Score	
	Low 0-15	High 16-22
University	16	17
Commuter	13	10

$\chi^2 = .3504^*$

*N.S.

The seventh hypothesis was that university affiliated residents and non-university affiliated residents would differ significantly in knowledge of the economic, educational, physical, political, and religious characteristics of the community. As the results in Table VII indicate, the null hypothesis cannot be rejected since there is no significant difference between the community knowledge scores of university affiliated residents and non-university affiliated residents.

TABLE VII
(N=60)

KNOWLEDGE OF COMMUNITY SCORE BY TYPE OF RESIDENT

Group	Knowledge of Community Score	
	Low 0-15	High 16-22
University	16	17
Non-university	16	11 $\chi^2=2.6416^*$

*N.S.

The eighth hypothesis was that non-university affiliated residents and resident commuters would differ significantly in knowledge of the economic, educational, physical, political, and religious characteristics of the community. The results of this hypothesis shown in Table VIII indicate that the null hypothesis is tenable since there is no significant difference between the knowledge scores of non-university affiliated residents and resident commuters.

TABLE VIII
(N=50)

KNOWLEDGE OF COMMUNITY BY TYPE OF RESIDENT

Group	Knowledge of Community Score	
	Low 0-15	High 16-22
Non-university	16	11
Commuter	13	10

$\chi^2=1.9989^*$

*N.S.

Hypothesis nine was that knowledge of the economic, educational, physical, political, and religious characteristics of the community would be correlated with attitudes toward the services provided by the community. In order to test this hypothesis, the knowledge scores and community attitude scores of each group were ranked and the Spearman rank correlation coefficient was computed. Tables IX, X, and XI indicate the result of this test for university affiliated residents, non-university affiliated residents, and resident commuters respectively. The Spearman rank correlation coefficient for university affiliated residents is $- .3517$, for non-university affiliated residents r_s is $- .0953$, and for resident commuters r_s is $.2256$. On the basis of these results, the null hypothesis is tenable since no significant correlation was found between knowledge of the economic, educational, physical, political, and religious characteristics of the community and attitudes toward services provided by the community.

Because none of the results reported have been significant, the Kruskal-Wallis one-way analysis of variance by ranks test was utilized to determine if the differences between all three groups under investigation signified genuine population differences, or merely represented such chance variations as are to be expected among several random samples from the same population. The information in Tables IX, X, and XI was used as a basis for this computation.

When the Kruskal-Wallis one-way analysis of variance by ranks test was applied to compare the community rating scores of university affiliated residents, non-university affiliated residents, and resident commuters, and H value of -1.6816 was obtained, and this value is not significant at the $.05$ level. This test was then utilized to compare the knowledge scores of the three groups, and an H value of $-.4891$ was obtained. Neither of these scores is significant, therefore, the population differences observed are no greater than what would be expected among several random samples from the same population.

TABLE IX
(N=33)

COMMUNITY KNOWLEDGE AND COMMUNITY RATING SCORES
OF UNIVERSITY AFFILIATED RESIDENTS

Number in Category	Community Rat- ing Scores	Number in Category	Community Know- ledge Scores
4	95	1	20
2	90	3	18
4	85	8	17
1	80	5	16
2	75	9	15
4	70	3	14
4	65	2	13
2	60	1	10
3	55	1	8
3	45		
1	35		
1	25		
1	20		
1	10		
			$r_s = -.3517^*$

*N.S.

TABLE X
(N=27)

COMMUNITY KNOWLEDGE AND COMMUNITY RATING SCORES
OF NON-UNIVERSITY AFFILIATED RESIDENTS

Number in Category	Community Rat- ing Scores	Number in Category	Community Know- ledge Scores
2	95	2	18
1	90	4	17
3	85	5	16
5	80	5	15
1	75	2	14
5	70	5	13
3	65	1	12
2	60	1	11
1	55	1	10
2	40	1	9
2	30		$r_s = -.0953^*$

*N.S.

TABLE XI
(N=23)

COMMUNITY KNOWLEDGE AND COMMUNITY RATING
SCORES OF RESIDENT COMMUTERS

Number in Category	Community Rat- ing Scores	Number in Category	Community Know- ledge Scores
1	90	2	18
1	85	5	17
6	80	3	16
2	70	3	15
1	65	3	14
3	60	5	13
2	55	1	10
3	50	1	9
2	40		
1	35		
1	30		
			$r_s = .2256^*$

*N.S.

CHAPTER IV

INTERPRETATION OF RESULTS

Summary and Conclusions

The primary purpose of this study was to determine if university affiliated residents, non-university affiliated residents, and resident commuters in a college community would differ significantly in their attitudes toward services provided by the community and in knowledge of the economic, educational, political, physical, and religious characteristics of the community. A questionnaire was administered to a sample of 201 residents of Edmond, Oklahoma. Through this questionnaire, an evaluation of the community services provided by the community was obtained for each sample member, and a measure of each individual's knowledge of characteristics of the community was taken. The following is an interpretation of the results of the study.

The first hypothesis in this study stated that university affiliated residents, non-university affiliated residents, and resident commuters would differ in their attitudes toward services provided by the community. This hypothesis was tested by the Chi-Square test, and no significant difference was found. The second, third, and fourth hypotheses were designed to determine if a significant difference existed between any pair combination of these same three groups in their attitudes toward the services provided by the community. In order of

hypotheses tested, university affiliated residents and commuters were compared, then university affiliated residents and non-university affiliated residents were compared, and finally, non-university affiliated residents and resident commuters were compared. None of the Chi-Square tests computed for these hypotheses were significant. Thus, we cannot reject the null hypothesis.

The fifth hypothesis in this study stated that university affiliated residents, non-university affiliated residents, and resident commuters would differ significantly in knowledge of the economic, educational, political, physical, and religious characteristics of the community. The Chi-Square test of this hypothesis indicated no significant difference between these groups. The sixth, seventh, and eighth hypotheses examined all pair combinations of these three groups to determine if any significant difference existed in their knowledge of community characteristics. The pair combinations in order of hypotheses tested were university affiliated residents and resident commuters, university affiliated residents and non-university affiliated residents, non-university affiliated residents and resident commuters. None of the Chi-Square tests computed for these hypotheses were significant. Thus, no significant difference was detected between university affiliated residents, non-university affiliated residents, and resident commuters in their knowledge of community characteristics.

The ninth and final hypothesis tested was that knowledge of the economic, educational, physical, political, and religious characteristics of the community would be correlated with attitudes toward services provided by the community. The Spearman rank correlation coefficient which was computed to test this relation was not significant. Thus,

community knowledge and attitudes toward the services provided by the community did not prove to be significantly related.

Considering that none of the hypotheses tested proved to be significant, it appears that the groups studied were not necessarily drawn from different populations. To determine if this was the case, the Kruskal-Wallis one-way analysis of variance by ranks test was run. This test indicated that the differences between the groups studied represented such chance variations as are to be expected among several random samples drawn from the same population. The conclusions that are indicated on the basis of the results of this study do not lend support to the hypotheses tested. It appears that the groups investigated were not significantly different in any of the relationships examined.

Since the processes involved in the selection of the sample were methodologically sound, and the groups studied were carefully matched, it might well be that the null hypothesis is true. That is, the community under investigation may contain relatively similar groups. However, there are several factors to be considered before definitive conclusions are made.

Previous research has indicated that group memberships play a major role in the formation of attitudes, but these group memberships are usually more specific than the group memberships studied in this investigation. Through an examination of the groups studied in this thesis, several kinds of sub-groupings may be identified. In other words, the three categories selected for examination may have been too inclusive. The university affiliated resident category, for example, includes many social class divisions, several diverse professional orientations, and a large number of neighborhood groups.

Also, future research might be facilitated if factors such as the degree of identification by respondents with the membership groups investigated, the amount of interaction between community groups, or the degree and kind of communication networks existing in the community, were controlled. In addition, a measure of the leadership capabilities present in the community, and the interactions between these leaders would be useful.

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APPENDIX A

Dear (Name of Respondent),

I am conducting a survey to determine how the residents of Edmond feel about the quality of the services provided for them by their community. In order to do this, a list of names was drawn from the city directory of people who were considered representative of Edmond's residents. Your name was one of those selected. We would like to know what you think of such things as the quality of education, city planning, or recreational facilities in Edmond. The information you give us may then be used to help coordinate community efforts.

Enclosed is a brief questionnaire. Because your opinions are important to us, we ask that you take a short time out of your busy schedule to fill it out. Any information that you may give us will be strictly confidential, and the results of the survey will be released in statistical form so that no individual can be singled out.

Thank you for your time and consideration; your help will be greatly appreciated.

Sincerely,

James M. Thompson
Department of Sociology

P.S.

I have discussed this survey with the mayor, and because of its usefulness to Edmond, he encourages the cooperation of each citizen.

APPENDIX B

Oklahoma State University
Department of Sociology

COMMUNITY SURVEY

You have been selected as a representative member of your city. As such, your opinions about your community will be useful in guiding community efforts. Any information you may give about your city will be greatly appreciated.

Presented below is a list of the services that may be found in your community. Below each heading there is a short check-list of points that you may want to consider as you rate each service. After you have considered each service, rate it as good, fair, or poor by placing a check-mark in one of the blanks at the right of the page.

Good Fair Poor

Educational Services:

Quality education in uncrowded, properly equipped schools is available for every child. Highly qualified, well paid teachers.

— — —

Housing:

Every family decently housed. Continuous planning for improvement of residential areas, parks, and other community essentials.

— — —

Religious Services:

Full opportunity for religious expression accorded to every individual — churches strong and well supported.

— — —

Equality of Employment Opportunity:

People of different races, religions, and nationalities have full chance for employment and for taking part in community life.

— — —

Economic Development:

Good jobs available. Labor and industry, agriculture, and government work together for sound economic growth.

— — —

Cultural Opportunities:

Citizens' lives strengthened by ample occasion to enjoy music, art, and dramatics. A professionally administered library service benefits people of all ages.

— — —

Recreation Services:

Enough supervised playgrounds and facilities for outdoor activities. Full opportunity to take part in arts and crafts, photography, and other hobbies.

— — —

Good Fair Poor

Health and Welfare Services:

Positive approach to improving health of entire community. Medical care and hospitalization readily available to underprivileged children, the aged, and the handicapped.

— — —

Government:

Capable citizens seek public office. Officials concerned above all with community betterment.

— — —

Community Organization:

Citizens have opportunity to learn about and take part in local affairs. There is an organized, community-wide discussion program. Specialized organizations give vigorous attention to each important civic need.

— — —

The following section is not a test. Some individuals will naturally know more about some community affairs than others. If you are not sure about an answer, do not look it up, but estimate the answer to the best of your ability. Write your answer in the space provided at the end of each question.

1. How many elementary schools are there in Edmond? _____
2. How many high schools are there in Edmond? _____
3. What is the name of your school superintendent? _____
4. How many public parks are there in Edmond? _____
5. What kind of house construction is the most expensive in Edmond?
(Check one) Brick___ Frame___ Other___ (tell what kind) _____
6. How many city parking lots are there in Edmond? _____
7. What three church denominations have the largest number of members in Edmond?

8. Who are the two largest employers in Edmond? _____

9. Which utilities are furnished by the city, and which are privately operated?
City: _____
Privately Operated: _____
10. How many libraries (public and private) are there in Edmond? _____

11. How many hospitals are there in Edmond? _____
12. How many fire stations are there in Edmond? _____
13. Who is the mayor of Edmond? _____
14. How many nursing homes are there in Edmond? _____
15. What is the population of Edmond? _____

APPENDIX C

Community Rating Schedule

	Good	Fair	Poor
<u>Standard No. 1 Education</u> Modern education available for every child youth and adult. Uncrowded, properly equipped schools in good physical conditions. Highly qualified, well paid teachers.	—	—	—
<u>Standard No. 2 Housing and Planning</u> Every family decently housed. Continuous planning for improvement of residential areas, parks, highways, and other community essentials. Parking, traffic, and transportation problems under control.	—	—	—
<u>Standard No. 3 Religion</u> Full opportunity for religious expression accorded to every individual churches strong and well supported.	—	—	—
<u>Standard No. 4 Equality of Opportunity</u> People of different races, religions, and nationalities have full chance for employment and for taking part in community life. Dangerous tensions kept at minimum by avoidance of discrimination and injustices.	—	—	—
<u>Standard No. 5 Economic Development</u> Good jobs available, labor, industry, agriculture, and government work together to insure sound economic growth.	—	—	—
<u>Standard No. 6 Cultural Opportunities</u> Citizens' lives strengthened by ample occasion to enjoy music, art, and dramatics. A professionally administered library service benefits people of all ages. Newspapers and radio carefully review community affairs.	—	—	—
<u>Standard No. 7 Recreation</u> Enough supervised playgrounds and facilities for outdoor activities. Full opportunity to take part in arts and crafts, photography, and other hobbies.	—	—	—
<u>Standard No. 8 Health and Welfare</u> Positive approach to improving health of entire community. Medical care and hospitalization readily available. Provision made for underprivileged children, the aged, and the handicapped. Families in trouble can secure needed assistance.	—	—	—

Good Fair Poor

Standard No. 9 Government

Capable citizens seek public office. Officials concerned above all with community betterment. Controversy stems from honest differences of opinion, not from squabbles over privilege.

Standard No. 10 Community Organization

An organization-community forum, citizen's council, or community federation-representative of entire town, is working for advancement of the whole community. Citizens have opportunity to learn about and take part in local affairs. There is an organized, community-wide discussion program. Specialized organizations give vigorous attention to each important civic need.

Good ___ 10 points for each item _____

Total Score for your Town Fair ___ 5 points for each item _____

Poor ___ no points

Total _____

VITA

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