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# CHARACTERISTICS DIFFERENTIATING SCHOOL DISTRICTS WITH COMMUNITY EDUCATION PROGRAMS

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

# CHARACTERISTICS DIFFERENTIATING SCHOOL DISTRICTS WITH COMMUNITY EDUCATION PROGRAMS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY

WELDON PERRIN

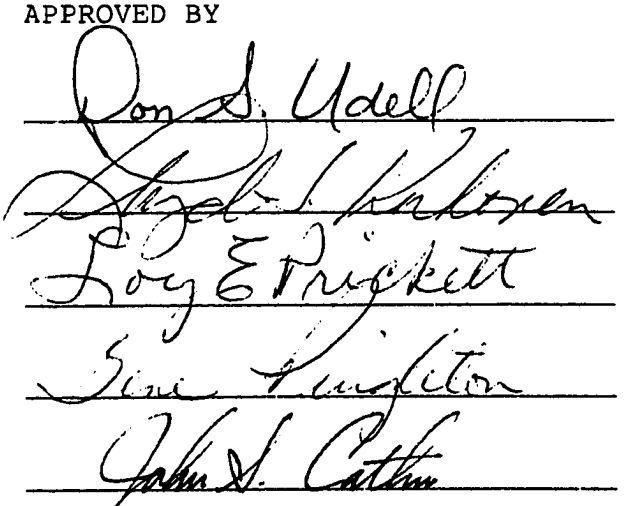
Norman, Oklahoma

1983

CHARACTERISTICS DIFFERENTIATING SCHOOL DISTRICTS

WITH COMMUNITY EDUCATION PROGRAMS

APPROVED BY



DISSERTATION COMMITTEE

TABLE OF CONTENTS


| | | Page |
|---|---|---|
| ACKNOWLEDGEMENTS | ..... | iv |
| LIST OF TABLES | ..... | vii |
| ABSTRACT | ..... | viii |
| Chapter | | |
| I. | INTRODUCTION ..... | 1 |
| | HISTORICAL BACKGROUND ..... | 4 |
| | NEED FOR THE STUDY ..... | 18 |
| | STATEMENT OF THE PROBLEM ..... | 22 |
| | RATIONALE AND HYPOTHESES ..... | 28 |
| | LIMITATIONS OF THE STUDY ..... | 35 |
| | OPERATIONAL DEFINITIONS ..... | 36 |
| | ORGANIZATION OF THE REMAINDER OF THE STUDY ..... | 37 |
| Chapter | | |
| II. | REVIEW OF SELECTED LITERATURE ..... | 39 |
| Chapter | | |
| III. | DESIGN OF THE STUDY ..... | 53 |
| | SELECTION OF SUBJECTS ..... | 53 |
| | METHOD OF COLLECTING DATA ..... | 54 |
| | THE MEASUREMENT ..... | 55 |
| | GENERAL PROCEDURES ..... | 56 |
| | TREATMENT OF THE DATA ..... | 57 |

TABLE OF CONTENTS (Continued)


| Chapter | | Page |
|---|---|---|
| IV. | ANALYSIS OF DATA | 62 |
| | RESULTS OF TESTING THE HYPOTHESES | 67 |
| | SUMMARY OF DATA ANALYSIS | 71 |
| Chapter | | |
| V. | SUMMARY, CONCLUSIONS AND RECOMMENDATIONS | 74 |
| | INTRODUCTION | 74 |
| | PURPOSE | 75 |
| | DESCRIPTION OF POPULATION | 76 |
| | INSTRUMENT USED IN THE STUDY | 76 |
| | PROCEDURE | 77 |
| | SUMMARY OF FINDINGS | 79 |
| | CONCLUSIONS | 84 |
| | RECOMMENDATIONS | 89 |
| BIBLIOGRAPHY | | 91 |
| APPENDICES | | |
| A. | SURVEY LETTER | 97 |
| B. | STATE SURVEY OF SELECTED SCHOOL DISTRICTS IN OKLAHOMA | 100 |

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LIST OF TABLES


| Table | | Page |
|---|---|---|
| I | Community and Year in Which Community Education was Implemented ..... | 8 |
| II | Community Education Programs and Community Schools in Oklahoma ..... | 11 |
| III | Recommendations to State Board of Education on Community Education Grants to Local Education Agencies--Fiscal Year 1984 ..... | 15 |
| IV | Level of Education for Persons Twenty-Five Years of Age or Older in Oklahoma ..... | 20 |
| V | Percent Population Change by Age Groups: 1970-1980 ..... | 21 |
| VI | $\underline{t}$ Test on Administrative Data Between School Districts in Group 1 and Group 2 ..... | 65 |
| VII | $\underline{t}$ Test on Demographic Data Between School Districts in Group 1 and Group 2 ..... | 65 |
| VIII | $\underline{t}$ Test on Financial Condition Data Between School Districts in Group 1 and Group 2 ..... | 66 |
| IX | $\underline{t}$ Test on Community Support Data Between School Districts in Group 1 and Group 2 ..... | 66 |
| X | $\underline{t}$ Test on Academic Data Between School Districts in Group 1 and Group 2 ..... | 67 |

ABSTRACT

CHARACTERISTICS DIFFERENTIATING SCHOOL DISTRICTS WITH COMMUNITY EDUCATION PROGRAMS

By: Weldon Perrin

Major Professor: Donald S. Udell

The purpose of this study was to determine the characteristics that differentiate school districts in Oklahoma which had community education programs from districts which did not.

A survey instrument was developed to gather data from which to draw conclusions from the five stated hypotheses. After revisions were made, based on recommendations of community educators, the instrument was mailed to 106 school district superintendents in Oklahoma. The school districts selected were divided into two groups: the 53 Oklahoma districts which had community education programs in 1982-83 and 53 Oklahoma school districts which were randomly selected from a list of non-community education school districts which had been previously grouped by size and geographic location. The instrument consisted of twenty-three questions. There were 106 surveys returned for a 100 percent response.

The independent variable, whether the school district had a community education program or not, was used to do a multiple comparison on the twenty-four dependent variables

which had been grouped into five categories, one category for each of the hypothesis tested. The principle analysis consisted of a two-tailed $t$ test to determine if differences exist between the two different groups of school districts. Statistical significance was set at the .05 confidence level.

Results of the tests indicated that there was a difference between school districts which had community education programs and those which did not as measured on coded scores for each of the five sets of variables identified for this study. All five of the null hypotheses were rejected and alternative hypotheses were accepted. While the findings of this study led to the conclusions that these were characteristics which differentiated Oklahoma school districts which had community education programs from those which did not, the investigator recommended additional studies for further research.

# CHARACTERISTICS DIFFERENTIATING SCHOOL DISTRICTS WITH COMMUNITY EDUCATION PROGRAMS

## CHAPTER I

## INTRODUCTION

This study is concerned with the characteristics that differentiate school districts in Oklahoma which have community education programs and a like number of districts of comparable size and geographic location which do not. The study takes into account two broad perspectives: (1) characteristics of school administrators in these different school districts and (2) the characteristics of the school districts themselves.

This approach was taken based on the theory utilized by the W. K. Kellogg Foundation and its director, Hugh B. Masters, in 1945 when the Foundation agreed to subsidize a project in Michigan called the Community School Service Program. During that year, work was started in two separate communities in Michigan to carry out the concept of community education.

This approach was taken based on the theory being reaffirmed by leaders in education of that period. Joseph K. Hart (1924: p. 382) wrote:

> Education is not apart from life. . . The democratic problem in education is not primarily a problem of training children; it is a problem of making a community within which children can't help growing up to be democratic, intelligent, disciplined to freedom, reverent of the goods of life, and eager to share in the tasks of the age. A school cannot produce the results; nothing but a community can do so.

During this same period of time, Elsie R. Clapp formed a community school in Kentucky and used her leadership to develop another community school in West Virginia. Her theory of education, used by the Kellogg Foundation, is expressed in her answer to the question, "What does a community school do?" She replied:

> First of all, it meets as best it can, and with everyone's help, the urgent needs of the people, for it holds that everything that affects the welfare of the children and their families is its concern. Where does school end and life outside begin? There is no distinction between them. A community school is a used place, a place used freely and informally for all the needs of the living and learning. It is, in effect, the place where learning and living converge. (Clapp, 1939: p. 89)

Once these theories of education, which stressed life-long learning, were adopted by the Kellogg Foundation, its Director and the State Superintendent of Public Instruction in Michigan at that time, Eugene B. Elliott, proceeded to establish goals and start the program. The interesting thing about the Kellogg project in Michigan, which prompted this study, were the criteria used in selecting the communities to participate in the project.

The communities themselves were examined as to interest, which meant, (1) whether the local school district would give active support to the program and (2) whether the superintendent of schools should be the key person in the program. (Seay and Crawford, 1954). The fact that these two characteristics were considered relevant to the innovators of the concept lead the investigator to look more closely at them in conducting this study.

Elsa Clapp and Joseph Hart are often noted in community education circles as working to keep the school lights burning during the era when school lights were going out. Hart (1924, p. 201) wrote:

> The true educational agency is the community within which and by means of which the individual comes to whatever maturity he reaches. By and large, the qualities of that community will be reflected in its members, variously, of course, as they have various capacities for responding to its impacts, and as they touch various facets of its existence . . . The problem of education is the problem of community-making, in the most fundamental sense of the term. The problem of the school is merely a chapter in that more inclusive problem. School is important. But an unrelated school--a school that is unacquainted with, or indifferent to, the world from which its "pupils" come each morning and to which they must go back evenings--is an impertinence. A school that compels children to become "pupils" for some hours each day is in the long run an immoral institution. The vitalities of life are in communities, not in institutions!

It is proposed in this study and as outlined by Larry Decker that community education is a concept that stresses an expanded role for public education and provides a

dynamic approach to individual and community improvements. Hundreds of authors have written many volumes on the virtures of community education and how this concept provides a vehicle for involving all members of a designated community in the process of education.

What concerned educator would not want to create a process whereby the following is achieved?

> Improving your community/school environment by creating opportunities for maximum use of human talents and physical resources.
>
> Utilizing the community as the school and making education relate to a person-oriented society. . .
>
> Helping to create a lifelong living/learning system. . . (Decker, 1978, p. 70-71).

## Historical Background

In recent years, there have been many attempts to more effectively meet educational needs, particularly those of children and youth. There are compensatory programs, education for the disadvantaged, programs for exceptional children, career education, vocational-technical education, programs for gifted/talented students, tutorial programs of all types and descriptions and many other programs too numerous to mention.

According to Kerensky and Logsdon (1979), the difficulty has been that many school administrators, boards of education and citizens have believed that these programs can be added without changing the concepts of what educa-

tion is all about. Community educators have come to realize that successful education must involve the total community that educates. There is a definite need for the school to be aware that the recipients of education are a product of the total environment. Dr. James Conant (1959, p. 42) said:

> The community and the school are inseparable. It has been established beyond any reasonable doubt that community and family background play a large role in determining scholastic aptitude and school achievement. Anyone who thinks differently simply has not visited widely among American schools.

One of the major problems in education today is providing a means whereby educators and the entire community can identify problems and seek solutions.

> The beginning of the modern community education movement is attributed by most students of community education to the work of Charles Stewart Mott, a philanthropist, and Frank J. Manley, a recreation director in Flint, Michigan, during the 1930's. Mott was concerned with the post-depression problems plaguing the city of Flint and suggested addressing one of them, juvenile delinquency, by building a club for boys. Manley was enthusiastic about the idea but pointed out that new facilities were not necessary. Every closed schoolhouse was a potential Boys' Club. (Kerensky and Logsdon, 1979, p. 6)

By the 1950's incentive grants from the Charles Stewart Mott Foundation provided for community schools throughout Flint, Michigan, and it was no more than ten years later that Mott Fellowships were to be made available to aspiring community educators throughout the United States. The State of Oklahoma was not untouched by these

"Mott Fellows" as both major universities in the State established centers for community education headed by Dr. Don Udell at the University of Oklahoma and Dr. Deke Johnson at Oklahoma State University. The Community Education Center at Oklahoma State University provided grants to be used to pay for initial expenses in establishing community education programs in Oklahoma City, Tulsa, Broken Arrow, Yukon, Ripley, Oilton, Jennings, Glencoe, Yale, Cushing, Pryor and Shawnee. Funds for this "seed" money were provided by the Mott Foundation.

According to information gleaned from Update, a publication on community education in Oklahoma, the Oklahoma State Department of Education showed an interest in community education in 1973 by providing technical assistance to the school districts involved. This assistance was provided by the Federal Programs Division of the State Department of Education by assisting in implementing the Stigler, Oklahoma project as an innovative program under Title III, ESEA. (Johnson, 1979)

In 1977 the Oklahoma State Department of Education funded four more school districts through Title III, ESEA, by using the Stigler, Oklahoma Community Education model. (Ogle, 1977) After the 1978 school year, community education programs were evident in 28 school districts in Oklahoma. This number grew to 50 school districts in 1979-

80, and currently there are 53 school districts in the state which have community education programs. This is but 8.5 percent of the 617 school districts in existence in Oklahoma in 1982-83.

Some segments of Oklahoma have recognized the need for community education for a number of years. Tulsa was the first city in Oklahoma to develop and implement the community education concept. An agreement was reached in 1963 between the city of Tulsa and the Tulsa Board of Education for use of school facilities for community education purposes. (Goodman, undated)

In a brief history on community education in Oklahoma, Dr. Deke Johnson (1977) at Oklahoma State University supplied information contained in Table I, as follows:

TABLE I

COMMUNITY AND YEAR IN WHICH COMMUNITY EDUCATION WAS IMPLEMENTED

| Community | Year |
|---|---|
| Tulsa | 1972-73 |
| Stigler | 1973-74 |
| Broken Arrow | 1975-76 |
| Yukon | 1975-76 |
| Shawnee (Gordon Cooper AVTS) | 1975-76 |
| Cushing | 1976-77 |
| Kingfisher | 1976-77 |
| Ripley | 1976-77 |
| Watonga | 1977-78 |
| Eufaula | 1977-78 |
| Paoli | 1977-78 |
| Perkins | 1977-78 |
| Pryor | 1977-78 |
| Waynoka | 1977-78 |
| Carmen-Dacoma | 1977-78 |

It was on April 28, 1976, that the Oklahoma Adult and Continuing Education Association (OACEA) was formed followed in 1977 by the formation of the first formal organization of community educators in Oklahoma, known as the Oklahoma Community Education Association (OCEA). These two groups are credited with assisting in the development of community education in the state by encouraging participation of local school district personnel in staff development meetings.

The State Department of Education officially adopted the Community Education concept in Oklahoma in 1977 with the employment of the first State Coordinator. Mr. Tom Lightfoot assumed these duties. In 1978, the second session of the 36th Oklahoma Legislature passed Senate Joint Resolution 46, advancing the efforts of community education in Oklahoma and recognizing the need for "a comprehensive program of community education throughout the State of Oklahoma," but it was not until the 1980 fiscal year that the Oklahoma Legislature appropriated funds for community education in the amount of $160,000. This amount was increased to $220,000 in fiscal year 1981, to $325,000 in 1982, and $450,000 for fiscal year 1983. In line with reductions of other state funds for fiscal year 1984, the State Legislature appropriated $429,300 for community education programs.

To provide a complete overview of the community education programs funded in Oklahoma, as well as a listing of the community schools in the state, the following information in Table II was provided by the Oklahoma State Department of Education:

TABLE II

COMMUNITY EDUCATION PROGRAMS AND COMMUNITY SCHOOLS IN OKLAHOMA

| School Site | Grant Program Amount of $ 1980-81 | Amount of $ 1981-82 | Amount of $ 1982-83 |
|---|---|---|---|
| Cherokee High | $ | $ | $ 7,000.00 |
| Durant Junior High | 6,000.00 | | 7,000.00 |
| Yukon Mid-High | 12,000.00 | 13,000.00 | 16,500.00 |
| Ardmore High | 8,000.00 | 5,500.00 | 10,000.00 |
| Healdton Junior High | | 6,000.00 | 7,000.00 |
| Ft. Towson High | 2,000.00 | 3,500.00 | 6,000.00 |
| Soper High | 3,000.00 | 500.00 | |
| Hugo High | 5,000.00 | 2,000.00 | |
| Moore High | 12,000.00 | 13,500.00 | 16,500.00 |
| Norman Mid High | | | 10,000.00 |
| Noble Junior High | 8,000.00 | 9,000.00 | 11,000.00 |
| Coalgate High | 5,000.00 | 5,800.00 | 6,000.00 |
| Bishop Junior High | | 6,500.00 | 9,000.00 |
| Lawton High | | 3,500.00 | 7,500.00 |
| Elgin High | | 6,000.00 | 8,000.00 |
| Bristow High | 8,000.00 | 9,500.00 | 11,000.00 |
| Oilton High | 1,500.00 | 2,500.00 | 4,000.00 |
| Sapulpa High | 8,000.00 | 4,500.00 | 9,000.00 |
| Clinton High | | 4,500.00 | |
| Seiling High | 5,000.00 | 6,000.00 | 6,500.00 |

TABLE II (cont'd.)

COMMUNITY EDUCATION PROGRAMS AND COMMUNITY SCHOOLS IN OKLAHOMA

| School Site | Grant Program Amount of $ 1980-81 | Amount of $ 1981-82 | Amount of $ 1982-83 |
|---|---|---|---|
| Whitebead Junior High | $ 2,000.00 | $ 3,500.00 | $ 5,500.00 |
| Paoli High | 5,000.00 | 4,500.00 | 4,500.00 |
| Pauls Valley High | | | 10,000.00 |
| Kinta High | 4,000.00 | 4,500.00 | 7,000.00 |
| Stigler High | 8,000.00 | 8,000.00 | 9,000.00 |
| Holdenville Junior High | | 6,500.00 | 7,500.00 |
| Waurika High | | | 5,000.00 |
| Kingfisher Elementary | | | 7,000.00 |
| Okarche High | | 2,500.00 | |
| Pacola Junior High | 6,000.00 | 8,500.00 | 9,000.00 |
| Wellston High | | 6,000.00 | 7,000.00 |
| Prague Elementary | 5,000.00 | 6,500.00 | 8,000.00 |
| Agra High | 1,500.00 | | |
| Guthrie High | 3,000.00 | 3,500.00 | 2,000.00 |
| Madill High | 7,000.00 | 6,000.00 | 6,500.00 |
| Pryor High | 4,000.00 | 4,500.00 | 5,000.00 |
| Purcell Junior High | 8,000.00 | 8,000.00 | 9,500.00 |
| Ft. Gibson Junior High | | 4,500.00 | 9,000.00 |
| Robertson Junior High | 8,000.00 | 9,500.00 | 11,000.00 |
| Boley High | 2,500.00 | 3,500.00 | 4,000.00 |

TABLE II (cont'd.)

COMMUNITY EDUCATION PROGRAMS AND COMMUNITY SCHOOLS IN OKLAHOMA

| School Site | Grant Program Amount of $ 1980-81 | Amount of $ 1981-82 | Amount of $ 1982-83 |
|---|---|---|---|
| Millwood High | $ | $ 6,500.00 | $ 3,500.00 |
| NW Classen High | 16,000.00 | 24,500.00 | 29,000.00 |
| U. S. Grant High | | | |
| Cleveland Junior High | | 5,000.00 | 6,000.00 |
| Ripley High | 1,000.00 | 3,000.00 | 4,000.00 |
| Perkins-Tyron High | 5,000.00 | 5,000.00 | 6,000.00 |
| Cushing High | | 6,000.00 | 24,000.00 |
| Glencoe High | 1,500.00 | | |
| Yale High | 1,000.00 | | |
| Hartshorne Junior High | | | 7,000.00 |
| Allen High | 5,000.00 | 6,500.00 | 6,500.00 |
| Shawnee High | | 5,500.00 | 9,000.00 |
| Wanette High | | 4,500.00 | |
| Catoosa High | 5,000.00 | 3,500.00 | 2,000.00 |
| Sallisaw High | | 3,000.00 | 4,000.00 |
| Grandview Junior High | | | 3,500.00 |
| Frederick High | | 6,000.00 | 6,000.00 |
| Byrd Community School<br>Foster Community School<br>Thoreau Community School<br>Whitney Community School<br>Wright Community School | 16,000.00 | 19,500.00 | 28,000.00 |

TABLE II (Cont'd.)

COMMUNITY EDUCATION PROGRAMS AND COMMUNITY SCHOOLS IN OKLAHOMA

| School Site | Amount of $ 1980-81 | Grant Program Amount of $ 1981-82 | Amount of $ 1982-83 |
|---|---|---|---|
| Broken Arrow High | $12,000.00 | $13,500.00 | $15,000.00 |
| Skiatook High | 5,000.00 | 8,000.00 | 9,000.00 |
| Wagoner High | 3,000.00 | 2,500.00 | 2,000.00 |
| Freedom High | 2,000.00 | 2,000.00 | |

Table III shows the recommendations of the Oklahoma Community Education State Advisory Committee for funding programs for 1983 - 84 and how the total state appropriation of $429,000.00 was allocated to fifty-four of Oklahoma's 116 school districts.

TABLE III

RECOMMENDATIONS TO STATE BOARD OF EDUCATION
ON COMMUNITY EDUCATION GRANTS TO
LOCAL EDUCATION AGENCIES
FISCAL YEAR 1984

| Name | Year Funded | Funding Recommended |
|---|---|---|
| Allen | 3rd | $ 6,201 |
| Ardmore | 3rd | 9,540 |
| Arkoma | 1st | 7,000 |
| Atoka | 1st | 13,286 |
| Boley | 3rd | 3,816 |
| Bristow | 3rd | 10,494 |
| Broken Arrow | 3rd | 14,310 |
| Catoosa | 3rd | 1,908 |
| Chelsea | 1st | 7,000 |
| Cherokee | 2nd | 6,678 |
| Cleveland | 3rd | 5,724 |
| Coalgate | 3rd | 5,724 |
| Cushing | 3rd | 12,000 |
| Durant | 2nd | 6,678 |
| Elgin | 3rd | 7,632 |
| Faxon | 1st | 4,000 |
| Fort Gibson | 3rd | 8,586 |
| Fort Towson | 3rd | 5,724 |
| Frederick | 3rd | 5,724 |

TABLE III (cont'd.)

RECOMMENDATIONS TO STATE BOARD OF EDUCATION
ON COMMUNITY EDUCATION GRANTS TO
LOCAL EDUCATION AGENCIES
FISCAL YEAR 1984

| Name | Year Funded | Funding Recommended |
|---|---|---|
| Guthrie | 3rd | $ 1,908 |
| Grandview | 2nd | 3,339 |
| Hartshorne | 2nd | 6,678 |
| Healdton | 3rd | 6,678 |
| Idabel | 1st | 10,000 |
| Kingfisher | 2nd | 6,678 |
| Kinta | 3rd | 6,678 |
| Lawton | 3rd | 7,155 |
| Madill | 3rd | 6,201 |
| Moore | 3rd | 15,741 |
| Muskogee | 3rd | 10,494 |
| Noble | 3rd | 10,494 |
| Oilton | 3rd | 3,816 |
| Okemah | 3rd | 6,678 |
| Oklahoma City | 3rd | 27,666 |
| Paoli | 3rd | 4,293 |
| Pauls Valley | 2nd | 9,540 |
| Perkins-Tryon | 3rd | 5,724 |
| Pacola | 3rd | 8,586 |

TABLE III (cont'd.)

RECOMMENDATIONS TO STATE BOARD OF EDUCATION
ON COMMUNITY EDUCATION GRANTS TO
LOCAL EDUCATION AGENCIES
FISCAL YEAR 1984

| Name | Year Funded | Funding Recommended |
|---|---|---|
| Prague | 3rd | $ 7,632 |
| Pryor | 3rd | 3,000 |
| Purcell | 3rd | 9,063 |
| Ripley | 3rd | 3,816 |
| Sallisaw | 3rd | 3,816 |
| Sapulpa | 3rd | 8,586 |
| Seiling | 3rd | 6,201 |
| Shawnee | 3rd | 8,586 |
| Skiatook | 3rd | 8,586 |
| Stigler | 3rd | 8,586 |
| Tulsa | 3rd | 26,712 |
| Wagoner | 3rd | 1,908 |
| Waurika | 2nd | 4,770 |
| Wellston | 3rd | 6,678 |
| Whitebead | 3rd | 5,247 |
| Yukon | 3rd | 15,741 |
| | TOTAL | $429,300 |

Federal legislation to support community education was initiated in the United States Senate in 1971 by Senator Frank Church of Idaho and Senator Harrison A. Williams, Jr., of New Jersey who introduced the Community School Development Act. The House version of the bill was introduced in the United States House of Representatives by Congressman Donald W. Riegle of Michigan. The law went into effect on August 21, 1974, and was followed by a commitment in 1975 of 3.5 million dollars in funding. (Sheppard, 1979) Although school districts in Oklahoma did not benefit directly from the dollars made available under the Community School Development Act, the Oklahoma State Department of Education received funds to hire its first State Director of Community Education in 1977. (Oklahoma State Plan for Community Education, 1981)

## Need for the Study

In order to realize the need for this study, the need for community education in Oklahoma must be established and some background information is necessary. Oklahoma is a large state geographically, with numerous rural communities dispersed over 69,919 square miles divided into 77 counties. The population of the state was 3,025,266 as of April 1, 1980, which represented an increase of 465,803, or 18.2 percent increase over the 1970 census. (U. S. Bureau of Census, 1980)

Census figures show that there are over forty-eight million Americans who have not completed four years of high school (U. S. Bureau of Census, 1970). In a study done by S. H. McDonald (1978), it was reported that the 1970 census showed that there were 687,292 people in Oklahoma, age twenty-five and older, who had not completed high school. This represented 26.85 percent of the Oklahoma population. This study was quite startling to the education community of Oklahoma, showing that 17,322 persons had never attended school; 62,209 persons had completed one to four years of formal education; 149,973 persons had completed five to seven years of formal education; 188,663 persons had attained only an eighth-grade education, and 269,125 persons had completed only one to three years of high school. This information was reported by Suzanne Murphy (1981) in her dissertation. See Table IV for summary.

TABLE IV

LEVEL OF EDUCATION FOR PERSONS TWENTY-FIVE YEARS OF AGE OR OLDER IN OKLAHOMA

| Level of Education Attained | Males | Females | Total | Percent of Population |
|---|---|---|---|---|
| No formal education | 9,474 | 9,848 | 17,322 | .68 |
| 1st through 4th grade | 35,997 | 26,212 | 62,209 | 2.43 |
| 5th through 7th grade | 75,671 | 72,302 | 149,973 | 5.86 |
| Only 8th grade | 89,934 | 98,729 | 188,729 | 7.37 |
| 1-3 years of high school | 114,317 | 154,808 | 269,125 | 10.51 |
| TOTAL | 325,393 | 361,899 | 687,899 | 26.85 |

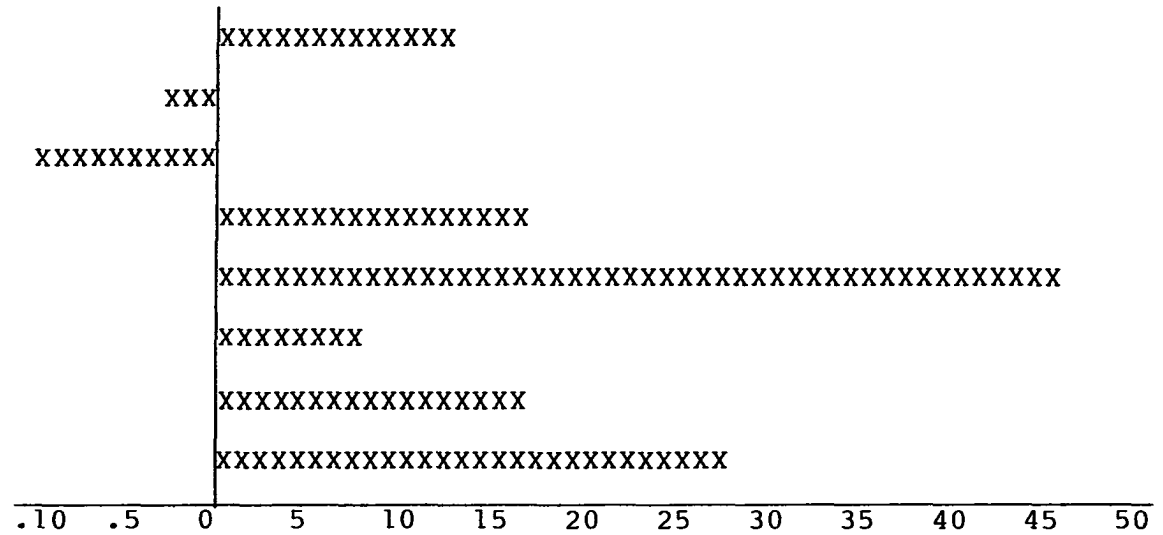
These figures alone show the need for lifelong learning opportunities in Oklahoma and establishes a cause for approval of such programs in the public schools and other education entities within a community. The figures in Table IV will provide the reader with a better understanding of the need for community education in Oklahoma.

Since community education usually deals with the education of adults, the need for the establishment of programs for adults is further strengthened when one looks at the population age change in Oklahoma from 1970 to 1980. Table V illustrates the shift in the population age in this ten-year period. (Oklahoma Data Center, 1982)

TABLE V

PERCENT POPULATION CHANGE BY AGE GROUPS:
1970 - 1980

| Age | % Change |
|---|---|
| 0.4 | 18.2 |
| 5.9 | 3.5 |
| 10.14 | 8.9 |
| 15.19 | 15.5 |
| 20.39 | 45.4 |
| 40.59 | 8.1 |
| 60.69 | 12.0 |
| 70+ | 29.1 |



The information relative to the need for adult education programs in Oklahoma was further enhanced in an article written by Dr. Lloyd J. Korhonen in which he states:

> With the rate of change in our adult population, the number of occupations an adult will hold within their lifetime has been multiplied. The ability to move laterally and horizontally in our economic system depends upon the ability to learn new skills and reapply old skills. The future seems to belong to those educational programs that can adapt to the changing demographics and adult needs. (Korhonen, 1983, pp. 159-160)

Although most educators in Oklahoma agree with the principle of community education and the merits of the concept, one has only to look at the small percentage of school districts in Oklahoma which have programs to see that this concept has been slow in developing in this state. With only 53 of the state's 617 school districts having community education programs in 1982-83, the need for this study, to determine whether certain characteristics present in the school district are associated with the establishment of programs or not is evident.

## STATEMENT OF THE PROBLEM

The question of whether certain characteristics of school administrators and school districts themselves are of importance in establishing community education programs is argued perenially among community educators. This study seeks to identify characteristics of two different groups

of school districts in Oklahoma, in an attempt to review actual situations of fact to contribute to the discussion.

This investigation is directed toward answering the questions of whether there is a difference among the school districts in Oklahoma that have community education programs and those school districts of like size and geographic location which do not, in order to better understand the differences between these two groups of school districts. Stated in question form, the study seeks these answers:

1. What are the characteristics of the administration of the school system which have community education programs?

In her study of the careers of National Community Education leaders, Dr. Susan Paddock (1979) outlines some of the characteristics of education leaders which are important to the successful operation of the programs. Among these characteristics are years of experience in education, years in present position, and academic degrees earned. With the foregoing in mind, the following dependent variables were examined:

a. years the superintendent has held the position in the school system;

b. years the superintendent has been employed by the school district;

c. highest academic degree which the superintendent held at the time of the survey;

d. the attitude of the superintendent toward adult and community education as measured on the questionnaire.

2. What part, if any, do the following dependent variables play in differentiating school districts with community education programs from those which do not?

a. size of the school district;

b. number of school sites within the district;

c. geographic location of the school district;

d. whether the school district is urban, rural or suburban

e. growth trends of the school district;

f. proximity to a college or university

g. proximity to an area vocational-technical school

h. whether the school district is officially a part of an area vocational-technical school;

i. involvement of the community in the decision making process;

j. operation of classes for adults.

In his monograph, Planning for Community Education, Roland G. Frank (1978) outlines some of the characteristics of schools which are desirable for establishing community education programs. Mr. Frank lists such characteristics

as the size of the school district, geographic location, size of the district in terms of student population, whether the district is classified as urban, rural or suburban, other agencies which serve the town; thus the dependent variables considered in answering this question.

3. What part, if any does the relative financial condition of the school district have in differentiating school districts which have community education programs from those which do not?

Robert D. Kelly (1974) in his dissertation, identified ten variables or factors related to successful community education programs. These ten variables include, but are not limited to, an understanding and support of the concept by the school administration, dollars in the budget for community education, and support of the local community of the school district.

A review of the school districts in Oklahoma which are termed as successful districts, according to meeting the standards of the North Central Accrediting Agency, shows evidence of such factors as little trouble in passing school referendums such as bond issues and annual millage requirements, whether or not the school district contains condemned buildings, and the degree to which vandalism is experienced in the district.

These same reports, as well as accreditation reports from the Oklahoma State Department of Education, show com-

munity support in the form of monetary donations and high achievement levels of students as being indicative of successful school programs. (Decker, 1978)

The recent report of the Commission on Excellence in Education cites examples of local support as being a hallmark of successful school districts and speaks extensively to achievement of students as measures of excellence in education. (National Commission on Excellence in Education, 1983)

With the foregoing in mind, and because the literature on the effects of community education programs within a school district is clear in addressing such points as generating public support, decreasing vandalism in the schools, and having a positive effect on learner outcomes, questions four and five are posed.

4. What part does the support the community gives to the school district play in differentiating those school districts which have community education programs from those which do not?

   a. whether the school district had voted a bond issue within the past 2-1/2 years and whether the tally of the election was 80 percent or more in favor or 75-79 percent in favor as measured by questions asked on the questionnaire;

   b. whether the school district voted the annual millage election in January, 1983, by a substan-

tial margin or not, as measured by a 81 percent margin in favor or more, 75-80 percent in favor or 66-74% in favor;

c. whether the school district had received large cash donations from the community during the preceeding year. (This variable was followed up by a question to determine the amount, and the research compared these amounts across school districts);

d. whether the school district was using buildings for classrooms which had been condemned by one or more of the regulatory agencies;

e. whether the superintendent felt that vandalism was a problem in the school district or not. This question was followed up with a second question asking for the amount of repairs to buildings during the past year which was attributed to vandalism;

5. What part, if any, does the academic achievement of students play in differentiated districts with community education programs from those which do not as measured by the following dependent variables?

a. number of school sites within the school

districts that were accredited by the North Central Association;

b. whether or not the students scored at or above the state average on the ACT;

c. whether students scored above the national average, above the state average, or below the state average on a nationally validated achievement test given during the school year, 1981-82;

d. whether or not the school district had one or more national merit scholar semi-finalists during the last two school years.

## RATIONALE AND HYPOTHESES

The general research hypothesis is that administrators and school districts in Oklahoma which have community education programs will show certain characteristics which are significantly different from a like number of school districts of comparable size and geographic location which do not have community education programs.

Seay and Crawford (1954) in their writings regarding the work of the W. K. Kellogg Foundation in providing grants to school districts in Michigan to provide community education programs, talk about initiating programs and the role the administrators of the selected schools played with regard to the success of the programs. In fact, when the advisory committee for the W. K. Kellogg Foundation was

ready to recommend the first five schools for the program, the first question asked was about the role of the superintendent and whether he or she should be the key person in the program. This same report spends a great deal of time discussing "finding and developing" leaders for the programs.

Seay goes on to report: "The Superintendent of Schools in the five participating communities were central figures in the initial procedure for developing community leadership."

Much work has been completed on assessing competencies of individuals and administrative positions which are needed to operate successful community education programs. One such study was completed by Paddock and Associates (1979) at the Southwest Regional Center for Community Education Development. This study, which took more than two years to complete, identified the superintendent of schools and other administrators as keys to the success of the program. Competencies for persons in the key roles were defined as needed for the success of the program.

Research shows that from the list of competencies developed by workshops held by the Southwest Regional Center for Community Education Development, the first task noted for the superintendent of schools in this process was to

"Develop a Climate" for community education. (Paddock, 1979)

In a monograph prepared by the American Association of School Administrators (1980, p. 49), the role of the superintendent of schools in developing community education programs is expressed:

> The superintendent of the school district plays a key role from the outset. Ask community educators what the difference is between success and failure of community education, the answer is almost always "the superintendent."

These studies and others like them provide the basis for formulating and testing the following hypothesis stated in the null form:

$HO_1$ There is no significant difference, operationally defined at the .05 confidence level, between definite characteristics noted in school administrators in school districts of Oklahoma which have approved community education programs and those administrators in Oklahoma districts which do not have approved programs.

Learning about the communities, obtaining preliminary information about each community which was considered for the Community School Service Program in Michigan in 1946, was some of the first information gathered. Such information as location, size, population, area served, assessed value of the school district and other pertinent data were gathered. (Seay, 1974)

As this project grew in the five communities that were ultimately involved in the process, we saw other considera-

tions as committees were formed. Other community characteristics such as availability of health agencies, higher education and vocational-technical education institutions were also considered. (Seay, 1974)

In a report of the Oklahoma State Regents for Higher Education in 1974, adult learning opportunities in Carter County were explored and compared with two other counties in Oklahoma where universities are located. It was concluded by the Regents, as reported by Peterson and Cross (1979), that participation of adults in education programs is directly attributable to having such facilities as higher education facilities located nearby. Similar opportunities were studied in Minnesota and California.

In view of these different assumptions, it is appropriate to test the following null hypothesis:

$HO_2$ There is no significant difference, operationally defined at the .05 confidence level, between demographic data such as size of school district, number of school sites, geographic location of the district, proximity to a vocational-technical school, involvement of the community in the decision making process as well as whether a district has an approved community education program.

In reviewing the literature on the characteristics of school districts that have instituted community education programs, the absence of discussion on the relative financial wealth or lack thereof is conspicuous. In education circles it is not unusual to hear school administrators and

other educators say that needed programs would be instituted if only funds were available.

Michael Kirst (1979), in an article on school finance for the Center for Education Research and Innovation, quotes research done by Willis Hawley analyzing several barriers to change or barriers to implementing innovative programs. It is interesting to note that the relative financial condition of the school district is not mentioned as one of the barriers to establishing innovative programs in the public schools.

In view of the absence of research on this matter, it is appropriate to test the following null hypothesis:

$HO_3$ There is no significant difference, operationally defined at the .05 confidence level, between the relative financial condition of the school district and whether the school district has an approved community education program.

Seay and Crawford (1954), in describing a series of conjectures about community schools which are in operation in Michigan, proposed that local appropriations and local budgets for education will enlarge since their study showed a direct relationship between educational service and educational support at the local school level.

As the concept of community education evolved, it incorporated many threads that ran through the community school movement. One of the six threads commonly seen in the literature was reported by Seay (1974), as follows: "The school served the community and the community served

the school." This same thread of community support was published in Community Education Journal, 1972. (Seay, 1972)

One of the most notable reports on the effect that community education can provide in the way of support to the community is outlined by Decker (1972) when he reports about the test of strength of the community's support for the community schools in Flint, Michigan, where in 1950 a $7,000,000 school building bond issue was presented in a community where the voting record, before establishment of community education programs, showed that each and every millage campaign in the past had been defeated. The bond issue passed, and the first new school building since 1929 was built in Flint, Michigan.

In view of these research reports, this investigation attempts to test the following hypothesis stated in the null form:

$HO_4$ There is no significant difference, operationally defined at the .05 confidence level, between the support the community provides to the school district and whether the school district has an approved community education program.

Joseph K. Hart (1924), educational theorist in the 1920's, describes the successes of one group of people and the effects on other groups. He speaks of the invention of the steam engine and its effect on other people in other situations. In short, Hart's theory, that success in one

area affects all of us and changes our society and our world, is applied to this research project.

Can this same success in the public schools not breed changes in school districts with respect to adding new programs to meet the needs of the community? This researcher believes that successful programs for students in grades 1-12 have a tendency to breed other successful programs.

Surely the school districts in Oklahoma that show a high success rate as measured by the academic achievement of students will be more likely to show empathy for the educational needs of the adult population and be more likely to provide community education programs. Academic achievement and enrichment programs are discussed in detail with respect to the Flint, Michigan schools after community education programs were established. (AASA, 1980)

In Jefferson County, Alabama, Superintendent of Schools Hall is quoted as saying that he believes the home is central to the child's academic performance and that it is necessary for parents to be involved in the schools. Through community education, parents participate in the education of children in many ways. (AASA, 1980) Based on these assumptions it is appropriate to test the following null hypothesis:

$HO_5$ There is no significant difference, operationally defined at the .05 confidence level, between the academic achievement of students and whether the school district has an approved community education program.

## LIMITATIONS OF THE STUDY

The community education programs sampled in this study consisted only of those programs which were reported by the Oklahoma State Department of Education as having an approved community education program in 1982-83 and a like number of districts of similar size and geographic location in Oklahoma which did not have such programs. This study, therefore, was not sensitive to districts in Oklahoma which may have had community education in operation but were not listed as having an "approved" program by the State Board of Education.

This study was also limited in its exclusion of schools which may have had the process of community education operable within the school district without having an approved program for funding purposes.

This research project is limited to the study of those school districts in Oklahoma which have community education programs and a like number which do not hve such programs which are approved by the Oklahoma State Department of Education. There is a possibility that some school districts in Oklahoma which do not have community education programs as such could employ the process of community education. This study does not attempt to address the process of community education. Any generalizations or conclusions drawn from this study are limited to the school districts of the State of Oklahoma.

## OPERATIONAL DEFINITIONS

Community Education is defined as a philosphical concept which serves the entire community by providing all of the educational needs of all its community members. (Minzey and LeTarte, 1979)

Community School is defined as the major vehicle for realizing the goals of community education in any given community. According to Udell (1976), to best serve this purpose, the school facility becomes the center for involving all members of the community in programs and activities designed to alleviate both individual and community problems.

Approved Community Education Program as used in this research project is defined as one of the 53 projects funded by the Oklahoma State Department of Education for the 1982-83 school year.

Adult Education is defined in this study as on organized program which addresses the need of the population over the age of high school students. These adults may or may not have attained a high school diploma. According to Korhonen (1983), the scope of adult education activities covers the spectrum from adult basic education to professional continuing education. It encompasses a variety of full-time and part-time activities that are generally considered to be outside of traditional academic pursuits.

Lifelong Learning is a conceptual framework for conceiving, planning, implementing, and coordinating activities designed to facilitate learning by all Americans throughout their lifetimes. (Peterson and Associates, 1979)

Community Education Program is defined as any formal organized program or activity sponsored by a community school, in which members of the community may enroll, the purpose of which may be educational, recreational, or cultural. (Udell, 1976)

Community Education Process is defined as the long-term systematic development of a community's ability to identify its own problems and effectively mobilize the resources needed for their solution. (Udell, 1976)

State Department of Education is the regulatory agency established by the State Board of Education in Oklahoma, which is delegated the responsibility of reviewing and recommending community education programs for funding.

## ORGANIZATION OF THE REMAINDER OF THE STUDY

The remainder of the study is organized into four chapters. Chapter II contains a review of related studies and a theoretical framework which forms the basis of the study. Review of literature for the theoretical framework is confined to writers who have given attention to the establishment of the community education concept and to stu-

dies dealing with administrative leadership and characteristics of school districts associated with programs that are considered to be innovative. It is assumed by the investigator that school districts with these characteristics are more likely to have established such programs.

Chapter III consists of information related to the design, the sample and population, the collection of data, and the instrument used. Treatment of the data concludes this chapter. Chapter IV reports the findings of the study, and Chapter V contains conclusions and recommendations for further study.

## CHAPTER II

## REVIEW OF SELECTED LITERATURE

The main focus of this study is divided into two major parts, that of looking at the characteristics of school administrators, primarily the superintendent of schools, and characteristics of school districts which do have community education programs in comparison with those that do not.

With this in mind, this investigator has attempted to review the literature in these two areas as much as possible. It has been found that the literature dealing with the school superintendent and with the school district as these two factors relate to the establishment of community education programs is very limited.

It is generally agreed by community educators that the first writings on the subject of what we now call Community Education originated in the 1930's as a result of the expressions of John Dewey's educational theories at that time.

Dewey's thoughts were centered around the education of children, but his experiences at Hull House and his work with extension programs at the University of Chicago strongly appealed to the founding fathers of adult and community education.

Dewey's insistence that education be related to all experiences gave credence to other forms of educational activities such as libraries, museums, activities of community development, independent study, supervision and travel, rather than limiting education to the formal classroom. (Houle, 1972)

In his dissertation, Donald S. Udell (1976, p. 21) reported the following:

> It was generally agreed by writers such as Everett, Clapp, and Horton, that community education as a distinct philosophy originated in the 1930's as an alternate interpretation of John Dewey's belief that education should be integrated with life experiences.

If one desires to search the literature as far back as the Puritan days or to look at the works of Benjamin Franklin, it is easy to see that adult education in its most practical sense evolved from that time. (Grattan, 1959) Malcolm S. Knowles reported that as early as 1936, Bryson had insights about adult education and some of the implications of our present day community education programs when he discussed involving volunteers in the education process. (Peters, 1980)

William S. Griffity reported that the success of community education programs is directly related to the effective coordination at the local level. He goes on to say that even though state governments in the United States are able to effect coordination at the state level to some

degree, it is at the community level that services are provided. (Peters, 1980) Such statements lend support to the purpose of this dissertation in showing the characteristics of local school administrators and school districts that are evident in school districts which have community education programs.

In talking about public schools and administrators, Kerensky and Melby (1975) related very well to the topic of this dissertation when they state: in all education, the responsibility of the community must be recognized. They go on to say that many educators blame the community for the failure of the schools; and, if this is so, then it follows that if we wish to improve the results of education, we must do something to improve the total life of the community. In discussing reasons why such a simple proposal as community education has not been followed earlier, they outline the characteristics of the educational system that has prevented this.

The authors of Patterns for Lifelong Learning discussed in detail the characteristics of institutions which are needed to promote the concept of lifelong learning. Although Hesburgh, Miller, and Wharton (1973) were primarily discussing institutions of higher education, much of what they have to say is applicable to the public schools. Such characteristics as reviewing commitments,

providing resources, and hiring capable leaders serve to support this research project.

Malcolm Knowles (1950) speaks about adult learners and outlines principles of teaching adults as well as what adults want and need to learn. In discussing the setting for adult education classes, selecting and organizing the subject matter, and particularly when he gets into the administration of adult education, does he provide information for this research project.

Dr. Donald C. Weaver (1969), addressing the British Columbia Education Council, talks about the development of community education programs and how this is dependent for its success upon professionally trained personnel prepared to perform in the roles prescribed by the unique needs of a particular community. He also addresses the role of the administrator in working with the community and breaking down barriers which exist between the school and the community. In so discussing this concept, he relates very well the characteristics of the administrators and the community which are necessary to provide successful community education programs for everyone.

One of the main themes of this dissertation is the role of the superintendent in the establishment of community education programs. An article by Clyde M. Campbell (1970), who was editor of The Community School and Its Administrator, is a review of a book, The Effective

Executive, written by Peter Drucker. This summary provides information for this dissertation in reiterating the theme that if education is to get the job done, if new and innovative programs are to be established, then it is the chief administrative officer of the school district (superintendent) who is to provide the leadership to see that this is accomplished. To quote this review:

> Throughout the organization, the level of performance can never rise higher than the capacity of the man in the position carrying the greatest authority, prestige, and influence. Competent individuals are seemingly unable to function at their best when, over long periods of time, they are frustrated and held down by weak leadership. (Campbell, 1970, p. 4)

In talking about the role of the superintendent of schools in relation to the community education program and to the establishment of programs to meet the needs of his/her community, Forrest E. Conner, Executive Secretary of the American Association of School Administrators in 1968, expressed his feeling that the American public school, along with very few other institutions, is unique in that its results are produced not by machines, not from the soils or the magic of chemistry, not by manipulation of fissionable materials, but by personal service. This being the case, the school administrator, responsible as he is for all elements which must be present for an effective educational program which will meet the needs of his/her

community and modern day society, deals primarily with humans. (Burbank, 1968)

In 1974 when Seay and Weaver conducted extensive research projects in community education and reviewed the literature on the subject, they found that, with the exception of a small number of doctoral dissertations (fifteen at that time), along with some master theses, most of the literature in community education was works that cited descriptions of experiences of practitioners and observers in the field. The search of the literature for this dissertation found much the same situation, although not as much a dearth as was found in 1974.

This researcher would agree with Seay and Weaver that these descriptions of ongoing programs are very interesting reading for the community educator. They do not, however, contribute a great deal to the data base in community education. (Seay, 1974)

Seay (1974) goes on to say that community education is in need of a more systematically developed theory--a need demonstrated by the fact that research efforts tend to be sporadic and limited to areas of concern to the individual investigator.

Using Seay's Community Education Model, one can readily see the elements in this theory of community education which lead to successful programs and hence to a process of community education. This model shows, among

other variables, that the human resources as inputs combined with given factors in the community such as geography, economic conditions and demographic factors all combine to produce the processes desired in community education.

These inputs such as characteristics of the administrator and characteristics of the community (school district) working through the process of community education produce the outputs which, hopefully, are synonymous with community improvements. (Seay, 1974)

In their book, Planning the Community School, Engelhart and Engelhart (1940), as early as 1940, recognized certain characteristics of the community that are conducive to the establishment of community schools. They touch on such characteristics as other agencies in the community that are providing classes for the population other than students in grades K-12. They speak of coordination with institutions of higher education and facilities offering vocational-technical courses as well as other community entities. To a limited extent, these authors also speak to the characteristics of the school administrator by talking about "source and character of sponsorship."

Robert J. Blakely, in an address to the Conference on Continuing Education at Michigan State University in 1958, speaks to the importance of leadership in meeting the continuing education needs of people in America. Mr. Blakely

points out that the leader in a position of authority can do much to see that a decision is made and exercised to meet the needs of society. He speaks of characteristics of leadership that make for successful programs when he mentions such items as leadership and followship walking hand in hand. He stipulates that when the process or the program works well at a particular time and in a particular situation, the appropriate kind of leadership is offered, recognized, and followed. (Blakely, 1959)

Bacharach (1981) in his book, Organizational Behavior in Schools and School Districts, outlines in his introduction that the superintendent of schools is the one person most responsible for the development of programs and processes that assure success of the organization. This book speaks extensively about the governance and administration of the schools.

In talking about program development, Bacharach also mentions among several factors that enrollment, budgetary consideration, achievement of students, and vandalism or lack thereof play a role in the program development capabilities of the school district.

Maurice F. Seay and Associates (1974) point out the importance of leadership in initiating community education programs. In fact, they define community education leadership as a process an individual takes to help a group in

using available resources to learn to solve problems held in common.

Seay goes on to point out the value of outstanding leadership to the implementation of community education programs. He points out that leadership in community education as taught at Western Michigan University is a process, not a skill.

The Community Education Journal in several articles provided data relative to the characteristics of administrators and school districts which are necessary in the establishment of community education programs. Clyde M. Campbell in a guest editorial (July, 1970) speaks of involving the community, expanding the role of the public schools, and preparation of school administrators as well as other points relevant to this research project.

As referred to earlier in this document, Maurice Seay (1972) in his article, "Threads Running through the Community School Movement," summarizes several different community schools and community education programs which were organized over the years.

The "threads" are obviously present in all of these programs. Mr. Seay summarizes six commonalities among all community education programs. Of these six, some form or other of the objectives (threads) are addressed in this research project; however, the two which stand out are those in which he speaks about the school serving the community

and the community serving the school, and his point on the importance of the role of the school administrator in formulating successful programs for the entire community.

Phillip Clark (1972) in his article, "Guidelines for Relating Community Education and the Regular School Instructional Program," outlines several guides which are points considered in this dissertation. He discusses extensively the involvement of the administrator in the planning, programming and evaluation of the program, involving other agencies in the community, fostering an attitude of experimentation and innovation as well as involving the community in the process.

Ted Bell (1972), now Secretary of Education in President Reagan's Cabinet, when superintendent of the Granite School District in Utah writes in his article, "Key Chain of Leadership," about the role of the school administrator as well as the role of state and federal officials in establishing community education programs. Mr. Bell speaks about the necessary working relationship among such groups as education, business and industry, government, and even religious groups to reach out and provide for the needs of the community. He speaks of community awareness, some of the problems administrators face in meeting the needs of the community, but his article is woven around the theme of the importance of the role of the superintendent

as well as the characteristics of the community in meeting the needs of the people. Mr. Bell states in his article that if he, as superintendent of Utah's largest school district, had to name only one priority, "I would focus on the community school program because I believe that it is the key to all of the others."

William Grant (1972), Education writer for the Detroit Free Press, presented an interesting article in the November, 1972 issue of The Community Education Journal, in which he outlined the procedure used by the Flint, Michigan, Board of Education in hiring a superintendent of schools to further the concept of community education in that school district. That Board of Education even changed the title of the position to Superintendent of Community Education. This article deals with the attitude of the superintendent toward the concept of community education, the years he was on the job in the school district, as well as dealing with the administrative structure of the district.

Larry E. Decker (1978) in his monograph, People Helping People, discussed several aspects of community education, including characteristics and support of the school administrators, including the superintendent, when he quotes Robert B. Kelly's dissertation, which states in part: "Understanding and support of the community education concept by the school administrators including the

superintendent is one of the factors related to successful community education development." He also goes on to point out that understanding the concept and a commitment to the purposes of community education by school administrators. . .is necessary in order to establish community education programs.

Decker also speaks to the characteristics of school districts that are conducive to the establishment of community education when he talks about the involvement of other agencies, budgets of school districts and other characteristics which this study addresses.

Susan C. Paddock (1979) in her paper on the study of community education leadership provides much demographic data about administrative leaders in community education. Her study supports the variables undertaken in this research project, pointing out that they are important to the development and success of community education in the United States.

Kerensky and Logsdon (1979) provided much information to support this study, both on the characteristics of administrators and school districts which have community education programs. Their monograph, A New Foundation, talks about the role of the school administrator in the establishment of the program as well as outlining characteristics to expect in communities that are receptive

to establishing community education programs and utilizing the process in making a community more responsive to all its people.

Michael Kaplan (1975) in his monograph, Public Schools: Use Them, Don't Waste Them, speaks to characteristics of school districts and how these characteristics relate to the establishment of community education programs. He mentions such characteristics as unused facilities, working cooperatively with all community agencies, and the budgetary factors surrounding the establishment of community education programs.

Roland G. Frank (1978) in his monograph, Planning for Community Education, lists several items of demographic data which are important considerations for the lay citizen group in establishing a new community education program. He lists such items as geographic boundaries, population trends, number of schools within the district, and other agencies within the community. He also discusses the importance of the school district budget.

In reviewing the literature, it was difficult to confine the researcher's thinking to the two main thrusts of this project: characteristics of public school administrators and the characteristics of school districts which have community education programs. This was difficult primarily

because of the investigator's interest in lifelong learning in general, and also because it was difficult to separate these two sets of characteristics from the theory of community education in general.

The review of the literature for this project was somewhat like the position in which education finds itself today, as described by Hesburgh, Miller and Wharton (1973), where the leader of one of the great airlines was once asked how it was that the railroads, which carried so many people across the country in an earlier day, had lost so much of this business to buses and airlines. His answer was that the railroads thought they were in the railroad business when they should have realized that they were in the transportation business. The author goes on to state that the same kind of problem exists in education today, because many people in education on all levels forget they are in education, university education, or whatever. They are caught up in their specific work, they miss entirely the broad field around them, the changing world and its demands which cannot be met merely by what they have to offer. But a significant part of this statement concludes by indicating that in order to enter the new world, education must become a lifelong process of learning.

# CHAPTER III

## DESIGN OF THE STUDY

### Selection of Subjects

The school districts selected for this study were divided into two groups. The districts in the first group were the fifty-three school districts in Oklahoma which had community education programs approved by the Oklahoma State Department of Education for the 1982-83 school year. The school districts in the second group were fifty-three school districts in Oklahoma which did not have designated community education programs operating for the 1982-83 school year. The school districts in the second group were randomly selected from a list of non-community education school districts in Oklahoma which had been previously grouped by size and geographic location in order to assure a comparison of school districts with approximately the same size student population and of like geographic location.

Those Oklahoma school districts with approved community education programs were designated as Group "1" for this study. The second group of selected Oklahoma school districts which did not have community education

programs were designated as Group "2" for purposes of this study.

For purposes of this study, the map of the State of Oklahoma was marked to designate the four quadrants of the State, with Interstate Highway 40 serving as the dividing line between the northern and southern halves of the State and Interstate Highway 35 serving as the dividing line between the eastern and western halves of the State.

The northwest quadrant of the State was designated "Geographic Location 1," the northeast quadrant of the State was designated as "Geographic Location 2," the southwest quadrant of the State was designated as "Geographic Location 3," and the southeast quadrant of the State was designated as "Geographic Location 4."

## METHOD OF COLLECTING DATA

A questionnaire was mailed to the superintendent of each school district participating in the study. The researcher explained the questionnaire in a cover letter and asked the superintendent for assistance in completing the information requested. The superintendent or his/her designee was asked to complete the information which was available in each school district from personnel records, enrollment reports, minutes of board meetings, budget documents, test records, and minutes of advisory committee

meetings. The questionnaire presented to the superintendents is located in Appendix A.

It should be noted that the questionnaire had been field tested by six staff members of the researcher's home district. Input from several individuals involved in community education in Oklahoma was sought. These individuals are working in community education in the Oklahoma State Department of Education in the Community Education Centers at Oklahoma University and Oklahoma State University and one individual who was contacted works in the New Mexico State Department of Education. After information was received from these individuals, appropriate corrections were made in the questionnaire before the questionnaire was mailed to the superintendents. A copy of the letter to these individuals is located in Appendix B.

Before the questionnaire was mailed to the 106 superintendents, the researcher had made a personal contact with the superintendents asking for his/her assistance in compiling the information requested or had made a telephone contact making the request for assistance.

## The Measurement

There were two types of procedures used to collect data for this research study. A questionnaire was devised by the researcher. The questionnaire was mailed to a select group of community educators for advice and

suggestions. The questionnaire was then field tested by six staff members within the researcher's home district.

The researcher also used interviews with two school districts that had not responded to the request for information. The interviewer met with the two superintendents individually in their offices and asked the same questions contained in the questionnaire and recorded the data for each school district just as if each had filled out the questionnaire as originally requested.

The request for assistance by mailing the cover letter and questionnaire as located in Appendix A was mailed the second week in January, 1983, and individuals were asked to respond within two weeks. Follow-ups were conducted the first two weeks in March, 1983, with the second follow-up and the three interviews conducted the last week in March, 1983. All of the data utilized in this study was collected between January 3, 1983, and March 31, 1983.

## General Procedures

This study was conducted as a survey. There were two groups in this study. One group consisted of fifty-three Oklahoma school districts which had community education programs for the school year 1982-83. The second group consisted of fifty-three Oklahoma school districts which did not have community education programs for the 1982-83 school year.

After the questionnaires were returned to the researcher, the responses were checked, and it was found that fifty-one or 96 percent of the school districts in Group "1" responded to the survey while forty-nine, or 92 percent of the school districts in Group "2" responded. Follow-ups were conducted by mail and by telephone in an attempt to secure a 100 percent response from each group.

The six school district superintendents who did not respond were called for an appointment for an interview in an attempt to collect the data. Another copy of the questionnaire was mailed to each interviewee in order that he/she could be familiar with the questions before the interview. Of those contacted for the interview, four said that the interview was not necessary since they would respond to the questionnaire. These four additional responses were received. Two individuals agreed to the interview and the data was collected in this manner.

## Treatment of the Data

The purpose of this study was to determine what factors differentiated school districts in Oklahoma which have community education programs from a like number of districts of comparable size and geographic location which do not have community education programs. A secondary purpose of this study was to determine whether more school districts would be interested in establishing such programs

and to determine what constraints, if any, might exist which would impede the establishment of such programs.

The independent variable (V23) is whether or not the school district has a community education program which was approved by the Oklahoma State Department of Education. The year in which the program was approved was 1982-83.

The twenty-four dependent variables were:

V1 number of years the superintendent has held that position in the school district

V2 number of years the superintendent has been employed by the school district in any capacity

V3 the highest academic degree held by the superintendent

V4 the size of the school district

V5 the number of school sites within the district

V6 the number of school sites within the district which are accredited by the North Central Association

V7 whether the school district is urban, rural or suburban

V8 whether the school district has a growing, declining or stable population

V9 whether there is a college or university located within the school district

V10 whether there is a vocational-technical school located within the school district

V11 whether the school district is a part of a vocational-technical school district

V12 whether the school district is currently utilizing condemned buildings

V13 whether the school district has voted a bond issue within the past two and one-half years

V13A the degree to which the bond issue passed--80 percent or above or 60-79 percent

V14 the degree to which the annual millage election was successful in January, 1982--81 percent or above, 75-80 percent, 66-74 percent

V15 whether the district receives cash donations each year

V16 whether, according to the respondents, vandalism is a problem in the school district

V17 whether students in the school district score at or above the state average on the ACT

V18 whether students in the school district score above the national average, above the state average, or below the state average on nationally validated achievement tests

V19 whether the school district had one or more national merit scholarship semi-finalists during the last two years

V20 whether the school district utilizes advisory committees beyond those mandated by state or federal statues

V21 whether the school district operates a state approved adult basic education program

V21A whether the district offers classes for adults

V22 whether the superintendent believes that adult and community education is the responsibility of the public schools

When all 106 participating school districts had provided the requested information, each question was coded as it relates to the problem of this study. Data for each of the variables were placed on data cards as follows:

| | | |
|---|---|---|
| Columns | 1 - 3 | District Number |
| Columns | 4 -29 | Variables |

These cards were verified when they were key punched, and again before the statistical analysis was done. All data processing was done on the University of Oklahoma's IBM-370 computer using the Statistical Analysis System (SAS) program package. (SAS Institute Incorporated, 1982).

According to the SAS User's Guide, (SAS Institute Incorporated, 1982, p. 208), one frequently used statistical approach to multiple comparisons is do a $\underline{t}$ test on the means. A two-tailed $\underline{t}$ test was used to determine if differences exist between school districts which have community education programs and those which do not. The $\underline{t}$

tests were run by using the command PROC TTEST. (SAS Institute, Incorporated, 1982, p. 217) This test was run on each set of five variables as they were grouped for each hypothesis.

This test was run to compute the t statistic based on the assumption that the variances of the two groups are equal and also to compute an approximate t based on the assumption that the variances may be unequal. For each t the degrees of freedom and probability level are presented.

## Summary

In Chapter III describes the methodology and the design of the study were presented. Variables were identified and the instrument used for the collection of data was discussed. Information regarding the development of the instrument and the validation process were discussed. This chapter concludes with a description of the procedure used for collecting data, and the treatment of the data.

# CHAPTER IV

## ANALYSIS OF DATA

The data for this study were analyzed in six steps as follows:

Step 1: The individual questionnaires were hand coded. Numbers were assigned to each question according to the number of possible responses. Some questions had as many as five choices for response, while others had only two. (See Appendix A).

Step 2: The variables as listed and defined in Chapter III were reviewed and grouped for each hypothesis. It was determined by the researcher that the following groupings were appropriate:

A. Administrative data for analyzing and determining the results for hypothesis 1 utilized the information from variables 1, 2, 3, and 22.

B. Demographic data for analyzing and determining the results for hypothesis 2 utilized the information from variables 4, 5, 6, 7, 8, 9, 10, 11, 21 and 21A.

C. Financial data for analyzing and determining the results for Hypothesis 3 utilized information from variables 12, 13, 13A and 14.

D. Community support data for analyzing and determining the results for hypothesis 4 utilized the information from variables 12, 13, 13A, 14, 15, 16 and 20.

E. Academic data for analyzing and determining the results for hypothesis 5 utilized the information from variables 17, 18 and 19.

Step 3: The first stage of the computer summarizations was to utilize the LIST (Helwig, 1978) statement to receive a printout of the data. This was necessary in order that the data could be reviewed a third time for accuracy. Once the data were listed for each of the 106 school districts, they were sorted by variable #23, which provided information as to whether the district had a community education program in 1982-83.

Step 4: At this point in the analysis the researcher reviewed the standard deviations for each variable to determine the mean of the distance between each response for each variable. The PROC MEAN (Helwig, 1978) command was used to provide the mean and standard deviation on each variable for all 106 school districts.

There were only two variables where the mean of the responses deviated more than a ratio of two to one and these two variables asked questions different in nature from all the other variables.

Step 5: The PROC UNIVARIATE (SAS Institute, Incorporated, 1982) command for SAS was used to display the composite scores for each set of variables for both groups of schools. (Group 1, those 53 school districts in Oklahoma which had community education programs in 1982-83 and Group 2, 53 Oklahoma school districts of like size and geographic location which did not have community education programs.) This command produced a histograph for each of the five groups of variables in order that the relationship could be readily seen. This summary also provided a normal probability plot for each of the five sets of variables.

The data were then reviewed and school districts which did not appear to follow the expected pattern on the histograph and the probability plot were analyzed individually to determine if an error had been made or if the responses were a true reflection of the data for the school district.

Step 6: The PROC T-TEST (SAS Institute, Incorporated, 1982) command was utilized to provide a two sample $t$ test to compare districts as they had been grouped. In Tables VI, VII, VIII, IX and X, significant differences were presented for districts in each of the five groups of variables.

TABLE VI

t TEST OR ADMINISTRATIVE DATA BETWEEN SCHOOL DISTRICTS IN GROUP 1 AND GROUP 2

| Group | N | Mean | S.D. | Value |
|---|---|---|---|---|
| 1. Community Education Districts | 53 | 18.33 | 3.65 | 3.97 |
| 2. Non Community Education Districts | 53 | 15.50 | 3.67 | |

Results indicate a significant difference at the .05 confidence level.

TABLE VII

t TEST ON DEMOGRAPHIC DATA BETWEEN SCHOOL DISTRICTS IN GROUP 1 AND GROUP 2

| Group | N | Mean | S.D. | Value |
|---|---|---|---|---|
| 1. Community Education Districts | 53 | 65.07 | 8.78 | 6.84 |
| 2. Non Community Education Districts | 53 | 54.30 | 7.35 | |

Results indicate a significant difference at the .05 confidence level.

TABLE VIII

t TEST ON FINANCIAL CONDITION DATA BETWEEN SCHOOL DISTRICTS IN GROUP 1 AND GROUP 2

| Group | N | Mean | S.D. | Value |
|---|---|---|---|---|
| 1. Community Education Districts | 53 | 44.43 | 9.77 | |
| | | | | 7.04 |
| 2. Non Community Education Districts | 53 | 32.00 | 8.34 | |

Results indicate a significant difference at the .05 confidence level.

TABLE IX

t TEST ON COMMUNITY SUPPORT DATA BETWEEN SCHOOL DISTRICTS IN GROUP 1 AND GROUP 2

| Group | N | Mean | S.D. | Value |
|---|---|---|---|---|
| 1. Community Education Districts | 53 | 77.41 | 9.47 | |
| | | | | 8.68 |
| 2. Non Community Education Districts | 53 | 59.89 | 11.26 | |

Results indicate a significant difference at the .05 confidence level.

TABLE X

t TEST OR ACADEMIC DATA BETWEEN SCHOOL DISTRICTS IN GROUP 1 AND GROUP 2

| Group | N | Mean | S.D. | t Value |
|---|---|---|---|---|
| 1. Community Education Districts | 53 | 28.39 | 5.61 | 3.56 |
| 2. Non Community Education Districts | 53 | 25.09 | 3.73 | |

Results indicate a significant difference at the .05 confidence level.

## Results of Testing the Hypotheses

Five hypotheses were tested in this study, each contributing to the analysis of the research problem. The presentation of the findings include a statement of the hypothesis followed by the results of the tests relevant to the hypothesis.

$H_0 1$ There is no significant difference operationally defined at the .05 confidence level, between characteristics noted in school administrators in school districts of Oklahoma which have approved community education programs and those administrators in Oklahoma districts which do not have approved programs.

Results of two-tailed $t$ tests indicate that there was a difference between school districts which had community education programs and those which did not as measured on coded scores for the four variables identified for these tests. $t$ value = 3.97 at a confidence level of .05. (See Table VI, p. 65). The null hypothesis was therefore rejected and the alternative hypothesis that a relationship did exist between definite characteristics noted in school administrators in school districts which had approved community education programs and those administrators in Oklahoma school districts which did not have approved programs was accepted.

$H_0 2$ There is no significant difference, operationally defined at the .05 confidence level, between demographic data such as size of school district, number of school sites, geographic location of the district, proximity to a vocational-technical school, involvement of the community in the decision making process as well as whether a district has an approved community education program.

Results of two-tailed $t$ tests indicate that there was a difference between school districts which had community education programs and those which did not as measured on coded scores for the ten variables identified for these tests. $t$ value = 6.84 at a confidence level of .05. (See Table VII, p. 65). The null hypothesis was therefore rejected and the alternative hypothesis that a relationship

did exist between demographic data such as size of school district, number of school sites, geographic location of the district, proximity to a vocational-technical school, involvement of the community in the decision making process and whether the district had an approved community education program was accepted.

$H_0 3$ There is no significant difference, operationally defined at the .05 confidence level, between the relative financial condition of the school district and whether the school district has an approved community education program.

Results of two-tailed $t$ tests indicated that there was a difference between school districts which had community education programs and those which did not as measured on coded scores for the four variables identified for these tests. $t$ value = 7.04 at a confidence level of .05. (See Table VIII, p. 66). The null hypothesis was therefore rejected and the alternative hypothesis that the relative financial condition of the school district and whether the district had an approved community education program does exist was accepted.

$H_0 4$ There is no significant difference, operationally defined at the .05 confidence level, between the support the community provides to the school district and whether the school district has an approved community education program.

Results of two-tailed t tests indicate that there was a difference between school districts which had community education programs and those which did not as measured on coded scores for the seven variables identified for these tests. t value = 8.68 at a confidence level of .05. (See Table IX, p. 66). The null hypothesis was therefore rejected and the alternative hypothesis that a relationship did exist between the support the community provided to the school district and whether the school district had an approved community education program was accepted.

$H_0 5$ There is no significant difference, operationally defined at the .05 confidence level, between the academic achievement of students and whether the school district has an approved community education program.

Results of two-tailed t tests indicated that there was a difference between school districts which had community education programs and those which did not as measured on coded scores for the three variables identified for these tests. t value = 3.56 at a confidence level of .05. (See Table X, p. 67). The null hypothesis was therefore rejected and the alternative hypothesis that a relationship did exist between the academic achievement of students and whether the school district had an approved community education program was accepted.

## Summary of Data Analysis

In the analysis of data, five hypotheses postulated in the study were tested. All five of the null hypotheses were rejected. Results of the data analysis indicate that there was a significant difference between school districts in Oklahoma which had community education programs and those which did not.

Significant differences were found between these two groups of school districts based on the number of years the superintendent had held that position in the district; the number of years the superintendent had been in the school district; the highest academic degree held by the superintendent and the attitude of the superintendent toward adult and community education.

Significant differences were found between these two groups of school districts based on size of the school district; the number of school sites within the district; the number of school sites which were accredited by the North Central Association; whether the district was classified as urban, suburban or rural; whether the district was growing, stable, or declining in population; whether there was a college or university located within the school district; whether there was a vocational-technical school located within the district; whether the district was a part of an area vocational-technical school district; whether the school district operated a state approved adult basic edu-

cation program and whether the district offered classes for adults.

Significant differences were found between these two groups of school districts based on whether the district was using condemned buildings; whether the school district had voted a bond issue within the past two and one-half years; the degree to which the bond issues had passed in the district within the past two and one-half years and the degree to which the annual millage election had been successful in January, 1982.

Significant differences were found between these two groups of school districts based on the community support data generated by this study, such as whether the school district was utilizing condemned buildings; whether the school district had voted a bond issue within the past two and one-half years; the degree to which the bond issue passed; the degree to which the annual millage election had been successful in January, 1982; whether the district received cash donations each year; whether vandalism was a problem in the school districts and whether the school districts utilized advisory committees.

Significant differences were found between these two groups of school districts based on whether students scored at or above the state average on the American College Test

(ACT); how students score on nationally validated achievement tests and whether the school districts had one or more national merit scholarship semi-finalists during the last two years.

# CHAPTER V

# SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## INTRODUCTION

The concept of community education has long been lauded as a means of redesigning public education to meet the needs of any given community at a particular time in history. This concept is based on the theories of education of Joseph K. Hart, Elsie R. Clapp, John Dewey and others. We see this concept in action when we read about and see programs funded by the Kellogg Foundation and the Mott Foundation. These programs are different from what we see in so called "traditional education". Utilizing community education programs and the concept of community education as a mode of operation for the school district has made the difference. Not only do we see new programs offered in community education, but we see involvement of the community in decision making, problem solving, program selection and development and ultimately we see the community and the school becoming one.

Much has been written describing the ongoing programs in community education and the descriptions of experiences of practitioners and observers in the field but very little research has actually been done on the effects of community

education and the characteristics of school districts that have community education nor does research point out some of the reasons that administrators and the school districts are reluctant to emphasize this concept.

As was cited earlier in this research report, most educators in Oklahoma agree with the principle of community education and the merits of the concept. However, one only has to look at the relatively small percentage of Oklahoma school districts which have community education programs to see that this concept has been slow in developing in this state.

## Purpose

The purpose of this study was to identify characteristics of school administrators and school districts that differentiate those that have community education programs from those that do not. This study sought to identify characteristics of two groups of school districts in Oklahoma in an attempt to show these differences. It was the desire of the investigator to identify these differences in order that the information may be used by school administrators at the local district level, by state department of education personnel and the state legislature in an attempt to see the need for expanding community education in Oklahoma.

Specifically, in conducting this study twenty-four different varibles in 106 of Oklahoma's school districts were investigated to determine the characteristics of those school districts that operate community education programs.

## Description of Population

The school districts selected for this study were divided into two groups. The districts in the first group were the fifty-three school districts in Oklahoma which had community education programs in 1982-83. The school districts in the second group were fifty-three school districts in Oklahoma which did not have community education programs operating for the 1982-83 year. The school districts in the second group were randomly selected from a list of non-community education school districts in Oklahoma which had been previously grouped by size and geographic location in order to assure a comparison of school districts with approximately the same size student population and districts of like geographic location.

## Instrument Used in the Study

A questionnaire was mailed to the superintendent of each school district participating in the study. The researcher explained the questionnaire in a cover letter and asked the superintendent for assistance in completing the information requested. (See Appendix A) The questionnaire

consisted of five different sets of variables as they related to the five hypotheses to be tested. The questionnaire consisted of twenty-three questions to arrive at information regarding the twenty-two different variables to be explored. The first three questions referred to general background information on the superintendent of schools. The items then moved toward more specific information regarding the nature of the school district, questions about the community education program if one existed during the 1982-83 school year and then questions were asked about the attitude of the superintendent toward establishing a community education program if one were not in existence.

## Procedure

A questionnaire was mailed to the superintendent of each school district participating in the study. The researcher explained the questionnaire in a cover letter and asked the superintendent for assistance in completing the information requested. Of the 106 superintendents contacted 96 percent of the school districts in Group "1", those districts that had community education programs in 1982-83, responded. Ninety-two percent of the school superintendents in Group "2", those that were selected for the study which did not have community education programs for the 1982-83 school year, responded. Follow-ups were conducted

by mail and by telephone in an attempt to secure a 100 percent response from each group.

The six school district superintendents who did not respond were called for an appointment for an interview in an attempt to collect the data. Another copy of the questionnaire was mailed to these six superintendents in order that he/she could be familiar with the questions before the interviews. Of those contacted for the interview, four said that the interview was not necessary since they would respond to the questionnaire by mail. These four additional responses were received. Two individuals agreed to the interview and the data were collected during the interview.

Data were treated and analyzed in the following manner:

1. After receipt of data from all 106 participating school districts the data were verified as to correctness and the data for each of the variables were placed on data cards. These cards were verified when they were key punched, and again before the statistical analysis was done.

2. The data were then analyzed in six steps:

a. the individual questionnaires were hand coded. Numbers were assigned to each question according to the number of possible responses.

b. the variables were reviewed and grouped for each of the five hypotheses.

c. Computer summarizations were made to list the data for each of the 106 school districts and to sort the data by variable #23 which provided information as to whether the district had a community education program for the 1982-83 school year.

d. The data were then analyzed as to the standard deviation for each variable for each of the 106 school districts.

e. The data were then analyzed to provide composite scores for each set of variables for both groups of schools. This summary provided a histograph for each of the five groups of variables and a normal probability plot for each of the five groups.

f. The data were then analyzed to provide the t scores to compare districts as they had been grouped.

## Summary of Findings

The analysis of data presented in Chapter 4 was in terms of five hypotheses. The analysis of the data showed a statistically significant positive relationship for each of the variables tested in hypothesis 1 toward the schools that had approved community education programs in 1982-83.

The analysis showed that in those school districts where the superintendent had been in the district ten years

or more that the likelihood of the district having a community education program was diminished. The same was true for the data which showed that the superintendent had been in the school district for only one or two years. But in those districts which had community education programs, the superintendent generally had been in the position from 3 to 9 years and had been in the school district for about this same period of time.

The analysis of the data also showed that there was a relationship to the highest academic degree held by the superintendent and whether the school district had a community education program. Those school districts which had community education programs in 1982-83 were more likely to have had a superintendent with an academic degree higher than the master's degree where in school districts which did not have community education programs, the reverse of this was true.

The most significant variable tested in this group dealt with the attitude of the superintendent as to whether he/she believes that adult and community education is the responsibility of the public schools. Eighty-five percent of the superintendents responding for the school districts which had community education programs responded affirmatively to this question compared to only 25 percent of the superintendents from non-community education districts.

The analysis of the data showed a statistically significant positive relationship toward school districts that had approved community education programs for the variables tested is hypothesis 2.

The size of the school district had very little effect on the relationship between the two groups of schools. It was found that the number of school sites made very little difference, once you were analyzing data from school districts which had more than one school site. The same was true of whether the district was urban, suburban or rural. It was found that school districts which were growing in school population and those that were declining were more apt to have a community education program while those that were relatively stable in population did not operate a community education program.

There was a significant difference noted in school districts that had community education program when the data were analyzed to show the number of school sites accredited by the North Central Association. Districts with multiple sites accredited were more likely to have community education programs. The same situation was found for those school districts that were located in a college or university community, those that had an area vocational-technical district located within the district and to a lesser degree those that were officially a part of an area vocational-technical school district.

Over 69 percent of those school districts that have adult basic education centers also had a community education program and 100 percent of the school districts that offered classes for adults aside from those offered in adult basic education had community education programs.

The analysis of the data tested for hypothesis 3 showed a slight positive relationship between those districts which were not utilizing condemned buildings and those that were. Significant differences were noted between those districts which had voted a bond issue during the past 2-1/2 years. Forty-three percent of the school districts in Oklahoma which had community education programs in 1982-83 had voted a bond issue during the past 2-1/2 years while only 15 percent of the non-community education group had held such an election.

One of the most startling revelations found in this study was shown on the passing bond issues of the school districts where community education programs were in operation in 1982-83. Twenty-three building bond referendums were held and 87 percent of these referendums were successful. Of the non-community education school districts tested in this sample, only 25 percent of the bond referendums were approved by the voters in those districts.

In analyzing the data on the percentage differences by which the millage election was successful in January, 1982, it was found that 70 percent of the school districts which

had community education programs received a positive vote of 81 percent or more while only 40 percent of the non-community education school districts received this high rate of approval. Twenty-eight percent of the school districts which had community education programs received a positive vote of 75 to 80 percent as compared to 19 percent of the non-community education school districts. Only two percent of the community education school districts received a low positive vote of between 66 to 74 percent as compared to 41 percent of the school districts which did not have the programs.

In analyzing data to test hypothesis 4 it was found that 30 percent of the school districts which had community education programs receive cash donations from the community each year as compared to only 11 percent of the non-community education districts.

It was also found that of the non-community education school districts, 53 percent of the superintendents responded that vandalism was a problem in their school district as compared to only 28 percent of the superintendents from school districts which had a community education program.

One hundred percent of the school districts that had community education programs utilized advisory committees

in other aspects of the school program, compared to only about half of the non-community education school districts.

An analysis of the data showed a statistically significant positive relationship for each of the variables tested in hypothesis 4 toward the school districts that had approved community education programs in 1982-83.

In analyzing the data to test hypothesis 5, some surprising results were found. According to the superintendents responding, 85 percent of those from districts which had community education programs in 1982-83 stated that their students scored above the state average on the American College Tests (ACT) as compared to 40 percent of the superintendents responding from non-community education districts.

The superintendents from 62 percent of the community education districts responded that their students scored above the national average on nationally validated achievement tests as compared to 40 percent of the non-community education districts. Fifty-seven percent of the superintendents from community education school districts stated that their district had a national merit scholarship semi-finalist during the past two years as compared to 40 percent of the superintendents from non-community education school districts.

An analysis of the data showed a statistically significant positive relationship for each of the variables

tested in hypothesis 5 toward the school that had community education programs in 1982-83.

## Conclusions

It was the central purpose and intent of this study to determine what characteristics differentiate school districts in Oklahoma which had community education programs from those which did not. Given the researcher's belief that the theory of education advanced by Hart and others that education is not apart from life (Hart, 1924) . . . that community education meets as best it can, the urgent needs of the people of the community (Clapp, 1929) . . . the vitalities of life are in communities, not in institutions (Hart, 1924) . . . the community and the schools are inseparable (Conant, 1959), and given the fact that Oklahoma is a growing state where it was reported by the 1970 Census that there were 687,292 people in Oklahoma, twenty-five years and older, who had not completed high school . . . and further given the fact that most educators in Oklahoma state that they believe in the principles of community education, the question must be raised as to why the concept has not been implemented more rapidly. With only 53 of the state's 617 districts having approved community education programs, perhaps this study will give some insights into the reasons for this relatively slow development. More specifically, the researcher hopes that this

data will be utilized by all concerned to determine just what can be done to see that the concept of community education is initiated in more of the schools of Oklahoma.

The findings from this study have led to the following conclusions regarding the school districts of Oklahoma:

1. That those superintendents who had held that position in a particular school district for more than two years, but less than ten years were more likely to hold the superintendency in a school district which had a community education program. These same superintendents were more likely to have an academic degree higher than the master's degree.

In addition to the above named characteristics, it was found in this study that superintendents who believed adult and community education to be the responsibility of the public schools were found to be the characteristics which differentiated school superintendents in districts which had community education programs from those superintendents in districts which did not have the programs.

2. It is concluded from this study that the size of the school district, number of school sites within the district and whether the school district was urban, suburban or rural were not necessarily characteristics of school districts which had community education programs.

3. It is concluded that whether a school district was

experiencing a change in population, i.e., growing or declining that this factor was a characteristic of school districts in Oklahoma which have had community education programs.

4. It is concluded from this study that school districts with multiple sites accredited by the North Central Association was a characteristic of school districts which had community education programs.

5. It is also concluded from this study that school districts which were located in a university community, districts which had an area vocational-technical school located in the community and/or had officially affiliated with an area vocational-technical school district were more likely to have characteristics of school districts in Oklahoma which had community education programs.

6. It is concluded from this study that school districts which had adult basic education centers and those districts that offered classes for adults were characteristics of school districts which had community education programs.

7. It is concluded from this study that school districts which did not find it necessary to utilize condemned buildings were only marginally characteristic of school districts which had community education programs.

8. It is concluded from this study that school districts which were likely to propose a school building bond

referendum and those which were more likely to be successful in passing the referendum were characteristic of school districts with community education programs.

9. It is concluded from this study that those school districts in Oklahoma which receive a high positive vote on the annual millage election were characteristic of school districts which had community education programs.

10. It is concluded from this study that those school districts which receive community support in the way of cash donations each year were characteristic of the school districts which had community education programs.

11. It is concluded from this study that school districts where the superintendent responded that vandalism was not a problem, are characteristic of school districts which had community education programs.

12. It is concluded from this study that school districts which utilize advisory committees in all aspects of the school program characterize districts which had community education programs.

13. It is concluded from this study that school districts where students score above the state average on the American College Testing program were characteristic of school districts which had community education programs.

14. It is concluded from this study that school districts where the students scored above the national average

on nationally validated achievement tests were characteristic of school districts which had community education programs.

15. It is concluded from this study that school districts which had one or more students named as national merit scholarship semi-finalists during the past two years were characteristic of school districts which had community education programs.

## Recommendations

The related literature and the findings and conclusions reported in this study have implications for solutions to problems not addressed in this study.

1. It is recommended that a study be conducted to determine the relationship between the attitude of the superintendent and boards of education toward the responsibility of the public schools in offering courses for adults and in offering community education programs.

2. It is recommended that a study be conducted to determine the attitude of others outside the education arena toward offering programs for adults and for offering community education.

3. It is recommended that a study be conducted to determine the reason that community education programs are not in operation in a larger number of school districts in Oklahoma. Some of the conclusions of this study can be

examined in this respect and a more indepth study could be undertaken.

4. It is recommended that a study be conducted utilizing a number of other variables to determine which conditions could have a bearing on whether school districts have community education programs.

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# APPENDIX A

Dear

I am a doctoral student at Oklahoma University and in the process of writing my dissertation entitled, "Characteristics Differentiating School Districts With Community Education Programs." Within this process, I am at the point of conducting a survey of school districts in Oklahoma. It is my feeling that before I can distribute the survey as my sample, I need some assistance from individuals who are committed to the concept of community education and who have had experience with questionnaires.

Enclosed, please find a copy of the rough draft of the survey forms, a copy of the study's hypotheses, and an addressed stamped return envelope.

Please read the hypotheses statements; then go through the survey and indicate what you think might be done to make this survey a more accurate or complete instrument.

The school districts which will be mailed the questionnaire are the ones which have community education programs plus an identical number of similar school districts which do not.

I realize that you are very busy; however, I believe that this type of research is greatly needed if community education is to grow in Oklahoma as it should. I would appreciate it if you would return the information within the next week. When the study is completed, you will receive a copy of the results.

Any comments and suggestions which you can make regarding the survey instrument will be appreciated.

Yours truly,

Weldon Perrin
Superintendent of Schools

WP:sc

Enclosure

# APPENDIX B

Dear

Please consider giving me a few minutes of your time to deal with a matter which concerns the future of our public schools and more specifically Community Education in Oklahoma.

As part of a study on community education in Oklahoma, I would very much appreciate your cooperation in completing and returning the enclosed questionnaire. The questionnaire is designed to take no more than 10 to 15 minutes to complete.

The questionnaire is being distributed to the 53 public schools in Oklahoma which have active community education programs this current school year, and a like number of public schools in Oklahoma which do not have active, approved community education programs.

In order to assure a valid response to the questionnaire, your cooperation in completing the questionnaire and returning it in the stamped envelope within the next week will be appreciated.

Your school district will not be identified in the study and the information received will be held in strict confidence and will not identify any particular school.

The completed study will provide valuable insights into the present status of community education in Oklahoma. For those of us who are involved professionally in improving the quality of our public schools, the study will be especially valuable. A copy of the completed study will be mailed to you if you desire a copy. This study should be completed by late Summer, 1983.

Thanks again for your assistance.

Yours truly,

Weldon Perrin
Superintendent of Schools

WP:sc

STATE SURVEY OF SELECTED
SCHOOL DISTRICTS IN OKLAHOMA

1. How many years have you held this position? _____
No. of years

2. How many years have you been employed in this school system?_____
No. of years

3. What is your highest degree obtained?
Circle one: B.A. M.A. Ed.S. Ed.D. Ph.D.

4. What is the size of your school district according to your total school enrollment as of October 1, 1982?

_____
Total Enrollment

5. How many different school sites, i.e.; different buildings are operating within your district?

_____
number of schools

6. Of the total number of schools noted in number 5 above; how many are accredited by the North Central Association?

_____
number accredited by North Central

7. Which of the following best describes your school district?

(Check One)
_____ urban
_____ suburban
_____ rural

8. How is your school district classified according to the following:

(Check one)
_____ generally a growing school district
_____ generally a declining in school population

9. Is there a college, University or Higher Education Center located within your school district.

_____ Yes
_____ No

10. Is there a Vocational-Technical School located within your district?

_____ Yes
_____ No

11. Is your school district a part of a Vocational-Technical School District?

_____ Yes
_____ No

12. Are there buildings in use in your school system which have been condemed by any local, state or federal agency, such as the State Fire Marshall's Office?

_____ Yes
_____ No

13. Has your school district voted on a building bond issue during the past 2-1/2 years?

_____ Yes
_____ No

13a. If YES, what was the vote tally?

_____ For
number of votes

_____ Against
number of votes

14. What was the vote on your annual millage election last January, 1982?

(a) 10 mill Local Support Levy _____ For
number of votes

_____ Against
number of votes

(b) 5 mill Emergency Levy _____ For
number of votes

_____ Against
number of votes

(c) 5 mill Building Fund Levy _____ For
number of votes

_____ Against
number of votes

15. Has your school district received large cash donations from school patrons during the past 2-1/2 years?

_____ Yes
_____ No

16. Do you consider vandalism to be a problem in your school district?

_____ Yes
_____ No

17. Do your students score at or above the state average on the American College Testing program (ACT)?

_____ Yes
_____ No

18. Which of the following would best describe the achievement level of your students on nationally validated achievement tests? (Check One)

_____ above the national average for the test given
_____ above the state average for the test given
_____ below the state average for the test given

19. Has your school district had one or more National Merit Scholar semi-finalists over the past two years?

_____ Yes
_____ No

20. Does your school district utilize advisory committees other than those required by state or federal statutes and/or regulations?

_____ Yes
_____ No

21. Does your school district operate one of the state approved Adult Basic Eduction Centers in Oklahoma?

_____ Yes
_____ No

21a. If NO, do you have Adult Basic Education classes offered in your school facilities?

_____ Yes
_____ No

22. Do you believe that Adult and Community Education is the responsibility of the public schools of Oklahoma?

_____ Yes
_____ No

23. Does your school district have a Community Education program approved and funded by the State Department of Education?

_____ Yes
_____ No