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COMMUNITY EDUCATION IN OKLAHOMA: A SURVEY OF SELECTED
PUBLIC SCHOOL SUPERINTENDENTS

The University of Oklahoma

Ed.D. 1983

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COMMUNITY EDUCATION IN OKLAHOMA
A SURVEY OF SELECTED PUBLIC SCHOOL SUPERINTENDENTS

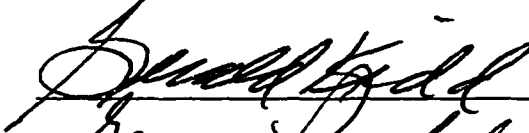
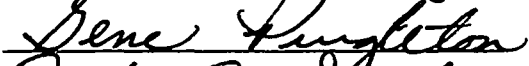
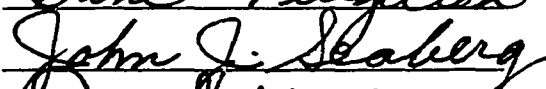
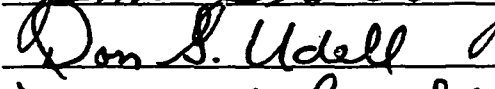

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
In partial fulfillment of the requirements for the
degree of
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BY
BARBARA JEAN VANNEST DUFFY

1983

COMMUNITY EDUCATION IN OKLAHOMA
A SURVEY OF SELECTED PUBLIC SCHOOL SUPERINTENDENTS

APPROVED BY

DISSERTATION COMMITTEE

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COMMUNITY EDUCATION IN OKLAHOMA
A SURVEY OF SELECTED PUBLIC SCHOOL SUPERINTENDENTS

CHAPTER I

INTRODUCTION

"American education is in a period of great ferment. Change is called for and I cannot fail to be impressed with the fact that community educators - be they in schools, agencies, clubs, or communities - possess the capability of bringing this change . . . Community schools . . . may very well be setting the pattern for educational systems of the near future" (Davis 1973, p. 16).

Thus, the atmosphere denotes change; change which, while painful can also be beneficial. Institutional reforms are a must, and are finally being implemented. As a result cooperation between community agencies and schools is increasing. This cooperation enables "a community to stretch tax dollars, permit more productive use of public buildings and equipment, and provide coordinated community services" (Ringers 1976).

Davis (1973) asserts that "If we can adequately, with new organization patterns, enhance community education and

update and inject new life into public education by providing arrangements which allow more flexibility for in-and-out learning, which use the total resource of community, which view the industrial, the museums, the performing art centers, the farms as learning centers, if we will de-emphasize the entrance credentials and requirements, then we may well have reached that point in maturity where a new humanity has entered into the learning processes."

Indeed, as the world becomes more complicated, people, in order to function and to solve these new problems, must become more educated, more informed about human needs, actions, and reactions.

"In our search to become more knowledgeable about the human condition, to learn more fully how to respect and mend the planet earth, to learn the arts of government which can unite the world and provide for a more equitable distribution of wealth and health and happiness, we may in all these searches find, if we apply it correctly, that education is the one best tool" (Davis 1973, p. 18).

Community education programs have been increasing nationwide. As a result, many residents of Oklahoma communities have also seen the benefits of these programs. Because of this, community education in Oklahoma has grown extensively in recent years.

The programs grew from two in 1974 to nine in 1977 to fifty in 1980 to fifty three in 1983. One reason for this

growth was participation of community educators in enlightening legislators concerning the function and purpose of the community education process. The result was enabling legislation by state lawmakers which provided funding for community education in Oklahoma (Udell 1980).

In 1979 - 1980, \$160,000 was allocated from a request for \$300,000 in the budget of the State Department of Education (Adcock 1983). During the 1980 - 1981 school year, \$220,000 was allocated to school districts for community education with \$325,000 for 1981 - 1982 and \$450,000 for 1982 - 1983, which funded 53 LEAs in 35 counties (Adcock 1983).

The amount of \$325,000 funded 50 programs which would suggest that approximately eight percent of the school districts in the state are involved in community education programming. Thus there is a growing need to gather information and data which can be used for planning of state programs (Udell 1980).

Until recently, relatively little has been done nationally and certainly within the state in terms of gathering data researching public school systems, their attitudes, the level of understanding, and awareness of superintendents or decision makers. Community leaders believe that this kind of data is greatly needed (Udell 1980).

Currently being conducted are competency based

administrative types of research, which survey the four levels of administration in community education - superintendents, principals, community education coordinators, and community school directors. According to Udell, researchers are attempting to gather data to determine what competencies these four levels of Oklahoma administrators feel are needed in order to function effectively as an administrator of a community education program. Subsequently it must be determined what competencies are presently possessed by administrators in addition to indicating those which must then be acquired (1980).

Inservice training was developed which included the types of courses and activities that would provide administrators with the needed attributes. The research would indicate that input is needed from the following categories:

1. Attitudes of school superintendents with regard to the community use of school resources;
2. Major goals of existing and potential community education programs;
3. The ideal use of school facilities as perceived by superintendents.

According to Davis, "Community education has the task of building, not a new world, but creating an improved world, opening new paths of learning here and now, new paths for a larger public. Alternative paths, slow paths, fast paths, choose the one that suits so that we may survive

before time runs out and in so doing become more learned, more wise, and most committed to a human condition increasingly more sane and just.

"Then the process can be more nearly what it was designed to be, this process of education--'a great balance wheel for a social machinery -- an equalizer of life's chances'" (Davis 1973).

According to Adcock (1980) "people from other states have commented that Oklahomans are not only generating programs but that people seem to understand the programs and processes well. This is further evidenced by the fact that the 1983 National Community Education Convention will be hosted by Oklahoma Community Educators in Tulsa in December.

Commenting on a group of superintendents considering the role of community education, Decker (1979) pointed out that "The group strongly agreed that future community education developmental efforts must not be a federal or state mandated program. They believed that each system must be allowed to develop a natural cycle for implementation in which the desire and necessary leadership can be fostered to move towards a more comprehensive community education role and function for local public school systems."

One of the assets of community education is that it allows each community to express its individuality. Community education has been defined in many ways. This

fluidity of definition is considered by many to make it adaptable to many different situations. It is hoped that the result of this research will be of some help to administrative personnel in formulating goals and policies (Udell 1980).

Statement of the Problem

This investigation attempted to determine the status of community education programs within the state of Oklahoma. In determining this status this study incorporated the following questions:

Are public school superintendents with community education in their districts more receptive to community education than superintendents without community education in their districts? In which type of district do superintendents perceive school resources as accessible and adequately used in existing programs? Which group of superintendents perceive existing programs as satisfactory and which feel they could be more sufficiently utilized?

Purpose of the Study

The study attempted to assess the role of the schools and the current status and progress of community education in public school districts in Oklahoma. It compared objectives of current community education programs in the state as well as those of possible or planned community education programs. The study compared perceived results of

attitudes about the programs or processes.

The questionnaire surveyed what the superintendents would prefer to offer to citizens of the community regarding educational programs and facilities if funding were available. It also attempted to discover how readily community education is and would be accepted in Oklahoma.

Hypotheses

H₀₁ = There is no statistically significant difference in attitudes between superintendents of districts with community education programs and superintendents of districts without community education programs toward present involvement of their districts in community education programs.

H₀₂ = There is no statistically significant difference in attitudes between superintendents of districts with community education programs and superintendents of districts without community education programs toward future involvement of their districts in community education programs.

H₀₃ = There is no statistically significant difference in attitudes between superintendents of districts with community education programs and superintendents of districts without community education programs toward present involvement of their districts in community education programs requiring use of school resources.

H₀₄ = There is no statistically significant difference in attitudes between superintendents of districts with community education programs and superintendents of districts without community education programs toward potential involvement of their districts in community education programs requiring use of school resources.

Limitations of the Study

The limitations of the study were:

1. That attitudes and perceptions measured may be changeable.
2. That the background knowledge of the respondents could bias the responses.

Assumptions

In the measurement of perceptions and attitudes certain assumptions were made:

1. That attitudes and perceptions can be measured.
2. That these attitudes and perceptions are common in a group.
3. That attitudes and perceptions may vary along a linear continuum.

Definition of Terms

Actual: Existing

Community Education: A program which becomes a process and which involves a defined community in the identification of its human, physical and financial resources

both within and outside the community; then identifies the wants, needs and concerns of its residents; and creates a mechanism whereby the human, physical and financial resources are used in a cooperative effort to satisfy those wants, needs and concerns (Udell 1979).

Ideal: An ultimate objective or endeavor.

Summary

Given the need for community education programs in Oklahoma this study assessed the sufficiency of current programs and the general direction in which community education in the state is headed. Both current and future programs depend heavily upon the attitudes of community leaders concerning the subject. Thus an attempt was made to determine receptivity of state school superintendents to community education including use of school facilities in these programs.

The next chapter will review literature related to community education from its history to its current status in the United States.

CHAPTER II

REVIEW OF RELATED LITERATURE

Although the community education concept was discussed by earlier educational authorities and philosophers, the current movement is considered to have had its origin in Flint, Michigan, relatively recently, when, in the 1930's "the C. S. Mott Foundation assisted in the opening of the first community school in Flint" (Parson, 1976, p. 7).

The assets and the detriments of the contemporary Flint program were often debated by community education experts. While in ways it was an impressive model, some authorities indicated that it had not progressed from program to process while others have. In any event, the program was well utilized and well staffed.

"In the Flint Model we see the public school expanding its traditional role of educating children and young people to one of commitment to serving the entire community. Fully implemented, the Flint Model calls for a community school director being assigned to the staff of every public school building in the school district" (Parson, 1976, p. 7).

"The Flint, Michigan, program is a school-based model," (Weaver, 1972, p. 155) "as opposed to recent movement toward community education that is more process-centered and community based" (Parson, 1976, p. 7).

Organization of community education takes place in many ways. According to Parson (1976) some of these emerging models of organization are the:

1. No Extra Bucks--No Extra Bodies Model
2. Community College Models
3. Recreation/School Models
4. Community Human Resource Center
5. Cooperative Extension Service Community Education Models (p. 5)

Describing Human Resource Centers, Parson (1976) stated, "The Community Human Resource Center is a facility planned and operated to provide an operational base for the delivery of human services by multiple agencies. The Community Human Resources Centers have been likened to a "one-stop supermarket" for a neighborhood serving as a central clearing house for a number of human and community services" (p. 23).

Oklahoma has had an actively run Human Resources Center in one of its communities. Seemingly, the key ingredient in an active community education process is a strong leader/facilitator.

These leader/facilitators must be secure enough

within themselves to be able to allow the community to determine its own goals and processes. Accordingly, Ellis and Sperling (1973) stated that the "community school director, through his organizing abilities, can channel the energy of community members into the constructive exercise of power" (p. 56).

Moore (1977) stated that "A basic approach involves determining and agreeing on the educational needs of a community and district. This is a problem that never can be completely resolved in a democratic society because needs are constantly changing and unanimous agreement on the goals of education can never be reached. If a 'working' solution is to be reached, a dynamic curriculum planning and building program must be established" (p. 170).

Berridge (1975) and others believed that community education functioned best as a process involving the community (p. 43). This process assured a dynamic rather than a static approach. The possible achievements of community education demand forceful, energetic action.

It seems that every year problems with delinquency increase in many communities. As young people are confronted with the necessity of making a multitude of decisions daily, they need guidelines to aid them in their struggles. Many seem to find the help they need in community education.

Totten (1970) felt that community education had an

impact upon many facets of society, including:

1. Prevention and control of delinquency;
2. Reduction in school dropouts;
3. Reduction of poverty;
4. Impact on racial segregation (chap. 3).

Long (1979) stated that the list of benefits derived from community education includes improved home-school relationships, utilization of community resources, increased cultural opportunities, expanded physical education programs, wholesome social interactions, improved attitudes toward school, increased library circulation, and improved working conditions (pp. 21-22).

In many areas, according to Long (1979, p. 22) teachers are reluctant to work in their classrooms after school. Buildings that are virtually abandoned soon after the children leave for the day are not always safe places in which to work. Under these circumstances, teachers lack the opportunity to share with each other their joys and frustrations, or to learn from each other. They lack the time to reflect on ways to perform their important jobs better by making the classroom a more interesting place of learning. In community schools, where a variety of activities are planned throughout the day and evening, teachers may often be found working in their

rooms or discussing their concerns with each other. These opportunities for sharing benefit children and teachers alike.

Commenting on the power of community education, Totten (1970) said that "Many people who have witnessed its origin and development have so much faith in the power of community education that they believe that if it could be implemented and advanced throughout the entire world, it would be able to solve most, if not all, of today's deep-seated social problems and bring about harmony and peace among all nations. Community education has the power to bring about understanding among men" (p. 12).

Among those who felt that community education had great potential for aiding humanity were Olsen and Clark (1977) who claimed that the community is a "living lab for learning to stimulate individual growth through active, personal participation in community problem solving" (p. 78). They also stated that school building facilities should be community centers for educational activities by people of all ages and interests throughout the entire year" (p. 78). Ideally the school's attitude toward the public should be "let's work together to educate for better living and to create a better world" (p. 78).

In agreement, Decker (1975) stated that the "community education philosophy stresses developing and strengthening the vital relationship, mutual dependence and fundamental linkage between the home, school and community in all

phases of human growth and community improvement" (p. 7). Decker also believed that the community thus became a living-learning lab for community members, and that money spent on such functions brought in a greater return than might otherwise be possible (p. 7).

As the realization grows that education is the key to an organized, productive society, civic leaders and community members are becoming increasingly appreciative of the power of community education. According to Gunther, (1979) "people sorely need a chance to feel they are in control of their surroundings. Community education fills that need. "When people participate in this program, they have a commitment to their neighborhoods and, ultimately, to their city" (p. 4).

This commitment can bring about improvements only dreamed about in previous times. For example, in Colorado Springs the city and the "school district have an agreement that all new schools will be built adjacent to land which the city can purchase and develop as parks for school and neighborhood use" (Gunther, 1979, p. 5).

Cooperation of school districts and city governments is important because cities not only have a certain legal responsibility, they also have resources available for community education use (Gunther, 1979, p. 5).

Sometimes the city governments contribute a sizeable portion of the community education budget. In Tulsa, for

example, the city contributed \$200,000 of the total budget of \$329,000 in 1978.

"The city and the school district in Austin, Texas, jointly administer and fund the \$600,000 community education program, which among other improvements, has had significant impact upon reducing vandalism in schools and adjacent neighborhoods. At one school site alone, there were four to six incidents of vandalism per month last year; this year, since the inception of the community education, there was only one for the entire year . . . In any cooperative endeavor between cities and schools, there must be recognition that both are governmental entities accountable to the public and, as a result, both are influenced by politics . . . The schools belong to the people, not to the mayor, the superintendent, the board, the principals, or the teachers" (Gunther, 1979, p. 6).

These comprehensive endeavors demand a democratic organization. Melby (1972) stated that this organization should be flat, not tall. (This model) . . . "sees the teacher as a fully competent decision maker. It makes the services of specialists available to the teacher as a prime decision maker, but these specialists have no power to command. Communication moves not only vertically but horizontally from teacher to teacher, child to child, parent to parent."

Moore (1977) suggested that the "organization to

achieve this kind of curriculum will include lay citizens, including those associated with certain community agencies; children and youths, and professional educators. To be successful this group will have to free the system of many of the restrictions commonly found, such as required subjects, time spent in formal school education, and certain financial and building restrictions" (p. 170). According to Moore experimentation is a must, pilot programs must be developed, a system of checks and balances must be developed to insure proper use of power and authority. "Evaluation of programs will be a major goal" (Moore, 1977, p. 170).

An important part of policy development is the inclusion of lay persons and administrators in community education. As with all dynamic activities a periodic review and evaluation is a must.

Moore (1977) also noted that "in developing policy related to the administration of community education, lay persons in the community as well as the local administrative leadership, particularly those working in the field of community education should take part in policy development . . . periodic review of policy is fundamental to the success of ongoing programs" (p. 168).

According to Decker (1979) "The superintendent is perceived by most community educators to be a key person in setting the stage for cooperation among the school board, the school staff, community agencies and community

members. The superintendent has the power to remove many barriers to cooperation and can take positive action in areas which enhance the development of community education. These areas may include: assisting in obtaining financial resources, assisting in obtaining qualified personnel, making recommendations to the school board, and assisting in planning and evaluation."

A group of educators meeting to consider the role of the superintendent in community education established the following priorities:

- 1 - 2 develop board policies;
develop receptivity to community education;
- 3 establish public information programs;
- 4 interface with community agencies;
- 5 provide plan: research, development,
evaluation;
- 6 provide personnel for research and evaluation;
- 7 provide financial support;
- 8 plan for conflict resolution;
- 9 involve community in content determination;
- 10 initiate needs assessment;
- 11 effect communications with patrons;
- 12 expedite organization, personnel and facilities;
- 13 provide funds for research and evaluation;
- 14 establish means to "sell" the program;
- 15 encourage diversity in the program;

16 plan inservice programs (Report of the Project to Assess Needed Competencies, 1976-77).

The qualifications required for this community education leader are personal according to Melby (1972). "The qualities of personality prevail over other elements. If qualities of mind and heart are so central, perhaps it would be helpful to describe the Community Education" person.

Melby described this leader in male terms as follows:

1. He is compassionate. He respects himself and others and feels involved with mankind.
2. He has a high estimate of human potential . . .
3. He is keenly aware of both the potential and the limitations of schools and other learning environments.
4. He is fully aware of the educational riches in the community and spends continuous effort in mobilizing them.
5. He is first of all a learner, a good listener, a constant reader, a seeker after educative experience.
6. He is accessible . . .
7. He is one of the first persons people think of when they are in trouble.
8. He is reluctant to take credit for accomplishments and slow to blame others for failure.
9. He can show confidence, optimism, and enthusiasm

even when most others have lost faith and confidence (1972).

The facilitator in charge of a community education program must be largely self trained. Few administrators have been academically prepared to work in situations such as community education presents (Udell, 1979).

Moore (1977) stated that "with increased delegation of authority and responsibility to local administrators, with 'sharing' by local groups representing the power structure, job descriptions will be very different. A different kind of personality, background, and preparation will be required. Only a few administrators have learned to work in such a situation and there are no complete preparation programs involving this philosophical and operational approach to administration" (p. 170).

Even as it is understood that a special person is required to properly administer this program, there are systems which have little leadership in this area, much less the proper leadership, as Udell has pointed out.

Decker (1977) asserted that "system-wide coordination of community education is required as well as a new position at each community school location, usually titled Community school Coordinator or Community School Director. The system-wide and building level coordination is assumed by one person with the assistance of volunteers and part-time aides" (p. 11).

Clear, precise organization is essential in the community education process. Definite organization allows easier functioning of the many lines of responsibility. Moore (1977) averred that a "clear definition of responsibility and authority are highly important because with decentralization reporting lines are less-well identified and operation is more independent. Likewise, means of goal setting and methods of evaluation must be a part of such job descriptions" (p. 170).

Decker (1977) agreed that "any major assessment effort must be based upon determined goals and measurable objectives" (p. 16). It is difficult to achieve a worth-while undertaking without first deciding upon a direction and aiming for a specific purpose, according to many authors.

On the other hand Moore (1977) asserted that "community education programs in some communities have not succeeded because of failure to solve operating problems. Hence, they should be anticipated and dealt with early" (p. 170).

Operations details should be worked out thoroughly because they are often one of the most difficult areas to handle when the activities are actually in progress.

Decker feels that "The problems arising out of increased and/or altered facility usage generally are caused by lack of support by school staff and faculty for the overall community education program and a lack of coordination and communication among users" (1979).

In conclusion Moore (1977) stated that "Not all phases of the community education program take place in the school building, of course. Other public and private facilities may be needed. One of the goals of community education is the maximum use of community facilities. Written policies and agreements to make such facilities available will need to be developed" (p. 170). Thus we see that community education requires community involvement and cooperation to be effective. Each community member/participant must feel a part of the process to assure its success. The presence of this need cannot be stressed enough as this factor largely determines the fruition of a program.

In a statement participants of a Superintendent's Role Group asserted "I personally see great potential in community education. I don't know of anything in recent years that I think offers more opportunities for those of us in education to render more service to more people than through community education" (Decker 1979, p. 8).

Summary

This chapter covered pertinent background literature which pointed out the history of community education and the need for increased awareness of its benefits. Some authors felt that community education was the answer to many international problems. The roles of leadership personnel were discussed. The next chapter will deal with the procedures of the study.

CHAPTER III

PROCEDURES OF THE STUDY

This study was undertaken to determine the current status and the potential of community education in Oklahoma. School superintendents were questioned regarding their attitude toward community education as it exists in their districts, and as it could exist in the future.

A method of measuring attitudes was needed to facilitate completion of this study. After researching instruments for such measurement it was determined that the Likert-type Scale best met the requirements. Background and characteristics of the scale were examined.

The Likert-type Scale

Likert (1932) stated that an attitude was "not an inflexible and rigid element in personality . . . but rather a certain range within which responses move (p. 8). He felt that attitudes may be viewed as being clustered, or grouped.

Likert (1932) devised a method to measure more accurately attitudes of respondents. This method was a summated scale, according to Selltitz, et. al. (1976) a "set

of items to which a subject is asked to react" either favorably or unfavorably . . . "respondents indicate their agreement or disagreement with each item" by degrees (p. 417).

Selltiz (1976) averred that the "type of summated scale most frequently used in the study of social attitudes follows the pattern devised by Rensis Likert (1932) and is referred to as a Likert-type Scale . . . In such a scale, the subjects are asked to respond to each item in terms of several degrees of agreement or disagreement "which may be expressed by (1) strongly approve (2) approve (3) undecided (4) disapprove (5) strongly disapprove" (p. 418).

Responses to the statement which are favorable are scored high, and those which are unfavorable are scored low. The total score for each respondent is determined by totaling the individual answers. Great care should be taken to ensure that each item is internally consistent, "that is, that every item is related to the same general attitude," stated Selltiz. (1976, p. 419).

Selltiz (1976) also stated that this is an ordinal scale which "makes possible the ranking of individuals in terms of the favorableness of their attitude toward a given subject, but it does not provide a basis for saying how much more favorable one is than another or for measuring the amount of change after some experience" (p. 420). Another disadvantage is that often the total score of the individual has little clear meaning, since many patterns of response to

the various items may produce the same score" (p. 420). However, this is not a serious drawback since the "net degree of animosity toward a given attitudinal object is the same in two individuals even though the animosity expresses itself differently" (p. 420).

Likert (1932) decided to use what he termed the simpler method of scoring. That is to assign values of from one to five to each of the five different positions on the five-point scale," (p. 25) one to unfavorable, five to favorable, and the three between to various degrees of favorableness. The score was determined by using the sum.

Concerning validity, Likert (1932) stated that "if the situation is such as to elicit the honest cooperation of the subject, so that he will be likely to state his own attitude and not the attitude that he thinks is expected of him or some other equally fictitious attitude, we can feel that we have a value measure of his attitude" (p. 33).

The Likert-type scale was chosen for this study because it meets the standard criteria for measuring instruments (objectivity, reliability, validity, sensitivity, comparability, utility). It is a simple method of measuring attitudes.

Treatment of Data

The questionnaire was designed and tallied in such a manner so as to compare responses, to indicate how superintendents felt about certain data, to discover relationships

and contrasts. Information garnered from the questionnaire included measurement of attitudes on a five-point scale concerning two different areas. One was the offering of classes or programs for specific segments of the population. The second concerned use of specific facilities, such as classrooms, the library, or the computer center. (See Appendix B.)

The material was treated with a t-test of the difference between two means at a .05 level of significance. The t-test included discovery of the mean, standard deviation, standard error, F value, probability, t-value, and degrees of freedom. Both a pooled variance estimate and a separate variance estimate were made. Only the mean and the probability, which indicates the significant difference, were dealt with for purposes of this study.

Selection of the Subjects

The population of this study included superintendents of selected school districts in Oklahoma. The school superintendents were selected because they were in decision-making positions which could affect the implementation of a community education program.

A stratified systematic sampling procedure was followed. First selected were all school districts in Oklahoma which at the time of the survey had functioning community education programs as defined by the State Department of Education.

Random samples were selected from the remainder of the school districts in Oklahoma. Data were collected and analyzed concerning the perceived needs and problems of each of the communities, including programs already available which were perceived as filling those needs. Included also were programs which were seen as needed. Additionally, included in the data sources were research, published volumes, periodicals, bulletins, pamphlets, and interviews with experts in the field of community education.

Procedures

Identical packets were assembled for the entire mail-out. Packets included a letter explaining the study and urging its support by completion and return of the forms. The letter contained the statement "for purposes of this study current community education programs in Oklahoma are those identified as such by the State Department of Education". Also included were the questionnaire, instructions for completing and returning the material, and a return envelope. Follow-up postcards were sent to those who failed to respond initially.

These packets were mailed to 127 Oklahoma school district superintendents in October, 1980. The follow-up postcards were sent to non-returns in November, 1980.

This resulted in a total response of 97, or 76% of the mailouts. Of 50 community education districts, 39 (or 78% responded. Responses were also received from 58 (or

75%) of the districts which had no community education programs.

Organization of Study

After considering several different types of instruments for data collection, the Likert-type Scale was chosen as best filling the needs for gathering the necessary information. This scale covered five degrees of emphasis, ranging from 'none' to 'very much'. Each question included categories for 'actually offering' and 'ideally offering'. The items offered pertained to the community education programs and processes - items considered either desirable or undesirable by community education leaders.

This instrument was adapted from one used at the University of Missouri by Udell and other community education researchers. It had been validated earlier in a Missouri study, but after the adaptation for use in Oklahoma it was determined that the instrument should again be validated.

Thus, in order to disclose problems or errors in the adapted version, the instrument was sent to a panel of community education experts. These authorities were active nationally in community education activities and held positions of authority in various states.

This jury for validation received the instrument and a letter asking them to examine it and offer suggestions

for improvement. All replied, and their comments concerning various minor points were taken into consideration and the suggested changes were made.

Summary

This chapter detailed the procedures followed in the construction of this study, as well as the validation and implementation. The following chapter deals with data analysis and interpretation. It includes tables detailing the answers of respondents.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

The data collected were analyzed to determine various relationships pertinent to the study. To make any conclusions about the school districts surveyed the data were studied, analyzed, described and evaluated.

The questionnaire, a Likert-type Scale, was analyzed with a t-test run on the computer, using the system of programs from the Statistical Package for the Social Sciences (SPSS). This test run also included the number of cases, the mean, standard deviation, standard error, degrees of freedom, and 2-tail probability.

Testing the Hypotheses

The four hypotheses were tested using the t-test, searching for a significant difference of $< .05$.

H_{01} = There is no statistically significant difference in attitudes between superintendents of districts with community education programs and superintendents of districts without community education programs toward present involvement of their districts in community education programs.

H₀₂ = There is no statistically significant difference in attitudes between superintendents of districts with community education programs and superintendents of districts without community education programs toward future involvement of their districts in community education programs.

H₀₃ = There is no statistically significant difference in attitudes between superintendents of districts with community education programs and superintendents of districts without community education programs toward present involvement of their districts in community education programs requiring use of school resources.

H₀₄ = There is no statistically significant difference in attitudes between superintendents of districts with community education programs and superintendents of districts without community education programs toward potential involvement of their districts in community education programs requiring use of school resources.

T-Test Results

The questions on the survey instrument referred to community education programs and school resources, with the response scale arranged in a Likert-type Scale. Respondents were asked to check the extent of emphasis placed on both community education programs and use of school facilities. There were five grades of emphasis, ranging from NONE TO VERY MUCH. The administrators were also asked to check how

much they were actually offering and how much they would ideally like to offer.

Tabulation of the extent of emphasis was achieved by running a t-test. With this test it was determined that there were significant differences between attitudes of superintendents with community education programs and superintendents without community education programs in their districts.

The questionnaire also contained a section designed to discover when the community education programs were held, regular school days, evenings, or others. This will be discussed later in the chapter.

Concerning agreement with the overall philosophy of community education, the mean score for attitudes of superintendents in districts with community education was 97.3846, while the mean for the attitudes of superintendents in districts without official community education programs was 70.5862. See Table I.

Table I

Overall Attitudes Toward Community Education

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual and Ideal	70.5862	(58)	34.952	97.3846	(39)	46.707

df - 95 t-test - -3.23 2-tail probability - 0.002*

* Significant at the <.05 level

The measurement of overall attitudes of superintendents concerning community education programs indicated that the mean score for superintendents in districts with community education programs was 23.8974, while the mean score for superintendents in districts without actual community education programs was 15.8103, as shown in Table II.

Table II

Overall Attitudes Toward Community Education Programs

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	15.8103	(58)	9.079	23.8974	(39)	10.078
Ideal	9.5172	(58)	12.282	17.7692	(39)	16.866
Actual	df - 95	t-test -	-4.11	2-tail probability -	0.000*	
Ideal	df - 95	t-test -	-2.79	2-tail probability -	0.006*	

* Significant at the $<.05$ level

Attitudes toward the ideal situation concerning community education programs showed that the mean score of superintendents in districts with community education programs was 17.7692, while the mean score of superintendents in districts without community education programs was 9.5172. See Table II.

Attitudes toward actual use of facilities were indicated in Table III with mean scores of 33.9744 for superintendents with community education programs in their

districts, and 29.1034 for superintendents in districts without community education programs. Attitudes toward ideal use of facilities was indicated by a mean of 21.7436 for superintendents with community education programs in their districts, and 16.1552 for superintendents without community education programs in their districts.

Table III

Overall Attitudes Toward Use of Facilities

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	29.1034	(58)	11.938	33.9744	(39)	11.375
Ideal	16.1552	(58)	17.824	21.7436	(39)	22.253
Actual	df - 95	t-test-	-2.01	2-tail probability -	0.048*	
Ideal	df - 95	t-test-	-1.37	2-tail probability -	0.174	

* Significant at the $<.05$ level

In all of these areas the mean score for superintendents in districts with community education programs was higher than for those in districts without community education programs.

The highest mean score in the two groups measuring actual programs or use of facilities was indicated in the actual use of facilities category, with a score of 33.9744 for attitudes of superintendents of districts with community education programs, while the highest mean score in the

ideal category was also in the group of superintendents with community education programs in their districts - 21.7436, as shown in Table III.

The four hypotheses were analyzed using the t-test to compare the mean scores of the two independent groups. The four hypotheses concern the attitudes of superintendents toward actual and ideal community education programs and toward actual and ideal use of facilities for community education programs.

An analysis of the testing of these hypotheses indicated that three of the four hypotheses were rejected at the $<.05$ level of significance. Those rejected concerned attitudes toward actual community education programs, attitudes toward ideal community education programs, and attitudes toward actual use of school facilities. The only hypothesis accepted concerned ideal use of facilities.

As indicated in Table II, the most significant difference, 0.000, appeared in H_{01} , which concerned actual community education programs. While still considerable, H_{02} , which concerned ideal goals for community education programs, was rejected with the 2-tail probability at 0.006. Note that in Table III, H_{03} , which concerned actual use of school facilities for community education programs, was rejected at the 0.048 level. H_{04} which concerned ideal use of school facilities for community education programs was accepted at the 0.174 level, which showed no significant

difference. This was also illustrated in Table III.

The results illustrate that a statistically significant difference does in fact exist between the two groups of superintendents. This difference concerns their attitudes toward community education programs and the use of school facilities for these programs. The difference lies in the fact that superintendents in districts involved in community education programs are indicated to be more receptive to community education than are superintendents in districts which are not involved in community education programs.

Table II indicated the t-test score determined by superintendents' overall attitudes toward both actual and ideal community education programs. Since the mean score for superintendents with (actual) community education programs was much higher than the mean score for superintendents without (actual) community education programs, the t-value determined that the hypothesis was rejected at the $<.05$ level of significance. Thus superintendents with community education programs seemed to be much more in agreement with the philosophy of actually offering community education programs than were superintendents in districts without community education programs.

In addition, the mean score in the ideal category for superintendents with community education programs was higher than that for superintendents without community education

programs. This would indicate that superintendents with community education programs also have higher goals for offering more programs than do superintendents without community education programs. The t-value determined that the hypothesis was rejected at the $<.05$ level of significance.

Table III illustrated the attitudes of superintendents toward actual and ideal use of school facilities for community education programs. The mean score in the actual category for superintendents with community education programs was higher than for superintendents without community education programs. The t-value determined that H_{03} was rejected at the $<.05$ level of significance. This indicated that superintendents with community education programs were indeed more receptive to use of school facilities for these programs than were superintendents without community education programs.

Although the mean score in the ideal category was higher for superintendents with community education programs, the t-test indicated that the difference was not enough to reject H_{04} . Thus this hypothesis was accepted. It stands as the only hypothesis of the four that did not show a significant difference.

Thus we see that in three of the four categories the superintendents with community education programs in their districts are significantly more in agreement with community education programs and use of facilities than were the

superintendents without community education programs in their districts.

Significant differences in attitudes of superintendents were found in nine of the questions concerning actual community education programs, while only five questions about ideal community education programming were found to be significant. Questions concerning actual use of school facilities were found to be significantly different in six instances, while ideal use of school facilities found seven questions with significant differences in attitudes of superintendents.

Table IV

Attitudes Toward Basic Education Programs

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	2.1277	(47)	1.262	3.1765	(34)	1.359
Ideal	2.6667	(24)	1.129	3.4737	(19)	1.073

Actual	df - 79	t-test -	-3.57	2-tail probability -	0.001*
Ideal	df - 41	t-test -	-2.38	2-tail probability -	0.022*

* Significant at the $<.05$ level

Table IV illustrated the significant difference found between attitudes toward Basic Education Programs. The (actual) mean score (3.1765) of superintendents with community education programs in their districts is higher than

the (actual) mean score (2.1277) of superintendents in districts without community education programs. Thus the t-test indicates that there is a significant difference in this question, with a t-score of -3.57 and a 2-tail probability of 0.001.

The attitudes toward the Ideal Basic Education Program are shown with a mean score of 3.4737 for superintendents with community education programs, 2.6667 for superintendents without community education programs, a t-score of -2.38 and a 2-tail probability of 0.022. This last score indicates a significant difference.

Table V

Attitude Toward High School Equivalency Programs

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without</u>			<u>Districts With</u>		
	<u>Community Education</u>			<u>Community Education</u>		
Actual	2.3191	(47)	1.385	3.3636	(33)	1.475
Ideal	2.5455	(22)	1.262	3.2632	(19)	1.327
Actual	df - 78	t-test -	-3.23	2-tail probability -	0.002*	
Ideal	df - 39	t-test -	-1.77	2-tail probability -	0.084	

* Significant at the <.05 level

Table V concerns attitudes toward a high school equivalency program. Only the actual category shows scores with a significant difference. The mean score for superintendents with community education programs is 3.3636, while

the mean score for superintendents without community education is 2.3191. This puts the t-test at -3.23, and the 2-tail probability at 0.002.

Table VI

Attitudes Toward Technical and Vocational Programs

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	2.6222	(45)	1.336	2.7059	(34)	1.338
Ideal	2.6400	(25)	1.469	3.1429	(21)	1.276
Actual	df - 77	t-test -	-0.28	2-tail probability -	0.784	
Ideal	df - 44	t-test -	-1.23	2-tail probability -	0.226	

No significant difference is illustrated in Table VI which asked questions concerning Technical and Vocational Programs.

Table VII

Attitudes Toward Recreation and Sports Programs

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	2.6087	(46)	1.256	3.5135	(37)	0.989
Ideal	2.5769	(26)	1.238	3.5500	(20)	0.999
Actual	df - 81	t-test -	-3.58	2-tail probability -	0.001*	
Ideal	df - 44	t-test -	-2.87	2-tail probability -	0.006*	

*Significant at the $<.05$ level

Attitudes toward Recreation and Sports Programs are indicated in Table VII, with both actual and ideal categories showing significant differences. The significant difference in actual programs is 0.001, while the significant difference in ideal programs is 0.006. The mean scores and t-scores are illustrated in Table VII. Again, superintendents with community education programs are more receptive toward the programs than are superintendents without community education programs.

Table VIII

Attitudes Toward Health Related Programs

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	1.7857	(42)	1.138	2.3030	(33)	0.951
Ideal	1.9565	(23)	1.186	2.8571	(21)	1.315
Actual	df - 73	t-test -	-2.10	2-tail probability -	0.039*	
Ideal	df - 42	t-test -	-2.39	2-tail probability -	0.021*	

* Significant at the < .05 level

Significant differences were also found in attitudes toward Health Related Programs, represented in Table VIII. The mean scores of superintendents with community education programs in both actual and ideal categories were higher than the mean scores of superintendents without community education programs. The significant difference appeared at

the 0.039 level for actual programs and at 0.021 for ideal programs. This again indicates the greater receptivity of superintendents with community education programs to community education than superintendents without community education programs.

Table IX

Attitudes Toward Personal Development Programs

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	1.6829	(41)	1.035	2.5000	(32)	1.136
Ideal	2.0455	(22)	0.999	3.4500	(20)	1.395
Actual	df - 71	t-test -	-3.21	2-tail probability -	0.002*	
Ideal	df - 40	t-test -	-3.78	2-tail probability -	0.001*	

*Significant at the $\leq .05$ level

Table IX illustrated attitudes toward Personal Development Programs. Again, the mean scores of superintendents with community education programs were higher in both actual and ideal categories than were the mean scores of superintendents without community education programs. The 2-tail probability places the differences at 0.002 and 0.001 respectively, both of which show a significant difference.

One significant difference appears in Table X, Attitudes Toward Industrial Training, in the actual category. The mean score for superintendents with community

education programs is significantly higher than the mean score for superintendents without community education programs. The 2-tail probability is 0.018.

Table X

Attitudes Toward Industrial Training

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	1.6744	(43)	0.919	2.2647	(34)	1.214
Ideal	2.1667	(24)	1.308	2.7391	(23)	1.287
Actual	df - 75	t-test -	-2.43	2-tail probability -	0.018*	
Ideal	df - 45	t-test -	-1.51	2-tail probability -	0.138	

*Significant at the $\leq .05$ level

Table XI

Attitudes Toward Job Related Training

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	1.6512	(43)	0.973	2.4375	(32)	1.162
Ideal	2.0476	(21)	1.161	2.8095	(21)	1.401
Actual	df - 73	t-test -	-3.18	2-tail probability -	0.002*	
Ideal	df - 40	t-test -	-1.92	2-tail probability -	0.062	

*Significant at the $\leq .05$ level

Again, in Table XI, Job Related Training, the significant difference that appears is in the actual category,

with the mean score for superintendents with community education programs higher than the mean score for superintendents without community education programs. These mean scores are 2.4375 and 1.6512 respectively. The 2-tail probability at 0.002 indicates a significant difference.

Table XII

Attitudes Toward Citizenship Training Programs

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	1.1707	(41)	0.543	1.6333	(30)	1.159
Ideal	1.5789	(19)	0.838	2.3810	(21)	1.322
Actual	df - 69	t-test -	-2.24	2-tail probability -	0.028*	
Ideal	df - 38	t-test -	-2.26	2-tail probability -	0.029*	

*Significant at the $<.05$ level

Both actual and ideal categories show a significant difference in Table XII, Attitudes Toward Citizenship Training Programs. The (actual) mean score for superintendents with community education programs is 1.6333 and the (actual) mean score for superintendents without community education programs is 1.1707. The t-test is -2.24. The ideal portion of the question indicated mean scores of 2.3810 for superintendents with community education programs and 1.5789 for those without community education programs. The t-test was scored at -2.26.

Table XIII

Attitudes Toward Early Childhood Programs

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	2.0244	(41)	1.214	2.2069	(29)	1.292
Ideal	2.4211	(19)	1.502	2.9048	(21)	1.221
Actual	df - 68	t-test -	-0.60	2-tail probability -	0.548	
Ideal	df - 38	t-test -	-1.12	2-tail probability -	0.269	

Table XIV

Attitudes Toward Senior Citizen Programs

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	1.2381	(42)	0.617	2.0303	(33)	1.075
Ideal	2.2353	(17)	1.147	3.0000	(22)	1.345
Actual	df - 73	t-test -	-4.01	2-tail probability -	0.000*	
Ideal	df - 37	t-test -	-1.87	2-tail probability -	0.069	

* Significant at the $\leq .05$ level

Attitudes toward Senior Citizen Programs illustrated in Table XIV showed a significant difference only in the (actual) portion of the question. The mean score for superintendents with community education programs was 2.0303, the score for superintendents without community education programs was 1.2381. This is indeed a significant difference,

indicated by a 2-tail probability of 0.000.

Table XV

Attitudes Toward Use of Classrooms

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	2.9020	(51)	1.100	3.4211	(38)	1.130
Ideal	3.0690	(29)	0.961	3.7368	(19)	0.991
Actual	df - 87	t-test -	-2.18	2-tail probability -	0.032*	
Ideal	df - 46	t-test -	-2.33	2-tail probability -	0.024*	

* Significant at the $<.05$ level

Significant differences appeared in both sections of Table XV, Attitudes Toward Use of Classrooms. The (actual) mean scores for superintendents with community education programs was 3.4211, while the (actual) mean score for superintendents without community education programs was 2.9020, with a t-test score of -2.18. In the ideal category the mean scores were 3.7368 and 3.0690 respectively. The t-test showed -2.33.

Attitudes Toward Use of the Library, in Table XVI also show a significant difference in both actual and ideal portions of the question. The (actual) mean score for superintendents with community education programs was 2.6286, for superintendents without community education programs it was 2.0208. The 2-tail probability stood at

Table XVI

Attitudes Toward Use of the Library

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	2.0208	(48)	1.211	2.6286	(35)	1.165
Ideal	2.5926	(27)	1.152	3.6000	(20)	0.821
Actual	df - 81	t-test -	-2.29	2-tail probability -	0.024*	
Ideal	df - 45	t-test -	-3.33	2-tail probability -	0.002*	

* Significant at the $<.05$ level

0.024. The (ideal) mean score for superintendents with community education programs in their districts was 3.600, while it was 2.5926 for superintendents without community education programs. The 2-tail probability was 0.002, which showed an even more significant difference than the (actual) portion of the question.

Table XVII

Attitudes Toward Use of the Gymnasium

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	3.4906	(53)	0.973	3.7500	(36)	0.967
Ideal	3.4231	(26)	1.027	3.8500	(20)	0.875
Actual	df - 87	t-test -	-1.24	2-tail probability -	0.219	
Ideal	df - 44	t-test -	-1.49	2-tail probability -	0.144	

Table XVIII

Attitudes Toward Use of the Cafeteria

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	3.2593	(54)	0.994	3.1111	(36)	1.190
Ideal	3.1304	(23)	0.968	2.9474	(19)	1.079
Actual	df - 88	t-test - 0.64	2-tail probability - 0.524			
Ideal	df - 40	t-test - 0.58	2-tail probability - 0.566			

Table XIX

Attitudes Toward Use of the Playground

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	3.6667	(51)	1.143	3.3889	(36)	1.202
Ideal	3.7037	(27)	1.068	3.7647	(17)	0.903
Actual	df - 85	t-test - 1.09	2-tail probability - 0.278			
Ideal	df - 42	t-test - -.20	2-tail probability - 0.846			

Table XX

Attitudes Toward Use of the Swimming Pool

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	1.7097	(31)	1.296	1.8333	(18)	1.543
Ideal	2.2941	(17)	1.724	3.000	(11)	1.844
Actual	df - 47	t-test - -0.30	2-tail probability - 0.765			
Ideal	df - 26	t-test - -1.03	2-tail probability - 0.312			

Table XXI

Attitudes Toward Use of the Auditorium

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	2.7273	(44)	1.283	3.2727	(33)	1.153
Ideal	3.0476	(21)	1.359	3.4211	(19)	1.017
Actual	df - 75	t-test -	-1.93	2-tail probability -	0.058	
Ideal	df - 38	t-test -	-0.98	2-tail probability -	0.336	

Table XXII

Attitudes Toward Use of Buses

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	1.7872	(47)	1.122	1.7059	(34)	0.938
Ideal	1.5000	(22)	0.740	2.2778	(18)	1.127
Actual	df - 79	t-test -	0.34	2-tail probability -	0.731	
Ideal	df - 38	t-test --	-2.62	2-tail probability -	0.013*	

* Significant at the ≤ 0.05 level

The next significant differences appear on Table XXII which illustrates Attitudes Toward Use of Buses, in the (ideal) category. The mean score for superintendents with community education programs was 2.2778; the mean score for superintendents without community education programs in their districts was 1.500, with a t-test of -2.62, and a

2 tail probability of 0.013.

Table XXIII

Attitudes Toward Use of Athletic Equipment

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	2.4423	(52)	1.195	2.6216	(37)	1.089
Ideal	2.4400	(25)	1.325	2.7222	(18)	0.958
Actual	df - 87	t-test -	-0.72	2-tail probability -	0.471	
Ideal	df - 41	t-test -	-0.77	2-tail probability -	0.446	

Table XXIV

Attitudes Toward Use of Duplicating Machine

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	2.1961	(51)	1.096	2.7429	(35)	1.094
Ideal	2.0769	(26)	1.055	2.8500	(20)	0.875
Actual	df - 84	t-test -	-2.27	2-tail probability -	0.025*	
Ideal	df - 44	t-test -	-2.65	2-tail probability -	0.011*	

*Significant at the $\leq .05$ level

Table XXIV, Attitudes Toward Use of Duplicating Machine, indicated significant differences in both (actual) and (ideal) categories. The mean score (actual) for superintendents with community education programs was 2.7429, for superintendents without community education programs

in their districts, 2.1961, with a 2-tail probability of 0.025. The mean score (ideal) for superintendents with community education programs was 2.8500, while it was 2.0769 for superintendents without community education programs. The 2-tail probability was 0.011.

Table XXV

Attitudes Toward Use of P. A. System

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	2.3333	(51)	1.125	2.7143	(35)	0.957
Ideal	2.2500	(24)	1.073	3.0000	(19)	0.667
Actual	df - 84	t-test -	-1.64	2-tail probability -	0.105	
Ideal	df - 41	t-test -	-2.66	2-tail probability -	0.011*	

* Significant at the $\lt .05$ level

Attitudes Toward Use of a P.A. System, Table XXI showed a significant difference in the (ideal) portion. The measurement of attitudes of superintendents with community education programs indicated a mean score of 3.000, while the score of superintendents without community education programs was 2.2500. This made the 2-tail probability 0.011.

Significant differences also appear on Table XXVI. (Actual) mean scores are as follows: 1.8710 for superintendents with community education programs, 1.2727 for

superintendents without community education programs. The 2-tail probability is 0.007. The (ideal) scores are indicated as 2.6500 for superintendents with community education programs in their districts, 1.6923 for superintendents without community education programs, with a 2-tail probability at 0.001. Thus there are indeed significant differences indicated in attitudes toward use of the laboratory.

Table XXVI

Attitudes Toward Use of Laboratory

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	1.2727	(44)	0.817	1.8710	(31)	1.056
Ideal	1.6923	(26)	0.788	2.6500	(20)	0.988
Actual	df - 73	t-test -	-2.76	2-tail probability -	0.007*	
Ideal	df - 44	t-test -	-3.66	2-tail probability -	0.001*	

* Significant at the $<.05$ level

Table XXVII

Attitudes Toward Use of Machine Shop

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	1.8500	(40)	1.099	2.2143	(28)	1.067
Ideal	2.3913	(23)	1.373	2.7647	(17)	1.200
Actual	df - 66	t-test -	-1.36	2-tail probability -	0.178	
Ideal	df - 38	t-test -	-0.90	2-tail probability -	0.376	

In the following Table XXVIII, a significant difference appears in the (ideal) portion of the question concerning Attitudes Toward Use of Counselling Services. The mean score for superintendents with community education programs in their districts was 3.0588, and for superintendents without community education programs it was 2.0870. The t-test score was -2.68, with a 2-tail probability of 0.011.

Table XVIII

Attitudes Toward Use of Counselling Service

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	1.6364	(44)	0.838	2.0606	(33)	1.197
Ideal	2.0870	(23)	1.240	3.0588	(17)	0.966
Actual	df - 75	t-test -	-1.83	2-tail probability -	0.071	
Ideal	df - 38	t-test -	-2.68	2-tail probability -	0.011*	

* Significant at the <.05 level

As indicated in Table XXIX, the (actual) mean score concerning Attitudes Toward Use of the Student Center of superintendents with community education programs was 1.6667, and was 1.1389 for superintendents without community education programs. The 2-tail probability was 0.023.

In summary, we see that in all cases the mean score for superintendents with community education programs was higher than the mean score for superintendents without

community education programs. The differences in these mean scores often resulted in a significant difference.

Table XXIX

Attitudes Toward Use of the Student Center

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	1.1389	(36)	0.487	1.6667	(21)	1.197
Ideal	1.8500	(20)	1.089	2.1538	(13)	1.345
Actual	df - 55	t-test -	-2.34	2-tail probability -	0.023*	
Ideal	df - 31	t-test -	-0.71	2-tail probability -	0.481	

*Significant at the .05 level

Table XXX

Attitudes Toward Use of the Computer Center

	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>	<u>Mean</u>	<u>(Number)</u>	<u>S.D.</u>
	<u>Districts Without Community Education</u>			<u>Districts With Community Education</u>		
Actual	1.0571	(35)	0.236	1.2632	(19)	0.653
Ideal	1.4000	(20)	0.754	1.8571	(14)	0.949
Actual	df - 52	t-test -	-1.69	2-tail probability -	0.098	
Ideal	df - 32	t-test -	-1.56	2-tail probability -	0.128	

Part II of the survey included three columns titled "When Held" for each program. The columns cover "Regular School Days", "Evenings", and "Others". In all districts more classes were held in the evening than during the

regular school day. Few districts offer classes at other times.

Table XXXI

Summary

	<u>Significant Differences</u>		<u>No Significant Differences</u>	
	<u>Actual</u>	<u>Ideal</u>	<u>Actual</u>	<u>Ideal</u>
Overall		0.002		
Programs	0.000	0.006		
Facilities	0.048		0.174	

Programs

Basic Education	0.001	0.022		
High School Equivalency	0.002			0.084
Technical & Vocational			0.784	0.226
Recreation and Sports	0.001	0.006		
Health Related Fields	0.039	0.021		
Personal Development	0.002	0.001		
Industrial Training	0.018			0.138
Job Related Training	0.002			0.062
Citizenship Training	0.028	0.029		
Early Childhood			0.548	0.269
Senior Citizen Programs	0.000			0.069

Use of Facilities

Classrooms	0.032	0.024		
Library	0.024	0.002		
Gymnasium			0.219	0.144
Cafeteria			0.524	0.566
Playground			0.278	0.846
Swimming Pool			0.765	0.312
Auditorium			0.058	0.336
Buses		0.013	0.731	
Athletic Equipment			0.471	0.446
Duplicating Machine	0.025	0.011		
P.A. System		0.011	0.105	
Laboratory	0.007	0.001		
Machine Shop			0.178	0.376
Counselling Services		0.011	0.071	
Student Center	0.023			0.481
Computer Center			0.098	0.128

Summary

This chapter summarized the results of the research. It presented an overview of the significant differences which appeared in the Likert-type Scale. The final chapter will cover the results and conclusions of the study, along with resulting recommendations.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Problem and Purpose

The need for information concerning community education grows daily. This study attempted to determine the status and progress of community education in Oklahoma, and the role of schools and the superintendents in this particular educational process. With the information garnered from this survey it is hoped that further goals for developing Oklahoma community education programs can be formulated.

Significance and Need for the Study

This study was conducted to determine the level of receptivity of superintendents in Oklahoma to active community education programs. Superintendents were chosen as recipients of the surveys for the reason that they have much decision-making power in the districts. Their response to community education is considered to be a large factor in the success of any plans or programs in their districts.

Many communities in Oklahoma are generating excellent community education programs. People involved seem to

understand the programs and processes well.

One definite advantage to community education is that it is individually tailored to benefit each community. Ideally, community education progresses from program to process. This process assures an adequate, even dynamic approach to the situation, thus appropriately meeting the needs of the community.

Rejection or Acceptance of Hypotheses

The hypotheses formulated for this study were categorized into four different areas. They included attitudes toward involvement of school districts in community education programs, attitudes toward potential involvement of school districts in community education programs, attitudes toward involvement of school districts in community education programs requiring use of facilities, and attitudes toward potential use of school district facilities for community education programs.

All hypotheses were tested at the $\leq .05$ level of significance. Three were rejected and one was accepted. There was found to be a significant difference between attitudes and goals of superintendents in districts with community education programs and those without, as stated in the hypotheses.

The underlying basis of all four hypotheses was that the involvement of a school district in community education could have an influence on the receptivity of the chief

administrator toward community education. When tested, significant differences appeared in many of the questions, and these differences were great enough to determine the rejection of the three hypotheses. Refer to Table XXXI on page 55.

In every case the mean scores of superintendents in districts with community education programs were higher than the mean scores of superintendents in districts without community education programs. Thus these scores indicated that superintendents with community education programs were far more receptive to the community education philosophy than were superintendents without community education programs. These superintendents were more receptive to actual programs, actual use of facilities, and ideal goals for program offerings. The superintendents with community education programs in their districts were also more receptive to extending use of facilities beyond present use; however, the difference was not significant at the $<.05$ level.

The most questions which showed a significant difference were in the actually offered programs portion of the questions. Nine of the eleven showed a significant difference at the $<.05$ level. Five of eleven ideal programs showed a significant difference.

When considering Use of Facilities, superintendents' opinions showed a significant difference in seven of 16 questions in the ideal column, but only five of 16 questions

in the actual column.

Conclusions

The study was undertaken to examine the differences in attitudes of superintendents in school districts with community education programs and in districts without community education programs. Since the superintendent is considered by many (e.g. Decker (1979 and Mølby (1972)) to be a key person in the community education process, it was felt that it was important to discover where differences existed concerning community education philosophy. Indeed, if community education is to expand enough to better serve the population in the state of Oklahoma, problem areas must be discovered and dealt with.

The results of this study indicate that there is indeed a significant difference in the attitudes of superintendents toward the philosophy of community education. In all cases, superintendents with community education programs were more receptive to actual programs, facility use, and projected or ideal program offerings and facility use. Differences in attitudes in the first three areas were significant, while ideal facility use was not significant, although a difference was evident.

Recommendations

The major implication of this study was that an attitude change is needed by administrators who head districts

which were currently without community education programs. The continued spread of community education programs and philosophy depends upon re-educating these superintendents to become more familiar with the advantages of community education. Colleges of Education can and are taking a hand in this re-education.

Additional effort should be exerted to continue updating legislators about the trends and benefits of community education. Administrative personnel and school board members are also significant decision makers and can exert influence concerning community education.

The following recommendations are made by the researcher with the hope that those desirous of conducting research in a closely related area will benefit:

1. Additional study should be conducted to determine why those superintendents with community education programs operating within their public school system were without exception found to be more receptive to community education than those superintendents without operating community education programs in their districts.

2. It is recommended that further study be conducted to specifically identify attitudes of superintendents whose public school districts primarily lie in urban, suburban, and rural settings.

3. It is recommended that further research be conducted to more specifically determine the attitude of those

superintendents of isolated rural districts as compared to those superintendents of school districts located in metropolitan areas.

4. It is recommended that additional research be conducted to determine the various sources of funding available to and utilized by public schools operating community education programs in Oklahoma.

5. Additional research should be conducted to determine differences of administrative attitudes in districts of different sizes.

6. It is recommended that additional research be conducted to examine the attitudes of other administrative personnel and school board members regarding community use of school facilities.

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APPENDIX A

LIST OF

COMMUNITY EDUCATION PROGRAMS IN OKLAHOMA

1980-1981

Allen	Hugo	Mustang	Seiling
Ardmore	Kingfisher	Noble	Shawnee
Boley	Kinta	Oklahoma City	Soper
Bristow	JORGY Projects	Panama	Stigler
Broken Arrow	Jennings	Paoli	Tulsa
Catoosa	Oilton	Perkins-Tryon	Wagoner
Carmen-Dacoma	Ripley	Pocola	Watonga
Cushing	Glencoe	Prague	Waynoka
Drumright	Yale	Pryor	Wellston
Eufala	Langston	Purcell	Whitebead
Ft. Towson	Madill	Sallisaw	Woodward
Guthrie	McAlester	Sapulpa	Yukon
Holdenville	Muskogee	Schwartz	

APPENDIX B

DATA COLLECTION TOOLS

April 20, 1980

Dear Sir or Madame:

As a doctoral student at the University of Oklahoma I am in the process of writing my dissertation, "Community Education in Oklahoma, A Survey of Selected Public School Superintendents."

At this point I feel it necessary to seek the advice of persons knowledgeable in the field concerning the survey I intend to distribute to Oklahoma school superintendents. A member of my committee, Dr. Donald S. Udell, has suggested that you are very knowledgeable in the field of community education and might be willing to help with this request.

Although I know that your time is already committed, I would appreciate whatever help you might be able to provide for this project. Enclosed is a copy of a rough draft of the "Oklahoma Community Education Programs" survey, with one copy of the hypothetical statements with related question numbers, and a self-addressed, stamped return envelope.

Please read the hypothetical statements, then read the survey and indicate what might be done to make this survey a more precise, accurate instrument.

The sample this survey will assess is chosen randomly from superintendents working in small, medium, and large school districts.

Although you are very busy I would appreciate your responding to this instrument as soon as possible. I am hoping to follow a schedule which would permit my having all the statements returned by May 5.

Thank you for your time and assistance.

Cordially,

Barbara Duffy

Enc

Dear Sir:

As a doctoral student at the University of Oklahoma I am in the process of writing my dissertation, "Community Education in Oklahoma, A Survey of Selected Public School Superintendents." This survey asks for information concerning the current status and future of community education in Oklahoma.

The growing importance of community education in the state makes it necessary to gather information concerning not only existing programs but also programs planned for the future.

The fluidity of community education is considered by many to be one of its greatest assets. However, for the purposes of this study current community education programs in Oklahoma are those identified as such by the State Department of Education.

Please read the questionnaire carefully, checking the appropriate answers. Feel free to add comments you feel will clarify your answers.

The two parts of the questionnaire ask for information about how little or how much you are offering in education other than K-12 in your community. Please check not only what you are actually offering, but what you would ideally like to offer if conditions were favorable. Part of the questionnaire concerns facilities actually in use now and those you would ideally like to have in use if conditions were favorable.

Please return the completed questionnaire to me in the enclosed envelope. Although you are very busy I would appreciate your responding to this instrument as soon as possible. I am hoping to follow a schedule which would permit my having all the statements returned by November 4.

Thank you for your time and assistance.

Cordially,

Barbara Duffy

Enc

COMMUNITY EDUCATION PROGRAMS

	EXTENT OF EMPHASIS					WHEN HELD		
	None	Little	Some	Much	Very Much	Regular School Day	Evenings	Others
8. Job-Related Training/ Service Agencies								
ACTUALLY OFFERING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IDEALLY OFFERING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Citizenship Training/ Refugees								
ACTUALLY OFFERING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IDEALLY OFFERING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Early Childhood Program for Pre-schoolers								
ACTUALLY OFFERING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IDEALLY OFFERING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Senior Citizen Programs								
ACTUALLY OFFERING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IDEALLY OFFERING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe any other activities you have seen or would like to see:

SCHOOL FACILITIES FOR COMMUNITY USE

Various school facilities may be extended to the community for use. To what extent are the public schools in your district ACTUALLY EXTENDING/IDEALLY EXTENDING any of the following school facilities? Please check appropriate column under Extent of Emphasis.

SCHOOL FACILITIES FOR COMMUNITY USE		EXTENT OF EMPHASIS				
		None	Little	Some	Much	Very Much
1. Classrooms	ACTUALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IDEALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Library	ACTUALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IDEALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Gymnasium	ACTUALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IDEALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Cafeteria	ACTUALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IDEALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Playground	ACTUALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IDEALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Swimming Pool	ACTUALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IDEALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Auditorium	ACTUALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IDEALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Buses	ACTUALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IDEALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Athletic Eqpt.	ACTUALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IDEALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Duplicating Machine	ACTUALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IDEALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL FACILITIES FOR COMMUNITY USE

EXTENT OF EMPHASES

		<u>None</u>	<u>Little</u>	<u>Some</u>	<u>Much</u>	<u>Very Much</u>
11. P. A. System	ACTUALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IDEALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Laboratory	ACTUALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IDEALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Machine Shop	ACTUALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IDEALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Counselling Svs.	ACTUALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IDEALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Student Center	ACTUALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IDEALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Computer Center	ACTUALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IDEALLY EXTENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>