

A STUDY OF THE EFFECTS OF COMMUNITY EDUCATION ON
CITIZENS' ATTITUDES AND DROPOUT RATES IN
EIGHT OKLAHOMA COMMUNITIES

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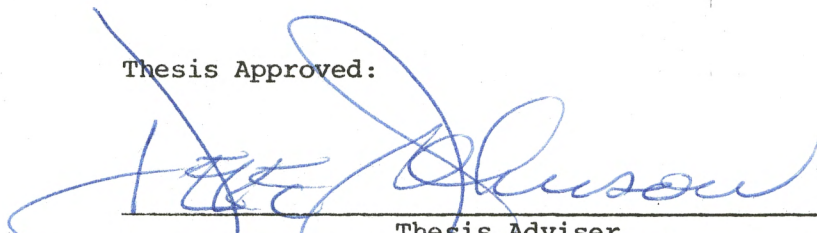
Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
July, 1979

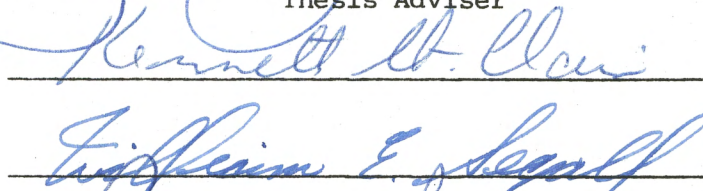
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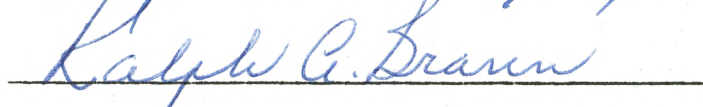


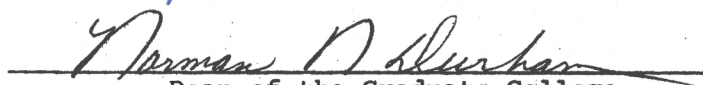
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ACKNOWLEDGMENTS

The writer wishes to express her gratitude to the members of the Committee for their valuable assistance in the completion of this study.

A sincere word of appreciation is extended to Dr. Deke Johnson who served as thesis adviser. His encouragement, insight, and counsel throughout the course of this study have been of immeasurable value. Appreciation is also extended to Dr. Kenneth St. Clair, Dr. Ralph Brann and Dr. William Segall who served as members of the committee. A special measure of appreciation is extended to Dr. James P. Key for his assistance in the statistical analysis.

An expression of sincere appreciation is extended to the State Department of Education, the State Department of Vocational and Technical Education whose assistance has aided the writer to a considerable degree.

Appreciation is extended to the Superintendents, Assistant Superintendents and the Chamber of Commerce of each of the communities involved in this study.

A very special measure of appreciation is extended to my mother, Amelia Perez; to my husband, Horacio, and to our children Adriana and Horacio Jr., whose support and moral encouragement throughout the years made this last step possible.

To my wonderful family, I am deeply indebted.

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CHAPTER I

INTRODUCTION

In the United States it is the common belief that education is essential to government "by the people" and is the means by which any person, regardless of race or social status, may rise to a position of highest usefulness.

Public schools today are continually faced with the problem of providing the youth with a maximum of formal education. Citizens of the United States support the public school system through taxes in order to maintain and improve the way of life. One of the basic beliefs on which the American way of life is based is that all humans are of moral worth. From this stems the principle of equality of educational opportunity-- that is, that all should be served as far as possible by the public educational system. The educational system not only has the responsibility of educating the young people, but also has a social responsibility. The fact that the welfare of the country is served by education has long been recognized as it pertains to elementary education, however, only fairly recently has the relationship of secondary education to the security and welfare of the State been recognized. Consequently, there is a need for continuous study and constant revision of educational programs, so that they will meet the changing needs and interests of young people.

Educational programs are constantly challenged by today's fast-

moving, ever-changing world. Youth are asking themselves the question, "What good is it doing me to remain in school all this time?"; and educators are wondering if they should be held responsible for the education of every young person in the nation.

The late President Franklin Roosevelt in August 1940 wrote the following letter to the youth of the United States:

We must have well-educated and intelligent citizens who have sound judgment in dealing with the difficult problems of today. We must also have scientists, engineers, economists, and other people with specialized knowledge to plan and build for national defense as well as for social and economic progress. Young people should be advised that it is their patriotic duty to continue the normal course of their education, so that they may be well prepared for greatest usefulness to their country (Studebaker, 1941, p. 257).

Although this statement was made approximately 40 years ago, it might well be directed to our youth of today. It is our responsibility to see that all children participate in the public schools to the fullest extent possible. Children in the public schools are quickly moving toward the responsibilities and problems of adult life and are finding it difficult to make a place for themselves in this complex world.

Within the United States there are distinct differences in the economic, social, religious and structural levels of the people; and the educational programs for the entire nation should be constructed in light of each child's differing circumstances.

It is a matter of general belief in America that the democratic form of government and the preservation of cherished freedoms depend on the capacity and freedom of individual citizens to exercise informed and intelligent judgment at the polls. Americans believe that this capacity and the protection of this right depends upon the level of education of all the people. Because of this belief, all states have accepted the principle of universal, publicly supported, compulsory education of children with defined age limits. These limits are usually set at ages of seven and sixteen or the completion of the schooling offered in the elementary schools. Many states require the

completion of high school or the attainment of the age of sixteen (Pugmire, 1950, p. 33).

The first compulsory education law in the United States was enacted by the Massachusetts Colony in 1642. This law and the many similar laws which followed in other colonies, and later states, made it compulsory for schools to be provided but did not make attendance at these schools compulsory. The first compulsory attendance law was passed in 1852 by the State of Massachusetts. Presently all States have some form of compulsory attendance law for children of certain ages. Five states require their youth to attend school regularly until the age of sixteen; Oklahoma is one of these. The Constitution of Oklahoma states that there shall be a public school system whereby all children of the State may be educated. The public schools were not created exclusively for the intellectually gifted or the financially privileged. Education is to be each man's heritage and responsibility from birth to the grave. Thus, the extent to which one takes advantage of educational opportunities becomes a valuable factor.

Young people who do not take advantage of these opportunities-- either, because educational opportunities and facilities are lacking in their immediate areas, or because they do not care to attend even where these opportunities do exist--bring about problems. When illiteracy is present among people capable of learning it pinpoints a serious failure to fulfill one of the community's major responsibilities. Ross Pugmire (1950) on p. 62 said: "quitting before finishing high school is a serious loss to those who quit, and to the community. In most cases, it is due to the weaknesses in the school themselves." The Colorado Commission issued a statement regarding the dropout situation in the United States today. It stated that:

It is generally recognized that secondary education is not now meeting the needs of youth who are eligible to attend our secondary schools. There are many data now available to substantiate this assumption. At a time when at least 90 percent could afford to remain throughout high school, only 80 percent of our youth enter the ninth grade and still more significant, only 50 percent remain to graduate from high school (Douglas, 1950, p. 37).

The high dropout rate is a serious problem and is of concern to educators and to the communities it affects. It has possible economic implications as well as implications for the quality of life, both for the individuals and for the communities involved.

Because of the serious dropout problem and because community education is a new development in Oklahoma there is a need to determine whether community education has an impact on this problem.

Community Education is seen as a vehicle not only for delivering education, but also providing social, cultural and recreational activities for everybody regardless of age, socio-economic status or ethnic background.

The basic concept of Community Education, that had and still has strong appeal in a growing number of communities, is opening school buildings on a planned, organized basis so that educational facilities become community-centered schools. However, the Community Education concept is not only the opening of school houses, but it is more. It is the total participation of the community in solving the problems of the community. It is the understanding of the needs of the community. It is the identification and utilization of known community resources. Finally, it is the process of putting all these forces together to work toward a common goal. It is only then that it can be said, that community and school, hand to hand work together for a better community of tomorrow.

The Community Education approach to learning contributes to changes in individual values which enrich knowledge gaining experiences. All the elements of--the public school--and all elements of the--school of the public--join hands to help and fulfill the common cause of improving society, by bringing into action all of the learning forces and factors in the community that will: 1) improve the life of the citizens of the community, and 2) work toward eliminating the causes of social ills.

Involvement is the key word for improvement of the inner self. When people participate in groups on an equal basis some of the barriers of prejudice, bigotry, selfishness, and indifference melt away (Totten, 1972, p. 148).

Maybe not because of it, but concurrently with the implementation and development of Community Education concept, certain positive changes have occurred in many communities around the country. For example:

1. Juvenile delinquency and vandalism rate have declined.
2. Bond issues and millage levies passed where they had repeatedly failed.
3. Pupil achievement improved as a result of increased parent involvement.
4. Pupil interest in academic subjects improved as a result of participation in nonrequired Community Education programs and activities.
5. Dropout rate declined.
6. Student attendance improved.

The focus of this study was to examine the effects of Community Education on citizens' attitudes toward school systems and dropout rates. The literature revealed that there was a positive relationship between the two.

Purpose of the Study

The purpose of this study was to ascertain whether Community Education affects citizens' attitudes and dropout rates in eight Oklahoma communities.

Assumptions

It was assumed that:

1. The honesty of the participants was reflected in their answers to the questionnaire.
2. The matching of communities was without bias.
3. The procedure for selecting the subjects was truly random and representative of the total population of each community, and
4. The citizens' attitudes toward the school systems in the eight communities remained almost the same through the years included in this study, because:
 - a. The total population was almost the same (see Table I) and
 - b. The schools' superintendents were the same.

Definition of Terms

In order to eliminate misunderstanding the following terms utilized in this study are here defined:

1. Dropout--The State Department of Vocational and Technical Education (1975) defines it as--those students who withdraw from school before graduating and do not reenroll in any other school.
2. Community Education--Minzey and Le Tarte (1972), p. 19 define it as--A philosophical concept which serves the entire community by providing educational needs of all of its community members. It uses the

TABLE I

Identical

TOTAL POPULATION OF THE EIGHT COMMUNITIES INCLUDED IN THIS
STUDY (OKLAHOMA DIRECTORY, 1975-1977, p. 362,
369, 371, 372, 373 AND 374)

Community	Years		
	1975-1976	1976-1977	1977-1978
Yukon	8,411	8,411	8,411
Ardmore	20,881	20,881	20,881
Stigler	2,347	2,347	2,347
Wilburton	2,504	2,504	2,504
Pryor	7,057	7,057	7,057
Miami	13,880	13,880	13,880
Waynoka	1,444	1,449	1,449
Mooreland	1,196	1,196	1,196

local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process toward the end of self-actualization.

3. Citizens' attitude--Thurstone (1946) on p. 2 defines it as-- the degree of positive or negative affect associated with some psychological object.

Limitation and Scope

Due to the laws for the protection of the individual's right to privacy, it was not possible to obtain the names and addresses of dropout students for the interview. Therefore, the research was accomplished by surveying each of the communities involved in the study. Citizens of each community were asked to answer a questionnaire designed to reflect their attitudes toward the school systems. The results were compared with the dropout rates during the last three years in each community (see Table II). These figures were obtained through the State Department of Vocational and Technical Education and, from the Superintendents and Assistant Superintendents of each school system.

The subjects in this study were drawn from the populations of eight Oklahoma communities. These communities were divided into two groups.

1. Those with community education in their community, and
2. Those without community education in their community.

To assure accurate results the communities were matched with certain criteria. A panel of experts from the State Department of Education in Oklahoma City matched the communities by using the following criteria:

TABLE II
NUMBER OF DROPOUT STUDENTS

Community	Years		
	1975-1976	1976-1977	1977-1978
Yukon	92	54	63*
Ardmore	23	7	9
Stigler	21	17	7
Wilburton	21	13	10
Pryor	29	117	31
Miami	185	107	12
Waynoka	3*	4	3*
Mooreland	0*	1	2

*These figures were obtained through the school systems.

1. Number of teachers of the school system.
2. Number of students attending school.
3. School general funds (Federal, State and Local money).
4. School expenditures per child.
5. Superintendent leadership (his/her attitude toward educational changes).
6. Type of community (rural, industrial, etc.), and
7. Socio-economic background of the community (the average income of citizens be in the same range).

Subjective

Significance of the Study

The significance of this study lies in the fact that it would provide experimental proof regarding the impact of Community Education on citizens' attitudes and the rate of dropout students.

The results of this study would then afford these eight communities, and others similar to them, a perspective on the "holding power" of existing educational methods and the need for alternatives to formal education for the young people of these communities.

It was hoped that this study could be used as a springboard for the establishment of a re-education or continuing education process that could avoid the problems of our encapsulated formal educational structure. Thus, those who could not adapt to the formal system would not be left without viable alternatives for continued education.

CHAPTER II

REVIEW OF LITERATURE

Historical Perspective

Citizens are concerned about the role of public schools. *proof?*

An important issue today is the people's concern for the role of public school. Recent studies have focused on the public's viewpoint concerning the task of public education and the factors relating to the manner in which citizens view it (Downey, p. 4).

In order effectively to improve education, the educator must have an accurate perception of, and be able to work within, the framework of the social system of his community. To achieve this he must have a thorough knowledge and understanding of his community and its citizens. He must be aware of the values and the educational beliefs of the public and its attitude toward the local school system.

While obtaining this understanding has always been difficult, it has been made even more so in recent years by the complexities of our industrial society and the changing values of its members. The values and beliefs of the citizens in every community differ greatly and thus the expectations they hold for the public schools might well be conflicting.

French and associates (1957, p. 15) conducted a study "to determine for educators, curriculum planners, test makers, and interested citizens the objectives of general education in American schools." He identified

two coordinate purposes of general education. The first purpose of general education,

is based upon the proposition that the various common capabilities of young people should be developed as soon and as fully as possible through education so that they will be able to utilize them as needed in the planning and the living of their own lives (French, 1957, p. 27-28).

The second purpose is "that education in this country should be designed to help all young people become responsible citizens" (French, 1957, p. 28).

Goldman suggests that while the purposes of general education are widely accepted, "disagreements arise when an attempt is made to determine how these purposes are to be achieved" (Goldman, 1971, p. 3).

Many reasons may be given to explain why the various groups view the task of the public high school differently. One reason may be that people tend to respond to situations in terms of their own values and expectations (Goldman, 1971, p. 4).

The people on the local level play a major role in determining and influencing educational programs, and the expectations they hold for the public school are often conflicting.

Schools are found in communities or neighborhoods in which there are many people and many organized groups. These individuals and organizations have sets of values and ways of doing. In each community there are many publics. These publics may differ by way of occupation, income, politics, religion, affiliation, organizational membership, residential areas, national background, race and other factors ... It may be that in the number and diversity of his publics the school administrator stands in a unique position among other administrators. The position becomes even more complex when we begin to assess the various expectations which many of these publics have for schools and school administrators. These various groups have certain values, beliefs and feelings which determine the way they look at schools and school problems (Campbell, 1966, p. 127).

One problem that affects public education today consists of those who dropout of the public institutions. This has been the focus of

many studies throughout the country; however, many of these studies were concerned only with the large number of dropouts, rather than with the cause and how the problem could be solved.

One important figure in American education, Counts (1922, p. 144) had this to say about dropouts: "There is a close relationship between parental occupation and the privilege of secondary education."

Further studies made since the time of Counts' observations show a relationship between the occupation of the parent and the performance of the high school student. An interesting point made by Counts on page 144 was: "Employment on the part of the mother acts in the same way as the death of a parent." Employment of the mother outside the home was not as common in Counts' time as it is today, and those mothers who did work left an obvious gap in the family tradition.

There is a possibility that the dropouts' withdrawal is the result of personality and social factors at work in his life.

Foster (1938, p. 265) stated, "A high school could consider itself statistically normal if fifty-two of one hundred students graduate." Since then considerable amount of research has been done to determine the reasons for young people dropping out of school. One of the most extensive studies was made by Dillon (1942). One-thousand-three-hundred-sixty individuals who had left school before graduation were included in the study, which encompassed five separate communities. The results of the study show that economic needs must be recognized as one reason for leaving school, although causes related to the school itself were found to influence dropout rates more frequently than financial causes. In 1948 Johnson and Legg conducted a study of 524 young men and women who were out of school and in the labor market, 440 of whom had not com-

pleted high school. Almost one half of these students claimed that they left high school primarily because they were dissatisfied with some aspects of the educational system. Approximately twenty percent gave economic needs as a reason for leaving school and about twelve percent were attracted by work, money, and the independence they achieved.

Tesseneer (1958, p. 141) stated that:

as recently as 1940 the dropout rate was 545 for every 1,000 who had been in the fifth grade. In the war years of 1943 and 1944, the dropout rate increased. In 1945, the schools' holding power had increased again and the survival rate has been rising slowly ever since. By 1954, it was approximately 52%.

Kruger in 1969 found that the dropout rate was 22 percent, and the United States Congress became concerned with the large number of dropouts (5,000,000 in that year). Kruger considered every student a potential dropout.

Smith (1971, p. 1) from the Office of Education, believed support projects aimed at keeping young people in school would continue because dropouts often showed up on welfare rolls. He stated that "people in social and economic predicaments have usually not finished high school." The dropout problem is not easily resolved, however. The late President Kennedy demonstrated interest in this area and is considered the founder of a movement "to provide educational aid for potential dropouts and for those who have already left school" (Schreiber, 1964, p. 37).

Getzels (1958, p. 148) suggested that one of the central issues facing the dropout and the school, and one which has been neglected in efforts to solve the dropout situation, is the problem of values. He stated that:

the specific forms that our child-rearing and educational practices have taken from among the almost infinite range of possibilities can not be understood outside the context of our

dominant values and the shift and changes these values are presently undergoing. We have, side by side in the community and in the educational institutions, a kaleidoscope of shifting and confusing, if not absolutely contradictory, assumptions about life and the values that are really ours.

Scherich (1959) believe in reconciliation as a possible solution to this problem of contradictory assumptions about life and values as they relate to education.

Profile of the Dropout

Recent research has centered on the dropout and his behavior in an effort to establish a profile of the typical dropout.

Tesseneer (1956, p. 76) listed the following causes as most common to dropouts in the majority of studies:

1. low-income families,
2. low achievement,
3. discouraged or failing,
4. non-participation in activities,
5. dissatisfied with teaching,
6. feeling of "not belonging",
7. have a job, and
8. weak or broken homes.

and Schreiber (1964, p. 102) believed that the dropout had the following negative personal and social traits:

1. tends to reject school and self,
2. usually is insecure in his/her school status,
3. not well respected by teachers because of academic inadequacy,
4. does not see school and education as a means for a richer and fuller life,

5. does not have goals established, and
6. parents with no interest in his/her school experiences.

In 1968 Russell outlined three separate categories of dropouts.

The first category included those students who were experiencing difficulties in school, but were doing acceptable work. Students in the second category were experiencing trouble both in school and in society; and the third group was composed of those who required special treatment and who were in and out of school. He believed that indications of dropping out were "common to youngsters from low socio-economic groups. But they were not peculiar to that" (Russell, 1968, p. 22).

Upon examination of the literature, it becomes clear that obtaining a profile of the typical dropout did not solve the problem. However, an early identification of the potential dropout is not as difficult as one might imagine. Many times teachers are able to spot the psychological dropout in the early grades.

Education, actually, is the cure for most of the social ills that beset communities in the United States. "When youngsters are kept busy, given a place to play and provided with organized activities, it can have a great impact on the whole community" (Amyrx, 1971, p. 39).

The reduction of youth involvement in crime which follows a decrease in the dropout rate is a reflection of the preceding statements.

Totten (1972) on p. 149 stated that: "the dropout rate from high schools, in one school system, were reduced from 31 to 23 percent in five years". Community Education can help solve some of the crisis schools and community are facing today because:

1. It considers learning as a life-long process.
2. It involves people in finding solutions to their own problems.

3. It considers the entire environment as a learning laboratory.
4. The school program attempts to cope with the problems of the community.
5. It is humanistic in nature, the driving philosophy is service to others, it is the "I Care" approach.
6. It is changing schoolhouses from intellectual garrisons into human development laboratories.
7. It provides the desired learning experience at the time it is needed and when the learners are available to receive it.
8. It concentrates on serving the grass roots needs of people: food, shelter, clothing, employment, recreation, health care, family life, cultural experiences, helping others, fulfilling the need to be needed.
9. It involves people of different backgrounds, races, educational experiences, abilities, on an equal basis in the solution of common problems.
10. It breaks through the walls between home, school, community, and among groups in the community.
11. Its orientation is forward, toward the world of tomorrow.
12. It applies Plato's admonition that it is the whole soul that learns, not just the mind.
13. It translates expressed needs of people into curriculum elements.
14. It is succeeding in amalgamating the formal and the informal in the learning process.
15. It causes people in the public school and people in the school of the people to join hands.

16. It succeeds because it is the what, where, when, how, why, who way of learning.

17. Its goal is to cause people to strive for things worth being as well as for things worth having.

18. Its process of involvement, sharing, meeting basic needs, understanding, working together on an equal basis, giving service to others, help people build and re-build within themselves the fundamental ideals of love, justice, truth, compassion, freedom, and equality.

"This is the scope of Community Education and the reasons for its success" as it is stated by Totten (1975, p. 63).

The utilization of the school facilities by the members of the entire community is a basic concept in Community Education. The school that today is only used five days a week, eight hours a day can be open during the entire year, 18 hours a day or more if needed and become the center where citizens of the community regardless the ages get together to learn, to enjoy and to solve their problems and the problems of the community where they live. There are few schools that remain open beyond the prescribed 40 hours a week, they are the exception; but the benefit for doing that can be shown by the "increasing acceptance of learning and education by the citizens as a continuous and lifelong processes rather than a series of terminal behavior and unrelated experiences" as suggested by Decker (1975, p. 11).

Acceptance of learning and education as a continuous and lifelong processes, rather than a series of terminal behaviors and unrelated experiences, is a basic part of the Community Education philosophy. Lifelong learning can be described as the totality of learning that takes place during the life of an individual. This learning can be

offered through an active coordination and cooperation of the existing facilities in the community which eliminated the wasteful duplication of community services.

"Involving all citizens of a community is a social imperative" noted McClain (1975, p. 28). The citizens involvement process provides a range of options and programs that give people the chance to share concerns and ideas that help the establishment of an educational system based on the peoples' needs and wants.

Milles (1974) on p. 43 recognized: "Community Education as a means for increasing city-wide structures for communication and problem solving within neighborhoods and between neighborhood and government." Community Education offers a means for involving parents in school activities as they become participants in learning and in teaching. Parents' involvement is important and helps to reduce some of the problems that schools face.

The parents have an enormous influence on the emotional growth of the youths "the family structure, home setting and parental values have an important role on the child's adjustment to himself and to his environment" (Cwik, King and Van Voorhees, 1976, p. 37).

One of the problems that schools face today is vandalism and violence. "Over 50 percent of all arrests in this country are related to property offenses. In most of the cities it has increased at a frightening rate" (Minzey, 1972, p. 150).

Little research supports or denies these facts. By and large what is available are reports on improved attendance rates, reduction of: student unrest, vandalism, violence, and positive changes in attitudes. Even through after "several decades after its birth as an educational

movement, Community Education is still supported not by facts but by the logic of process. The Community Educator is not a researcher, but is a practitioner" (Van Voorhees, 1972, p. 203). However, the need for research is there and greatly needed. It will enlighten citizens and contribute toward stimulating communities to adopt the concept of Community Education.

Hypothesis

Noting the need for research pertaining to Community Education and believing that Community Education can have a positive effect on citizens' attitudes and behavior, the researcher elected to study citizens' attitudes toward the School Systems in their communities and relate the determined attitudes to the number of dropouts in that system. This led to the development of the following null hypotheses.

Hypothesis I

There is no statistically significant difference between citizens' attitudes toward the school systems in communities which have and those which do not have Community Education programs.

For testing purposes, Hypothesis I was divided into four sub-hypotheses associated with two each communities.

Hypothesis I(a). There is no statistically significant difference between citizens' attitudes toward the School Systems in Yukon (with Community Education) and Ardmore (without Community Education).

Hypothesis I(b). There is no statistically significant difference between citizens' attitudes toward the School Systems in Stigler (with

Community Education) and Wilburton (without Community Education).

Hypothesis I(c). There is no statistically significant difference between citizens' attitudes toward the School Systems in Pryor (with Community Education) and Miami (without Community Education).

Hypothesis I(d). There is no statistically significant difference between citizens' attitudes toward School Systems in Waynoka (with Community Education) and Mooreland (without Community Education).

Hypothesis II

There is no statistically significant degree of relation between citizens' attitudes toward the School Systems in communities with Community Education and the dropout rates.

For the testing purpose, Hypothesis II was divided into four sub-hypotheses and included the four communities with Community Education.

Hypothesis II(a). There is no statistically significant degree of relation between the citizens' attitudes toward the School System in Yukon and the dropout rates.

Hypothesis II(b). There is no statistically significant degree of relation between the citizens' attitudes toward the School System in Stigler and the dropout rates.

Hypothesis II(c). There is no statistically significant degree of relation between the citizens' attitudes toward the School System in Pryor and the dropout rates.

Hypothesis II(d). There is no statistically significant degree of

relation between the citizens' attitudes toward the School System in Waynoka and the dropout rates.

Hypothesis III

There is no statistically significant degree of relation between citizens' attitude toward the School Systems in communities without Community Education and the dropout rates.

For the testing purpose, Hypothesis III was divided into four sub-hypotheses and included the four communities without Community Education in their school system.

Hypothesis III(a). There is no statistically significant degree of relation between citizens' attitudes toward the School System in Ardmore and the dropout rates.

Hypothesis III(b). There is no statistically significant degree of relation between citizens' attitudes toward the School System in Wilburton and the dropout rates.

Hypothesis III(c). There is no statistically significant degree of relation between citizens' attitudes toward the School System in Miami and the dropout rates.

Hypothesis III(d). There is no statistically significant degree of relation between citizens' attitudes toward the School System in Mooreland and dropout rates.

CHAPTER III

METHODOLOGY

This chapter presents the selection of the sample, the instrumentation, the collection of data, the treatment of data, and the statistical analysis used in the present investigation.

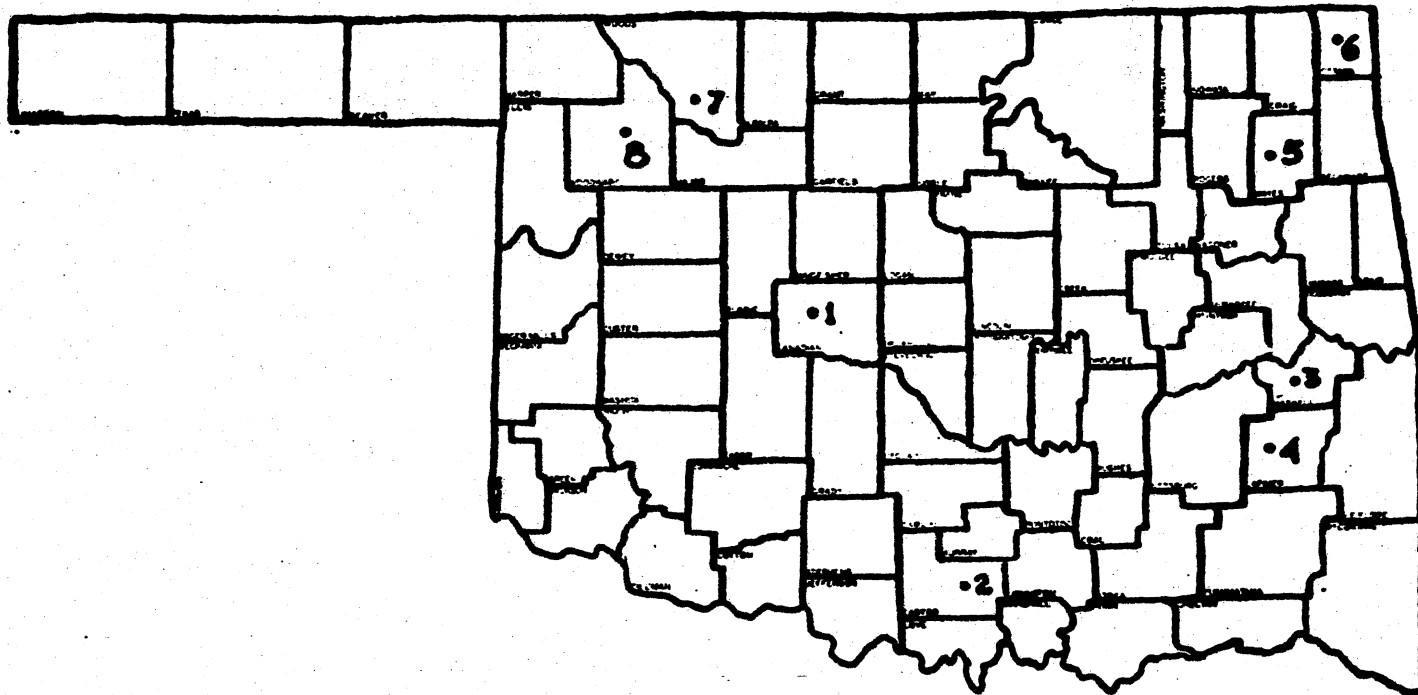
Sample Selection

Population

The Oklahoma population from which the sample was drawn consisted of one community in Canadian County: Yukon, one community in Carter County: Ardmore, one community in Haskell County: Stigler, one community in Latimer County: Wilburton, one community in Mayes County: Pryor, one community in Ottawa County: Miami, one community in Woods County: Waynoka, and one community in Woodward County: Mooreland (see Figure 1).

Yukon (1974)*, Stigler (1975)*, Pryor (1978)* and Waynoka (1978)* were selected by the writer as the communities in which Community Education was in operation. Communities with Community Education programs were selected with varying numbers of years of operation in order to provide a contrast with regard to years of operation. The State Department of Education assisted in identifying the following four matching communities in which Community Education was not in operation: Ardmore,

*Years in parenthesis denote years when each Community Education program was started.



1 - Yukon*
2 - Ardmore

3 - Stigler*
4 - Wilburton

5 - Pryor*
6 - Miami

7 - Waynoka*
8 - Mooreland

*Asterisk denotes communities with Community Education programs.

Figure 1. Map of Oklahoma With the Eight Communities Involved in This Study

Wilburton, Miami and Mooreland.

The following tables indicate how closely the communities were matched. Table III demonstrates the degree which the two sets of communities (those with Community Education and those without Community Education programs) were matched in relation to the total number of teachers.

TABLE III
SIMILARITIES OF THE SETS OF COMMUNITIES IN RELATION TO
THE NUMBER OF TEACHERS IN THEIR SCHOOLS

Sets of Communities	Number of Teachers		Total
	High School	Elementary School	
Yukon*	130	119	249
Ardmore	116	122	238
Stigler*	25	37	62
Wilburton	24	27	51
Pryor*	80	71	151
Miami	70	76	146
Waynoka*	13	19	32
Mooreland	16	23	39

*Asterisks denote communities with Community Education programs.

Table IV demonstrates the degree which the two sets of communities (those with Community Education programs and those without it) were matched in relation to public school average daily attendance.

TABLE IV

SIMILARITIES OF THE SETS OF COMMUNITIES IN RELATION TO
AVERAGE DAILY ATTENDANCE IN THEIR SCHOOLS

Sets of Communities	Number of Students
Yukon*	4,444
Ardmore	3,333
Stigler*	989
Wilburton	938
Pryor*	2,384
Miami	2,585
Waynoka*	342
Mooreland	420

*Asterisks denote communities with Community Education programs.

Table V demonstrates the degree in which the sets of communities were matched in base of their school general fund (Federal, State and Local money).

Table VI demonstrates the degree in which the set of communities were matched in relation to the amount of money the school system expends per child.

The Sample

The sample used in this study was drawn at random from different strata so each subject in the strata had an equal chance of being selected. The ten strata used for the study were as follows: North, South, East, West and Rural section of each community, also professionals, businessmen, labor force, retired, and women (not working outside the home).

TABLE V

SIMILARITIES OF THE SETS OF COMMUNITIES IN RELATION TO
THE GENERAL FUNDS IN THEIR SCHOOLS

Sets of Communities	General Fund
Yukon*	\$508,601.81
Ardmore	519,790.91
Stigler*	117,921.56
Wilburton	52,998.60
Pryor*	153,084.03
Miami	349,146.54
Waynoka*	190,746.51
Mooreland	280,541.97

*Asterisks denote communities with Community Education programs.

TABLE VI

SIMILARITIES OF THE SETS OF COMMUNITIES IN RELATION
TO EXPENDITURE PER STUDENT

Sets of Communities	Expenditure Per Student
Yukon*	\$1,198.08
Ardmore	1,403.36
Stigler*	1,276.40
Wilburton	1,093.30
Pryor*	1,184.49
Miami	1,175.20
Waynoka*	2,338.71
Mooreland	2,314.12

*Asterisks denote communities with Community Education programs.

Stratified random sampling is a useful technique when the type of investigation being conducted does not permit subject selection from only one population.

The number of subjects used from the different strata are proportional to the total population of each community (see Table VII).

They are as follows:

1. From Ardmore: 5 representatives from each strata, a total of 50 subjects.
2. From Miami: 4 representatives from each strata, a total of 40 subjects.
3. From Pryor and Yukon: 2 representatives from each strata, a total of 20 subjects per community.
4. From Mooreland, Stigler, Waynoka and Wilburton: 1 representative from each strata, a total of 10 subjects per community.

Therefore, the total number of subjects used in this study was 170. *low*

The Chamber of Commerce of each community provided the information needed to draw the subjects from the different strata. For example: in Ardmore a number was assigned to each subject in the same strata in a progressive sequence. Then the first five subjects were selected with the help of a Table of Random Numbers (Popham and Sirolink, 1976, p. 370) by entering the table in the upper right-hand corner and reading left by using the upper four rows (the number of rows depends in the total number of subjects in the strata). The first five, four-digit numbers encountered in the table which were lower than the total number of subjects in the strata were used in identifying the subjects from the list. In similar fashion the subjects from the other communities were identified.

TABLE VII
AVERAGE OF THE LAST THREE YEARS TOTAL POPULATION
IN THE EIGHT OKLAHOMA COMMUNITIES

Community	Average Total Population 75-78
Yukon	8,411
Ardmore	20,881
Stigler	2,347
Wilburton	2,504
Pryor	7,057
Miami	13,880
Waynoka	1,447
Mooreland	1,196

Instrumentation

^{2.}
Kelly (1934) developed the 45-item Thurstone-type scale (Form A and B) as an instrument to be used to measure attitudes toward any institution (Shaw and Wright, 1967, p. 553).

This study used the Form A of the Thurstone-type instrument (see Appendix A).

The population sampled in the development of the scale included 100 factory workers, 80 students at Purdue University and 222 Seventh Day Adventists, Methodists, Baptists and United Brethren.

Subjects responded by marking a plus (+) beside the items with which they agreed. The score is the median of the scale values of the items with which the subject agrees. High scores indicate favorable attitude toward the institution.

The following equivalent-forms reliabilities have been reported by Kelly, applying the scale to the institutions listed: communism, .89; war, .71; Sunday observance, .98; marriage, .71; and divorce, .81.

Regarding concurrent validity, the following correlations were obtained by the author (Kelly, 1934): .816 with attitude toward communism, using a sample of 100 factory workers; -.149 with attitude toward war on a sample of 80 students at Purdue University; .78 with attitude toward Sunday observance (N = 222). Both the reliability and validity of this scale were established on the basis of topics which have been generally considered social issues; thus it was assumed that the scale could be used toward schools as social institutions.

Data Collection

To collect the data, the Thurstone scale questionnaire was mailed

to each subject with a cover letter and a self addressed and stamped envelope to facilitate its return to the writer. The subjects were asked to respond by a specified date. When the date expired, a second questionnaire (identical to the first one) was sent again with an explanatory letter (see Appendix A).

Treatment of Data

Responses to the attitude scale were hand scored by the writer and the results transferred to score sheets which were processed in the following manner:

1. Descriptive statistics were applied to each respondent of the Kelly's instrument and the individual median (the mid point in a set of ranked numbers) was calculated. In each community the mean of medians (average of individuals' median) was calculated to measure central tendency (see Appendix B).

2. Inferential statistics were applied to the responses of the Kelly's instrument in each pair of community to measure significant differences.

- a. An analysis of variance was used to test for significant differences among the responses of the Kelly's instrument in the four communities with Community Education as a group, and the four communities without Community Education as the other group (see Appendix C).

- b. The t-test was used to measure for significant differences in the mean performance to the responses of the Kelly's instrument in each pair of communities. One community with Community Education and the matching community without it (see Appendix D).

3. Non-parametric statistics were applied to the responses on the

Kelly's instrument for each community and the number of dropout students in the community to measure the degree of relation by using the Contingency Coefficient C (see Appendix D).

The 0.05 level of significance was used to accept or reject the null hypotheses.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The introduction of data as they pertain to the previously stated hypotheses will be reported in this chapter. The researcher adopted the .05 level of significance for acceptance of each hypothesis. Since the hypotheses were non-directional, the probability values used were two tailed.

Hypothesis One

H₁

There is no statistically significant difference between the citizens' attitudes toward the School Systems in communities which have and those which do not have Community Education programs. An Analysis of Variance was computed to determine if a significant difference existed between citizens' attitudes in communities where Community Education was in operation and in communities without it.

Data relevant to this test is presented in Table VIII.

The calculated value of the Analysis of Variance was lower than the table value.

This indicated that there was no statistically significant difference between citizens' attitudes in the four matched pairs of commun-

ities (those with and without Community Education).

TABLE VIII

ANALYSIS OF VARIANCE RESULTS COMPARING CITIZENS' ATTITUDES TOWARD
SCHOOL SYSTEMS IN FOUR COMMUNITIES WITH AND
FOUR WITHOUT COMMUNITY EDUCATION

	Sum Squares (S.S.)	df	Mean Squares (S^2)	F(AOV)
Among Communities -	8.20	1	8.20	3.03
Without Communities -	240.95	89	2.71	
Total	249.15	90	2.77	

F value from the table at 0.05 level of significance and 1 and 89 degrees of freedom, was 3.95 (Popham, Table G, p. 388).

The t-test was used to further explore where differences may have existed among the matched pairs of communities.

For testing purposes, Hypothesis I was divided into four sub-hypotheses associated with two each communities.

Hypothesis I(a). There is no statistically significant difference between citizens' attitudes toward the School Systems of Yukon (with Community Education) and Ardmore (without Community Education).

H I(a)
o

The t-test was computed to determine if a significant difference existed between the citizens' attitudes in a community where Community Education has been in operation for some time (Yukon) and a community

without it (Ardmore).

Data relevant to this test is presented in Table IX.

TABLE IX

T-TEST RESULT: COMPARING CITIZENS' ATTITUDES TOWARD THE SCHOOL SYSTEM IN THE COMMUNITIES OF YUKON AND ARDMORE

Community	\bar{X}	s^2	df	t
Yukon*	7.42	6.61	22	-3.13
Ardmore	9.77	0.13		

*Asterisk denotes the community with Community Education programs.

t value from the table at 0.05 level of significance and 22 degrees of freedom, was 2.074 (Popham, Table F, p. 384).

The absolute value of the calculated t-test was higher than the absolute value of t from the table. This indicated that there was a statistically significant difference in citizens' attitudes toward the School Systems of the paired communities: Yukon and Ardmore. When the mean of medians (\bar{X}) was taken into consideration the citizens in the community of Ardmore showed more positive attitudes toward the school system than the citizens in the community of Yukon.

Hypothesis I(b). There is no statistically significant difference between citizens' attitudes toward the School Systems in the communities of Stigler (with Community Education) and Wilburton (without Community Education).

H₀ I(b)

The t-test was computed to determine if a significant difference existed between the citizens' attitudes in a community where Community Education had been in operation for some time (Stigler) and a community without it (Wilburton).

Data relevant to this test is presented in Table X.

TABLE X

T-TEST RESULT: COMPARING CITIZENS' ATTITUDES TOWARD THE SCHOOL SYSTEM IN THE COMMUNITIES OF STIGLER AND WILBURTON

Community	\bar{X}	S^2	df	t
Stigler*	9.80	0.09	3	2.33
Wilburton	6.78	8.24		

*Asterisk denotes the community with Community Education programs.

t value from the table at 0.05 level of significance and 3 degrees of freedom, was 3.182 (Popham, Table F, p. 384).

The absolute value of the calculated t-test was lower than the absolute value of t from the table. This indicated that there was no statistically significant difference in the citizens' attitudes toward the School Systems in the paired communities: Stigler and Wilburton. When the mean of medians (\bar{X}) was taken into consideration the citizens of Stigler showed higher positive attitude toward the School System than the citizens in the community of Wilburton; this was not reflected in the t-test result because the number of responses received from the

citizens of both communities was very low to make it significantly different.

Hypothesis I(c). There is no statistically significant difference between citizens' attitudes toward the School Systems in Pryor (with Community Education) and Miami (without Community Education).

H₀ I(c)

The t-test was computed to determine if a significant difference existed between the citizens' attitudes in a community where Community Education has been in operation for some time (Pryor) and a community without it (Miami).

Data relevant to this test is presented in Table XI.

TABLE XI

T-TEST RESULT: COMPARING CITIZENS' ATTITUDES TOWARD THE SCHOOL SYSTEM IN THE COMMUNITIES OF PRYOR AND MIAMI

Community	\bar{x}	s^2	df	t
Pryor*	9.23	3.03	21	0.29
Miami	9.05	1.54		

*Asterisk denotes the community with Community Education programs.

t value from the table at 0.05 level of significance and 21 degrees of freedom was 2.080 (Popham, Table F, p. 384).

The absolute value of the calculated t-test was lower than the absolute value of t from the table. This indicated that there was no

statistically significant difference in the citizens' attitudes toward the School Systems in the paired communities: Pryor and Miami. When the mean of medians (\bar{X}) was taken into consideration the citizens of both communities showed high positive attitudes toward the School Systems. Pryor had a slightly higher mean of medians than Miami, but was not enough to be statistically significant.

Hypothesis I(d). There is no statistically significant difference between citizens' attitudes toward the School Systems in the communities of Waynoka (with Community Education) and Mooreland (without Community Education).

H I(d)
o

The t-test was computed to determine if a significant difference existed between the citizens' attitudes in a community where Community Education had been in operation for sometime (Waynoka) and a community without it (Mooreland).

Data relevant to this test is presented in Table XII.

TABLE XII

T-TEST RESULT: COMPARING CITIZENS' ATTITUDES TOWARD THE SCHOOL SYSTEMS IN THE COMMUNITIES OF WAYNOKA AND MOORELAND

Community	\bar{X}	s^2	df	t
Waynoka*	9.78	0.16	12	-0.29
Mooreland	9.96	0.05		

*Asterisk denotes the community with Community Education programs.

t value from the table at 0.05 level of significance and 12 degrees of freedom was 2.179 (Popham, Table F, p. 384).

The absolute value of the t-test calculated was lower than the absolute t value from the table. This indicated that there was no statistically significant difference in the citizens' attitudes toward the School Systems in the paired communities: Waynoka and Mooreland. When the mean of medians (\bar{X}) was taken into consideration the citizens of both communities showed high positive attitudes toward the School Systems. Mooreland had a slightly higher mean of medians than Waynoka, but was not enough to be statistically significant.

Hypothesis Two

H II O

There is no statistically significant degree of relation between citizens' attitudes toward the School Systems in communities with Community Education and the dropout rates.

For testing purposes Hypothesis II was divided into four sub-hypotheses and included the four communities with Community Education programs.

Hypothesis II(a). There is no statistically significant degree of relation between citizens' attitudes toward the School System in Yukon and the dropout rates.

H II(a) O

The Contingency Coefficient was computed to determine if a significant degree of relation existed between citizens' attitudes in a community where Community Education had been in operation for sometime (Yukon) and the dropout rates.

Data relevant to this test is presented in Table XIII.

TABLE XIII

CONTINGENCY COEFFICIENT RESULT: RELATING CITIZENS' ATTITUDES TOWARD
THE SCHOOL SYSTEM IN THE COMMUNITY OF YUKON
AND THE DROPOUT RATES

Community	χ^2	df	C
Yukon	1.03	2	0.06

χ^2 value from the table at 0.05 level of significance and 2 degrees of freedom, was 5.991 (Popham, Table I, p. 391).

C, maximum degree of relation, was 0.775.

The value of the Chi-square (χ^2) calculated was lower than the Chi-square value from the table. This indicated that there was no significant relation between the citizens' attitudes toward the School System and the dropout rates in the community of Yukon, and there was no dependence between both variables as it was shown by the value of the Contingency Coefficient (C).

Hypothesis II(b). There is no statistically significant degree of relation between the citizens' attitudes toward the School System in Stigler and the dropout rates.

H₀ II(b)

The Contingency Coefficient was computed to determine if a significant degree of relation existed between citizens' attitudes in a

community where Community Education had been in operation for sometime (Stigler) and the dropout rates.

Data relevant to this test is presented in Table XIV.

TABLE XIV

CONTINGENCY COEFFICIENT RESULT: RELATING CITIZENS' ATTITUDES
TOWARD THE SCHOOL SYSTEM IN THE COMMUNITY OF STIGLER
AND THE DROPOUT RATES

Community	χ^2	df	C
Stigler	3.36	2	0.21

χ^2 value from the table at 0.05 level of significance and 2 degrees of freedom, was 5.991 (Popham, Table I, p. 391).

C, maximum degree of relation was 0.775.

The value of the calculated Chi-square (χ^2) was lower than the value of Chi-square from the table. This indicated that there was no significant relation between the citizens' attitudes toward the School System and the dropout rates in the community of Stigler, and there was no complete dependence between both variables as it was shown by the value of the Contingency Coefficient (C).

Hypothesis II(c). There is no statistically significant degree of relation between the citizens' attitudes toward the School System in Pryor and the dropout rates.

H II (c)
O

The Contingency Coefficient was computed to determine if a significant degree of relation existed between citizens' attitudes in a community where Community Education had been in operation for sometime (Pryor) and the dropout rates.

Data relevant to this test is presented in Table XV.

TABLE XV

CONTINGENCY COEFFICIENT RESULT: RELATING CITIZENS' ATTITUDES
TOWARD THE SCHOOL SYSTEM IN THE COMMUNITY OF
PRYOR AND THE DROPOUT RATES

Community	χ^2	df	C
Pryor	10.90	2	0.22

χ^2 value from the table at 0.05 level of significance and 2 degrees of freedom, was 5.991 (Popham, Table I, p. 391).

C, maximum degree of relation, was 0.775.

The value of the calculated Chi-square (χ^2) was higher than the value of Chi-square from the table. This indicated that there was significant degree of relation between the citizens' attitudes toward the School System and the dropout rates in the community of Pryor, but there was no complete dependence between both variables as it was shown by the value of the Contingency Coefficient (C).

Hypothesis II (d). There is no statistically significant degree of relation between the citizens' attitudes toward the School System in

Waynoka and the dropout rates.

H₀ II (d)

The Contingency Coefficient was computed to determine if a significant degree of relation existed between citizens' attitudes in a community where Community Education had been in operation for some time (Waynoka) and the dropout rates.

Data relevant to this test is presented in Table XVI.

TABLE XVI

CONTINGENCY COEFFICIENT RESULT: RELATING CITIZENS' ATTITUDES
TOWARD THE SCHOOL SYSTEM IN THE COMMUNITY OF
WAYNOKA AND THE DROPOUT RATES

Community	χ^2	df	C
Waynoka	0.15	2	0.06

χ^2 value from the table at 0.05 level of significance and 2 degrees of freedom, was 5.991 (Popham, Table I, p. 391).

C, maximum degree of relation, was 0.775.

The value of the Chi-square (χ^2) was lower than the value of Chi-square from the table. This indicated that there was no significant degree of relation between the citizens' attitudes toward the School System and the dropout rates in the community of Waynoka, and there was no dependence between both variables as it was shown by the value of the Contingency Coefficient (C).

Hypothesis Three

H III
o

There is no statistically significant degree of relation between citizens' attitudes toward the School Systems in communities without Community Education and the dropout rates.

For testing purpose, Hypothesis III was divided into four sub-hypotheses and included the four communities without Community Education programs.

Hypothesis III(a). There is no statistically significant degree of relation between citizens' attitudes toward the School System in Ardmore and the dropout rates.

H III(a)
o

The Contingency Coefficient was computed to determine if a significant degree of relation existed between citizens' attitudes in a community without Community Education (Ardmore) and the dropout rates.

Data relevant to this test is presented in Table XVII.

The value of Chi-square (χ^2) was lower than the Chi-square value from the table. This indicated that there was no significant degree of relation between the citizens' attitudes toward the School System and the dropout rates in Ardmore, and there was not a complete dependence between both variables as it was shown by the value of the Contingency Coefficient (C).

Hypothesis III(b). There is no statistically significant degree of relation between citizens' attitudes toward the School System in Wilbur-

ton and the dropout rates.

TABLE XVII

CONTINGENCY COEFFICIENT RESULT: RELATING CITIZENS' ATTITUDES
TOWARD THE SCHOOL SYSTEM IN THE COMMUNITY
OF ARDMORE AND THE DROPOUT RATES

Community	χ^2	df	C
Ardmore	4.54	2	0.25

χ^2 value from the table at 0.05 level of significance and 2 degrees of freedom, was 5.991 (Popham, Table I, p. 391).

C, maximum degree of relation, was 0.775.

H₀ III (b)

The Contingency Coefficient was computed to determine if a significant degree of relation existed between citizens' attitudes in a community without Community Education in operation (Wilburton) and the dropout rates.

Data relevant to this test is presented in Table XVIII.

The value of Chi-square (χ^2) was lower than the value of Chi-square from the table. This indicated that there was not significant degree of relation between the citizens' attitudes toward the School System and the dropout rates in the Wilburton community. There was not a dependence between both variables as it was shown by the value of the Contingency Coefficient (C).

TABLE XVIII

CONTINGENCY COEFFICIENT RESULT: RELATING CITIZENS' ATTITUDES
TOWARD THE SCHOOL SYSTEM IN THE COMMUNITY
OF WILBURTON AND THE DROPOUT RATES

Community	χ^2	df	C
Wilburton	1.34	2	0.14

χ^2 value from the table at 0.05 level of significance and 2 degrees of freedom, was 5.991 (Popham, Table I, p. 391).

C, maximum degree of relation, was 0.775.

Hypothesis III(c). There is no statistically significant degree of relation between citizens' attitudes toward the School System in Miami and the dropout rates.

H₀ III(c)

The Contingency Coefficient was computed to determine if a significant degree of relation existed between citizens' attitudes in a community without Community Education in operation (Miami) and the dropout rates.

Data relevant to this test is presented in Table XIX.

The value of the calculated Chi-square (χ^2) was higher than the table value of Chi-square. This indicated that there was a significant degree of relation between the citizens' attitudes toward the School System and the dropout rates in the Miami Community. There was not a complete dependence between both variables as it was shown by the value of the Contingency Coefficient (C).

TABLE XIX

CONTINGENCY COEFFICIENT RESULT: RELATING CITIZENS' ATTITUDES
TOWARD THE SCHOOL SYSTEM IN THE COMMUNITY
OF MIAMI AND THE DROPOUT RATES

Community	χ^2	df	C
Miami	36.99	2	0.32

χ^2 value from the table at 0.05 level of significance and 2 degrees of freedom, was 5.991 (Popham, Table I, p. 391).

C, maximum degree of relation, was 0.775.

Hypothesis III(d). There is no statistically significant degree of relation between citizens' attitudes toward the School System in Mooreland and the dropout rates.

H₀ III(d)

The Contingency Coefficient was computed to determine if a significant degree of relation existed between citizens' attitudes in a community without Community Education in operation (Mooreland) and the dropout rates.

Data relevant to this test is presented in Table XX.

The value of the calculated Chi-square (χ^2) was lower than the table value of Chi-square. This indicated that there was not a significant degree of relation between the citizens' attitudes toward the School System and the dropout rates. There was not a complete dependence between both variables as it was shown by the value of the Contingency Coefficient (C).

TABLE XX

CONTINGENCY COEFFICIENT RESULT: RELATING CITIZENS' ATTITUDES
TOWARD THE SCHOOL SYSTEM IN THE COMMUNITY OF
MOORELAND AND THE DROPOUT RATES

Community	χ^2	df	C
Mooreland	1.89	2	0.23

χ^2 value from the table at 0.05 level of significance and degrees of freedom, was 5.991 (Popham, Table I, p. 391).

C, maximum degree of relation, was 0.775.

The foregoing material completed the statistical analysis of the three hypotheses and each of their four sub-hypotheses. To summarize this section Table XXI shows the t-test results of citizens' attitudes toward School Systems in communities which have and which do not have Community Education programs in operation.

Table XXII shows the Contingency Coefficient results of citizens' attitudes toward the School Systems in communities with and those without Community Education programs in operation and the dropout rates.

Findings demonstrated that:

1. Statistically significant differences existed between citizens' attitudes toward the School Systems in the communities of Yukon (with Community Education) and Ardmore (without it).

2. No statistically significant differences existed between citizens' attitudes toward the School Systems in the communities of Stigler (with Community Education) and Wilburton (without it), Pryor (with Community Education) and Miami (without it), also Waynoka (with Community Education) and Mooreland (without it).

TABLE XXI

T-TEST RESULTS: COMPARING CITIZENS' ATTITUDES TOWARD
SCHOOL SYSTEMS IN THE EIGHT OKLAHOMA COMMUNITIES

Community	\bar{x}	s^2	df	t_c/t_t	Hypothesis
Yukon*	7.42	6.16	22	-3.13/2.074	Rejected
Ardmore	9.77	0.13			
Stigler*	9.80	0.09	6	2.33/2.080	Accepted
Wilburton	6.79	8.24			
Pryor*	9.23	3.03	21	0.29/2.080	Accepted
Miami	9.05	1.54			
Waynoka*	9.78	0.16	12	-0.29/2.179	Accepted
Mooreland	9.96	0.05			

*Asterisks denote communities where Community Education programs had been in operation for some time.

TABLE XXII

THE CONTINGENCY COEFFICIENT RESULTS OF CITIZENS' ATTITUDES TOWARD
THE SCHOOL SYSTEMS IN COMMUNITIES WITH AND THOSE WITHOUT
COMMUNITY EDUCATION PROGRAMS IN OPERATION
AND THE DROPOUT RATES

Community	χ_c^2/χ_t^2	df	C_c/C_{max}	Hypothesis
Yukon*	1.03/5.991	2	0.06/0.775	Accepted
Ardmore	4.54/5.991	2	0.25/0.775	Accepted
Stigler*	3.36/5.991	2	0.21/0.775	Accepted
Wilburton	1.34/5.991	2	0.14/0.775	Accepted
Pryor*	10.90/5.991	2	0.22/0.775	Rejected
Miami	36.99/5.991	2	0.32/0.775	Rejected
Waynoka*	0.15/5.991	2	0.06/0.775	Accepted
Mooreland	1.89/5.991	2	0.23/0.775	Accepted

*Asterisks denote those communities with Community Education programs in operation.

3. A statistically significant degree of relation existed between citizens' attitudes toward the School Systems in the communities of Pryor (with Community Education) and Miami (without it) and the dropout rates.

4. No statistically significant degree of relation existed between citizens' attitudes toward the School Systems in the communities of Yukon (with Community Education) and Ardmore (without it), Stigler (with Community Education) and Wilburton (without it), also Waynoka (with Community Education) and Mooreland (without it).

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This final chapter is divided into four parts. The first part is a summary of the study and findings. The second part contains conclusions drawn from the findings. Part three is a discussion of the study. Part four is a presentation of suggestions for further research.

Summary of the Study and Findings

The focus of this study was on citizens' attitudes toward their School System and the dropout rates. Specifically, the study was designed to determine the impact of Community Education as reflected in citizens' attitudes. These findings were compared with the number of school dropouts in the same community.

The study explores whether there was a significant difference between citizens' attitudes toward the School Systems in communities where Community Education had been in operation for some time, and citizens' attitudes in communities without it and the impact of such on the dropout problem.

The sample used was randomly selected from various strata in each community.

The tool to determine such differences was the one developed by Kelly and it is a 45-item questionnaire; this instrument was tried, tested and found highly valid and reliable.

The data were treated by using a statistical analysis derived by employing the two tailed t-test to measure differences between the mean of each pair of communities.

It was found that there was a significant difference in citizens' attitudes toward the School Systems in the paired communities of: Yukon (with Community Education) and Ardmore (without it); but there was not a significant difference in citizens' attitudes toward the School Systems in the paired communities of Stigler (with Community Education) and Wilburton (without it), Pryor (with Community Education) and Miami (without it), also Waynoka (with Community Education) and Mooreland (without it) (see Table XXI).

There was a significant difference in citizens' attitudes toward the School Systems and the dropout rates in one out of four communities with Community Education (Pryor), plus one out of four communities without it (Miami). Three communities (Yukon, Stigler and Waynoka) with Community Education and three communities (Ardmore, Wilburton and Mooreland (without it) showed not a significant difference between citizens' attitudes toward the School Systems and the dropout rates (see Table XXII).

The t-test was used to statistically test the first hypothesis and the four sub-hypotheses. The Contingency Coefficient (C) was used for the second and third hypotheses and their sub-hypotheses. Adhering to common practice, the t and C values at the 0.05 level of significance were used.

Conclusions

This study must be viewed with the limitations of the study in

mind. For example, a questionnaire under the best of conditions does not measure all aspects of a citizen's satisfactions, concerns or his/her view points about education. A total of 95 (55.9 percent) of the instruments were returned. Another limitation of the study was the lack of information over an extended number of years related to the number of dropout students. For the communities involved in this study, the State Department of Vocational and Technical Education has only recorded the dropout information since 1975. This made it difficult, if not impossible to detect any trend or make any meaningful comparisons.

The findings of this study led to the following conclusions:

1. The satisfaction toward the School Systems as expressed by the citizens' attitudes was: (a) favorable in the communities with Community Education than in the ones without it in the paired communities of Stigler and Wilburton; also in Pryor and Miami; (b) almost the same in the community of Waynoka with Community Education and in Mooreland (without it). (It may be the consequence of the short period of time that Community Education has been in operation in Waynoka.) This does not hold true in the paired communities of Yukon and Ardmore. It may be that the larger size of these communities have an impact on citizens' attitudes.

2. The citizens' attitudes toward the School Systems as it related to the dropout rates shows that: (a) there is a certain degree of relation between citizens' satisfaction and dropout rates in the paired communities of Pryor (with Community Education) and Miami (without it); Pryor has a fluctuated number of dropouts and a lower degree of citizens' satisfaction toward the school. (b) there is no significant degree of relation between citizens' satisfaction and dropout rates in the paired

communities of Yukon (with Community Education) and with Ardmore (without it). An explanation for these results could be that the School System of Yukon does not perform to the level of his citizens' expectations as it is expressed by the low Chi-square, and also as a consequence that dropout data available for this study is only for the last three years. It is possible with the availability of at least ten years of data this relation could be reversed. (c) also there is no degree of relation between citizens' attitudes toward the School Systems and the dropout rates in the paired communities of Waynoka (with Community Education) and Mooreland (without it). This lack of relation can be explained in light of the recent exposure of this community to the concept of Community Education. Waynoka adopted the concept during 1978.

Discussion

It would appear, after testing and analyzing the data which was collected in the course of this study that the findings agree with the rationale for hypothesis I(a), Hypothesis II(c), and Hypothesis III(c), while they do not agree with the rational of Hypotheses I(b), I(c), I(d), II(a), II(b), II(d), III(a), III(b) and III(d).

As indicated previously, the results obtained in this study can be the consequence of the conditions of the communities from which the data was collected.

Historical conditions associated with the development of Community Education in each particular community may in part explain the attitudes observed and listed under conclusions.

It is evident, that citizens' attitudes toward education seem to follow the pattern of our consumer oriented society as follows: if the

average citizen of a community happens to match his/her expectation toward education with the product offered by the local School System, satisfaction is the result. However, personal expectations may vary with the social composition and background of each community and the somewhat state wide normalized objectives of contemporary education may be judged from different points of view.

The results of this study necessarily suggest a scattered attitude rather than a trend.

However, it is possible that citizens' attitudes in the different communities may be altered by a better understanding of the role that a well established community education program can play in the community. This understanding can be attained with continuous support of those agencies engaged in the educational promotion as well as practice of Community Education. Such agencies in Oklahoma serving these purposes are the State Department of Education as well as the Community Education Center at Oklahoma State University and the Center for Lifelong Learning at the University of Oklahoma.

Suggestions for Further Studies

One function of an empirical study is the suggestion of further research.

Several possibilities for further study were generated from the present study. Included were:

1. Research concerning citizens' (i.e., those with children and those without children in school) perceptions regarding what the schools are doing and how well they are fulfilling expectations.
2. Research related to ways administrators perceive what the

students think of the school and the real way they think.

3. Research on students' expectations related to school and society.

4. Research ways to identify potential dropouts.

5. Research ways to improve the traditional curricula through the introduction of alternative studies and the nonformal approaches to learning.

6. Research citizens' attitudes toward the schools as related to dropouts is needed with intervals of five years in the same paired communities.

7. Research is needed to detect different levels of awareness in the communities with relation to the concept of Community Education.

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APPENDIX A

COVER LETTERS AND INSTRUMENT USED IN THIS STUDY

THE KELLY 45-ITEM INSTRUMENT

THURSTONE-TYPE SCALE

TYPE-A

Dear Citizen:

Public education is a right granted to all in our country. However, because of the changing needs of our society, public schools, today, do not satisfy the needs of all students and some leave school before graduating. This is a problem that concerns educators who wish to provide opportunities that will be helpful to all.

Through your cooperation in answering the attached questionnaire, which will take only 10 minutes of your time, we may be in a better position to understand the problem and to improve public school programs.

Please return the questionnaire before February 1st.

The data collected will be used in my doctoral dissertation at Oklahoma State University. Your responses will make a distinct contribution. Please be honest in your answers. The replies will be treated as anonymous and confidential.

Thank you for your time in assisting me with this project.

Sincerely,

Maria Mottola

MM/jrs

Attachment

Dear Citizen:

Public education is a right granted to all in our country. However, because of the changing needs of our society, public schools, today, do not satisfy the needs of all students and some leave school before graduating. This is a problem that concerns educators who wish to provide opportunities that will be helpful to all.

Through your cooperation in answering the attached questionnaire, which will take only 10 minutes of your time, we may be in a better position to understand the problem and to improve public school programs.

This questionnaire was mailed to you during the month of January. If by any chance you did not answer it, please do it now and mail back to me before March 15th.

The data collected will be used in my doctoral dissertation at Oklahoma State University. Your responses will make a distinct contribution. Please be honest in your answers. The replies will be treated as anonymous and confidential.

Thank you for your time in assisting me with this project.

Sincerely,

Maria Mottola

MM/jrs

Attachment

INSTRUCTIONS: This questionnaire has been designed to obtain specific information about your attitude toward the school system in your community. Please place a plus sign (+) before each statement with which you agree. After you finish return it to the researcher in the self-addressed, stamped envelope. Thank you.

Scale Value - The school system in my city:

- | | | |
|------|-------|---|
| 11.2 | _____ | 1. Is perfect in every way. |
| 11.1 | _____ | 2. Is the most admirable of institutions. |
| 11.1 | _____ | 3. Is necessary to the very existence of civilization. |
| 11.0 | _____ | 4. Is the most beloved of institutions. |
| 10.8 | _____ | 5. Represents the best thought in modern life. |
| 10.5 | _____ | 6. Grew up in answer to a felt need and is serving that need perfectly. |
| 10.3 | _____ | 7. Exerts a strong influence for good government and right living. |
| 10.2 | _____ | 8. Has more pleasant things connected with it than any other institution. |
| 10.2 | _____ | 9. Is a strong influence for right living. |
| 10.2 | _____ | 10. Gives real help in meeting moral problems. |
| 10.1 | _____ | 11. Gives real help in meeting social problems. |
| 9.8 | _____ | 12. Is valuable in creating ideals. |
| 9.8 | _____ | 13. Is necessary to the very existence of society. |
| 9.7 | _____ | 14. Encourages social improvement. |
| 9.5 | _____ | 15. Serves society as a whole well. |
| 9.3 | _____ | 16. Aids the individual in wise use of leisure time. |
| 9.1 | _____ | 17. Is necessary to society as organized. |
| 8.9 | _____ | 18. Adjusts itself to changing conditions. |
| 8.8 | _____ | 19. Is improving with the years. |
| 8.2 | _____ | 20. Does more good than harm. |
| 7.4 | _____ | 21. Will not harm anybody. |
| 6.4 | _____ | 22. Inspires no definite likes or dislikes. |
| 6.1 | _____ | 23. Is necessary only until a better can be found. |
| 5.4 | _____ | 24. Is too liberal in its policies. |
| 5.3 | _____ | 25. Is too conservative for a changing civilization. |
| 4.9 | _____ | 26. Does not consider individual differences. |
| 4.8 | _____ | 27. Is losing ground as education advances. |
| 4.5 | _____ | 28. Gives too little service. |
| 4.4 | _____ | 29. Represents outgrown beliefs. |
| 4.2 | _____ | 30. Gives no opportunity for self-expression. |
| 3.5 | _____ | 31. Promotes false beliefs and much wishful thinking. |
| 3.3 | _____ | 32. Is too selfish to benefit society. |
| 3.1 | _____ | 33. Does more harm than good. |
| 3.0 | _____ | 34. Is cordially hated by the majority for its smugness and snobbishness. |
| 2.9 | _____ | 35. Satisfies only the most stupid with its services. |
| 2.8 | _____ | 36. Is hopelessly out of date. |
| 2.7 | _____ | 37. No one any longer has faith in this institution. |
| 2.3 | _____ | 38. Is entirely unnecessary. |
| 2.2 | _____ | 39. Is detrimental to society and the individual. |
| 2.1 | _____ | 40. The world would be better off without this institution. |

Scale Value - The school system in my city:

- | | | |
|-----|-------|--|
| 2.0 | _____ | 41. Is in a hopeless condition. |
| 1.9 | _____ | 42. Will destroy civilization if not radically
changed. |
| 1.8 | _____ | 43. Never was any good. |
| 1.7 | _____ | 44. Benefits no one. |
| 1.6 | _____ | 45. Has positively no value. |

APPENDIX B

DESCRIPTIVE STATISTICS - MEDIAN, MEAN

Descriptive statistics were used to describe information through the use of numbers.

Median - is the mid point in a set of ranked scores and measure central tendency.

Median = Middle Number = 50% above - 50% below

Mean (\bar{X}) - is a number having an intermediate value between several other numbers in a group from which it was derived and of which it expressed the average value. It is the simple average formed by adding the numbers together and dividing by the number of numbers in the group:

$$\bar{X} = \frac{\Sigma X}{N}$$

ΣX : Sum of numbers.

N: Number of Numbers.

APPENDIX C

ANALYSIS OF VARIANCE

Inferential statistics were used to draw from sample data inferences which can be extended to the population.

Analysis of Variance (F) - is a statistical method of testing for significant differences between means of two groups.

Assumptions:

- a. Normal population
- b. Representative samples
- c. Ordinal measurement
- d. Homogeneous variance

Calculation:

$$1. \text{ SS within} = \Sigma (X - \bar{X})^2$$

$$df = k(N-1)$$

$$S^2 \text{ within} = \frac{\text{SS within}}{df}$$

$$2. \text{ SS total} = \Sigma (X - \bar{X})^2$$

$$df = (kN-1)$$

$$3. \text{ SS among} = \Sigma (\bar{X} - \bar{X})^2 N$$

$$df = (k-1)$$

$$S^2 \text{ among} = \frac{\text{SS among}}{df}$$

$$4. F = \frac{S^2 \text{ among}}{S^2 \text{ within}}$$

if, $F_c > F_t$ the hypothesis is rejected; $F_c < F_t$ the hypothesis is accepted.

Explanation:

SS: Sum of squares

Σ : Sum of

- X: Observation
- \bar{X} : Mean
- $\bar{\bar{X}}$: Grand mean (mean of group means)
- N: Number of observations
- df: Degree of freedom
- k: Number of groups
- S^2 : Variance or mean squares
- F_c : Value of the Analysis of Variance Calculated
- F_t : Value from tables at a chosen level of significance

APPENDIX D

T-TEST

t-Test (I) - is a statistical method of testing for significant differences among mean performance of two groups.

Assumptions:

- a. Normal population
- b. Representative sample
- c. Ordinal measurement

Calculations:

Depending on the sample size (N) and on the sample variance (S^2) the following formula were used:

1. Pooled Variance Formula,

$$t_c = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{(\sum X_1 - \bar{X}_1)^2 + \sum (X_2 - \bar{X}_2)^2}{N_1 + N_2 - 2} \right] \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

If $t_c \geq t_t$, the hypothesis was rejected, and if $t_c < t_t$, the hypothesis was accepted, when

$$N_1 = N_2 \text{ and } S_1^2 = S_2^2, \text{ df} = N_1 + N_2 - 2,$$

$$\text{and } N_1 \neq N_2 \text{ and } S_1^2 = S_2^2, \text{ df} = N_1 + N_2 - 2,$$

$$\text{and } N_1 = N_2 \text{ and } S_1^2 \neq S_2^2, \text{ df} = N_1 - 1 \text{ or } N_2 - 1$$

2. Separate Variance Formula,

$$t_c = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

If $t_c \geq t_t$ the hypothesis was rejected and $t_c < t_t$ the hypothesis was accepted, when

$$N_1 = N_2 \text{ and } S_1^2 = S_2^2, \text{ df} = N_1 + N_2 - 2,$$

$$\text{and } N_1 = N_2 \text{ and } S_1^2 \neq S_2^2, \text{ df} = N_1 - 1 \text{ or } N_2 - 1,$$

$$\text{and } N_1 \neq N_2 \text{ and } S_1^2 \neq S_2^2, \text{ df} = \frac{(N_1-1) + (N_2-1)}{2}$$

3. To know if the variances (S) are homogeneous or not, the following procedure was applied:

$$S_1^2 = \frac{\Sigma(X_1 - \bar{X}_1)^2}{N_1} \quad S_2^2 = \frac{\Sigma(X_2 - \bar{X}_2)^2}{N_2} \quad F_c = \frac{S^2(\text{largest})}{S^2(\text{smallest})}$$

If $F_c \geq F_t$ with $\text{df} = \frac{(N_1-1) + (N_2-1)}{2}$ at .05 level of significance

$$S_1^2 \neq S_2^2$$

but if

$$F_c < F_t$$

$$S_1^2 = S_2^2$$

Explanation:

\bar{X} = Observation

X = Mean

Σ = Sum of

N = Number of observations

S^2 = Variance or mean square

df = Degree of freedom

t = Value of t-test

APPENDIX E

CONTINGENCY COEFFICIENT

Non-parametric statistics were used to determine whether the two sets of data were related and the degree to which they were related or associated.

Contingency Coefficient (C) - is a statistical method to measure the extent or degree of association between two sets of data.

Assumption:

- a. Free distribution of population
- b. Nominal measurement

Calculation:

$$C_c = \sqrt{\frac{\chi^2}{N + \chi^2}}$$

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

$$df = (\text{Row \#}-1) \times (\text{column \#}-1)$$

if $C_c \geq C_t$ the hypothesis is rejected
 $C_c < C_t$ the hypothesis is accepted.

Explanation:

χ^2 = Chi-Square

Σ = Sum of

F_o = Observed frequencies

F_e = Expected frequencies

N = Total number of rows and columns

df = Degree of freedom

C = Contingency Coefficient

VITA²

Maria D. Mottola

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF THE EFFECTS OF COMMUNITY EDUCATION ON CITIZENS' ATTITUDES AND DROPOUT RATES IN EIGHT OKLAHOMA COMMUNITIES

Major Field: Educational Administration

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Professional Organizations: Phi Kappa Phi, Kappa Delta Pi, Foreign Language Teacher Association, Oklahoma Community Education Association, National Community Education Association.