ABSTRACT

ATTITUDES OF SELECTED PROSPECTIVE TEACHERS
TOWARD COMMUNITY PARTICIPATION IN
SCHOOL AFFAIRS

By

Alma Louise Seniors

Purpose of the Study

The attitudes of prospective teachers toward community
involvement in schools reflect, in part, the attitudes they
have about the community in general. The effect of these
attitudes may have import on the quality of education im-
ported to pupils. Therefore, the thoughts of prospective
teachers on the kinds of community participation in education
is needed as they may greatly influence future trends of
school-community relations. More specifically, the basic
purpose of the study was to describe the attitudes of selected
prospective teachers toward the broad range of community
participation.

Methodology

The method of research used in this study was the
descriptive survey. The intent was to gain a measure of
prospective teacher attitudes toward lay involvement in the
broad range of school affairs.

Three instruments were used to solicit the data relevant to the study. A survey of demographic variables was taken prior to the administration of the two scales, Community Attitude Scale and the Teacher Attitude Scale of Community Participation to solicit categoric data.

The Community Attitude Scale was designed to measure the subjects' degree of progressive attitudes on community life in such areas as community improvement, living conditions, and business.[1] The Teacher-Attitude Scale Toward Community Participation was used to solicit prospective teachers' attitudes toward the following areas of community involvement in school:

1. advisory roles

2. decision-making roles

3. social participation

4. educational participation

5. employee participation

The TASTCP was not pre-administered. Developed by the writer, the instrument was used for the first time with the subjects in this study. However, the variables under inquiry do seem important and the items show good wording and interpretation.

Significant involvements based on attitudes were statistically analyzed by the Chi-square test of significance and the Pearson Product Moment of Correlation.

Major Findings

1. There are no areas of minimum community parti-
   pation in school affairs as indicated by the
   responses of the selected prospective teachers.
   The mean score indicate that each of the seven
   areas of community involvement is one of signi-
   ficant maximum participation.

2. The selected prospective teachers' attitudes
   toward the community are inversely related to
   the choices of the areas of community partici-
   pation.

3. The responses of the selected-prospective teachers
   do reflect significant involvement at the local
   school level of the school organization in all
   areas except the selection of the district super-
   intendent.

4. The expected teaching levels of the selected
   prospective teachers reflect desired community
   participation in areas of advisory participation
   with regards to working conditions (teaching load
   and transfer policy), and in social participation
   with community committee membership as the only
   significant sub-area.

5. The relationship between the selected prospective
   teachers' attitudes toward the community and the
   expected community of employed as measured by
   the CAS reveal that only three of the items denote

a relationship.   (See Table 13)

6. The selected prospective teachers' responses
    connote unacceptable relationships between their
    future teaching residences and the kinds of
    community participation indicated on the TASCP,
    (Teacher Attitude Scale of Community Participation).

7. The relationship between the selected prospective
    teachers' regional location of rearing and the
    kinds of community attitudes they have as measured
    on the CAS reveal that only five items have a
    definite relationship to the regional location
    of rearing.   (See Table 21)

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A THESIS

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INTRODUCTION

One of the most salient aspects of community partici-
pation is that the school actively reaches out to involve
people by creating opportunities for them to become
knowledgeable and creative and to give them a real sense of
community. According to Dr. Ernest O. Melby, we must have
an education that helps the individual to know himself as
well as the world in which he lives. Education must seek
the fullest development of the individual but give equal
emphasis to the growth of his social responsibility. We
must help each individual become all that he is capable of
becoming.[1] In many communities throughout the country,
the recent focus in public education, the community school
concept, stresses this kind of involvement with the idea
that what a child becomes depends on all with whom he comes
into contact--his family, friends, neighborhood, school, etc.

Community schools are most often characterized by the
kinds of communities they serve which directly affect the
kinds of programs and community involvement therein. In
other words, a community school program in an inner-city
area would tend to differ somewhat from that of a suburban

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[1] Ernest O. Melby, Administering Community Education
(New York: Prentice-Hall, Inc., 1955), p. 16.

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area or a rural community. This difference may be due to
the felt or expressed needs of each community; the avail-
ability of community resources; and/or most important the
availability of an appropriate physical setting. In the
city, the school has many rivals for the attention of
children and adults. There are well-staffed churches,
Scouts, YMCA, YWCA, settlement houses, libraries, and etc.
Especially in middle-class neighborhoods the city school is
likely to find itself limited to more traditional practices.[1]

The community school aims to meet the needs of the
whole community.[2] As such, the community school becomes an
educational center where the entire community motivates,
interacts, and shares in that most important process of in-
ducting youth into society. Fantini adds a new dimension
to the community school and school participation by the
community as he asserts:

> The most advanced concept of the community
> school includes all the foregoing elements but
> features a fundamental change in the role of the
> community. The community participates not only
> as a client, not only in an advisory role, but
> also as a decision maker.[3]

[1]Robert J. Havighurst and Bernice L. Neugarten, Society
and Education (Boston: Allyn and Bacon, Inc., 1964), p. 314.

[2]Milton Schwebel, Who Can Be Educated? (New York:
Grove Press, Inc., 1968), p. 240.

[3]Mario D. Fantini, "Quality Education in Urban Schools,"
Community Control of Schools, ed. Henry M. Levin (New
York: Simon and Schuster, 1970), p. 48.

The building of creative communities through community school participation is more than involving individuals in well-worn adult basic education courses or the forming of advisory councils. Rather, it is a composite of cooperative socio-cultural, recreational, educational, and economic programs designed to ease the tensions of everyday living and to elevate the aspirational levels of the community inhabitants. The school, as a catalytic agent of change can, with the cooperation of parents and community agents, meet the educational needs of the whole community.

John K. Galbraith in The Affluent Society states:

> The effect of education and related invest-
> ment in individuals is to help them overcome the
> restraints that are imposed by their environ-
> ments.[1]

Thus, community involvement in school affairs tend to run the gamut of preparation for life. The community schools include not only children and youth but also adults involved in day and evening activities covering a multiplicity of areas.

> Once when the head count was taken, 96,611
> children, youth, and adults in Flint were parti-
> cipating in some phase of the community school
> program during a single week. This indicates
> that these people were voluntarily striving to
> learn new means of self-improvement in one or
> more of the areas of the academic, economic,
> vocational, social, cultural, recreational,
> aesthetic, or health fields.[2]

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[1]John K. Galbraith, The Affluent Society (New York: New American Library, 1970), p. 251.

[2]W. Fred Totten, The Power of Community Education (Michigan: Pendell Publishers, 1970), p. 89.

In New York City, Washington, D. C. and elsewhere community people are involved in school affairs as governants in such substantive matters as budgeting, personnel, and curriculum.

Community participation in school programs may not be a panacea for all the ills of a non-creative or unproductive community, but is is a step in the right direction. With the cooperation of existing community agencies and the active support and participation of the people, education can bring about the fullest development of each individual thus forming the basis for a creative community.

Statement of the Problem

Community participation usually connotes community involvement. Thus, using the terms interchangeably, the thrust of this participation is community influence in school affairs and the varying forms it may take. The involvement of individuals in all facets of the school is an indication of both the community acceptance of citizen interest and participation. This type of school-community relations should reflect the process as a two-way venture. The current literature reveals that citizens are eager and willing to take part in this two-way process. However, educators have not been as vocal. Therefore, the writer is concerned with soliciting some measure of the attitudes of selected prospective teachers toward community participation

in school affairs.

Rationale and Purposes for the Study

A significantly dramatic and relatively recent development in public education is the debate over community involvement in schools. There are as many forms of community involvement ranging from adult participation in personal interest programs to local control of schools as there are debates over whether this input is needed. Consequently, there are as many definitions of community participation as there are definers, but among the least vocal of these definers and debaters are teachers and prospective teachers.

If education is to provide a total and creative learning experience for all pupils, the implementers of this experience should not, as most believe, be only educators. If, as Ernest O. Melby[1] postulates, it is the whole community that educates the child, then a first responsibility of educational administration is to exercise creative community leadership. To do this is not to stand idly by and let the lay population dictate change, but to be an integral part of that change.

In recent years educators have emphasized the importance of educational development being an integral part of the community setting. Community schools are being

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[1]Melby, op. cit., p. 16.

organized with community concerns and citizen in-put as a
frame of reference. Teachers are increasingly becoming
aware of home and environmental influences on learning and
pupil behavior. Many writers feel that the schools without
substantial community involvement have shown little
evidence of being able to fulfill the educational needs of
the "whole" child. The same may be true of those schools
with parental and community involvement, but to a lesser
degree.

James Garrett, former director of Black Studies at
the Federal College in Washington, D. C., challenges the
legitimacy of the present system:

> In a situation in which there are thousands
> of dropouts from elementary schools and junior
> high schools, the questions that must be raised
> are not whether there is something wrong with the
> children or their mothers or fathers, but whether
> there is something wrong with the educational
> system.[1]

The attitudes of prospective teachers (and of in-
service teachers) toward community participation in schools
is significant in terms of the effective merging of school
and community resources. Whether prospective teachers are
to be content with past and present forms of lay involvement
or if they are willing to accept newer forms lay much of
the trend of community involvement. Again, school-community
relations must be a give and take affair and the rejection
of community involvement in the wake of community demands to

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[1]Henry M. Levin, Community Control of Schools (New
York: Simon and Schuster, 1970), p. 106.

be involved does not necessarily indicate that the strife between the school and community will be resolved.

What does this mean in educational terms? What are the implications for the education of all pupils? The key is a recognition of the failure/success to educate for humanism and it is imperative that teachers not fail to respond to this crisis. The implication is that a re-ordering of values is necessary. Schools should provide students and parents alike the opportunity to select, design, and articulate their own values and to not allow them to be "fitted in" some prescribed pattern of behavior.

Individuals, of course, have projections of them-selves in the present and into the future. If the school intends to have import on these projections, it becomes, then, imperative that educators seek ways to include lay people in aspects of educational planning and organi-zation, The how of this involvement would be dependent upon the school and the community it serves. It is at this point where the debate over the forms of community involve-ment should be settled.

For education to help each individual to become all that he is capable of becoming is to be cognizant of and to utilize resources of that individual's environment. Lay people are asking that, in this process, they, too, as educators of children should have a voice in this develop-ment. As Robert Strom stresses the point:

> School is not alone in providing an educational experience for children; the home, the community and society also provide inputs of ideas and learning experiences.[1]

Students in training to be future teachers and, perhaps, administrators should be aware of this crisis in education and should be able to articulate their concerns and opinions. These future teachers should further be informed about community resources and ways in which lay people can be actively involved in the education of their children.

The attitudes of prospective teachers toward community involvement in schools reflect, in part, the attitudes they have about the community in general. The effect of these attitudes may have import on the quality of education imparted to pupils. Therefore, the thoughts of prospective teachers on the kinds of community participation in education is needed as they may greatly influence future trends of school-community relations. More specifically, the basic purpose of the study is to describe the attitudes of selected prospective teachers toward the broad range of community participation.

Research Questions

The writer will attempt to respond to the following questions as being most pertinent to the study:

1. Are there areas of minimum or maximum community

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[1] Robert Strom, _Teaching in the Slum School_ (Ohio: Merrill Books, 1965), pp. 30-47.

participation as indicated by the responses
of the selected prospective teachers?

2. How do the attitudes of the selected prospective
   teachers toward the community relate to their
   choices of the areas of community participation?

3. Will the responses of the selected prospective
   teachers toward community participation reflect
   involvement of the community at the district-wide
   and the local school levels of the school
   organization?

4. Will the expected teaching levels of the selected
   prospective teachers reflect the kind of com-
   munity participation desired?

5. Is there a relationship between the selected
   prospective teachers' attitudes toward the
   community and the expected community of em-
   ployment?

6. Is there a relationship between the selected
   prospective teachers' future teaching resident
   and the kinds of community participation indicated?

7. Is there a relationship between the selected
   prospective teachers' regional location of rearing
   and the kinds of community attitudes they have?

Limitations of the Study

The study is limited to a selected group of students

enrolled in the College of Education at Michigan State
University. Other limitations are:

1. No attempt is made to state ideal prospective
   teacher attitudes.

2. No attempt is made to postulate ideal or de-
   sirable forms of community participation.

3. No attempt is made to postulate desirable forms
   of community participation in relation to school-
   community relations.

Definition of Terms

The following terms are operationally defined for the
sake of clarity:

Community school.--The sustaining cohesiveness which
involves the community in the everyday activity of the
school life, which encourages parents to return to school
for refresher courses, recreation, and the acquisition of
new skills.[1]

Community.--Those residents in the geographic area of
specific school with interdependent relationships.

Community participation.--Citizens sharing in or at-
tempting to influence and/or benefit from educational
programming.

Attitude.--A disposition or manner with regard to a

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[1]John W. Porter, "The Community School As I See It,"
The Community School and Its Administration, Vol. VIII,
No. 9 (May, 1970).

person or thing.

Prospective teachers.--Students in training to become teachers.

Creative community.--A community characterized by educational and economic productivity and contributes to the social life of the group.

Methodology

The method of research used in this study is the descriptive survey. The Community Attitude Scale and the Teacher Attitude Scale of Community participation are used to obtain the information needed for the study.

The study is designed to analyze the attitudes of selected prospective teachers toward community participation in schools with the assumption that these attitudes are related to attitudes toward the community in general. The Pearson Product Moment of Correlation is used to determine the relationships of general community attitudes to attitudes toward community participation. The Chi Square Contingency Analysis is used to determine the relationships of demographic variables to community attitudes in general.

The procedural steps employed are described as follows:

1. Identification and description of subjects

2. Restatement of research questions

3. Instrumentation and data collection

4. Explanation of the method of analysis used

Summary and Overview

The focus in Chapter I is to introduce the study. The research concerns are identified and discussed on the basis of the observations of the writer, who intends to examine the literature and previous studies concerned with community participation and teacher attitudes therein.

In Chapter II a review of the literature and previous studies is discussed as it relates to the research questions posed. In Chapter III the proceudres are defined dealing with the basis of the selected population. Chapter IV contains an analysis and interpretation of the results as they relate to the research questions.

In Chapter V the study is summarized; conclusions and recommendations are given.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The review of the literature is primarily directed at
the following areas:

1. Developing Meaningful School-Community Relations

2. Teacher Attitudes and Community Participation

3. Community Participation in Community Schools

4. Improving Living in School and Community

Developing Meaningful School-
Community Relations

The literature suggests that there is increasing
concern on the part of educators and laymen alike for more
meaningful kinds of school-community relations. Interaction
must be the theme that dominates the relations between
schools and communities. Already leadership is being de-
veloped, tested, evaluated, and improved in this area. People
who have done much to develop the techniques of school-com-
munity relations still point to the vast potentialities which
remain untapped.[1] These practices are not yet crystallized
but are in a continuous process of development and improvement.

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[1]Education for All Americas Children (Washington, D. C.:
NEA and AASA, 1951), p. 240.

Olson, et, al., say it more directly:

Educators now generally recognize that lay
people may be immensely valuable to their school
program in the role of resource persons, that com-
munity groups may serve as important two-way
channels of communication between school and
community, that education is a community-wide as
well as school function, and that people care when
they share.[1]

Community people and school officials working side by

side to help the child, to improve the school and community

environments, and to involve adults in school affairs re-

presents the true essence of a meaningful partnership

between the two groups. Lonsdale in discussing the school

in metropolitan development crystallizes the concept by

stating:

School-community relations should be a two-way
process of interaction between school and community,
not a one-way process of school development only.
Just as the community should work with the school
in school improvement, the school should also work
with other agencies in community development.[2]

Hymes extends the concept further:

Home-school relations must mean a two-way
process. The flow of ideas, energies, creativity,
and leadership must be in both directions at all
times. Effective relationships demand a free and
easy give and take between the family and the
school.[3]

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[1]E. G. Olson (ed.), School and Community (New York:
Prentice-Hall, 1954), p. 428.

[2]R. C. Lonsdale, The School's Role in Metropolitan-Area
Development (New York: Syracuse University Press, 1960),
p. 37.

[3]J. L. Hymes, Jr., Effective Home-School Relations
(New York: Prentice-Hall, 1954), p. 8.

The joint report of the National Education Association
and the American Association of School Administrators[1] in
agreement with Olson, Lonsdale, and Hymes indicate that the
school belongs to all of the community not just to those who
have children in it. They adhere to the belief that ways
are being found to bring the lay-public into the schools.
The effort is not merely to develop comradeship--but also
to acquaint the public with what the schools are doing and
why they're doing it. The report continues with the
thought that when the people know these things the school's
work will be more effectively supported from the outside of
the school.

The literature related to school-community interaction
suggests that to improve the quality of life one important
ingredient is the sense of participation perceived by the
community at large. This sense of participation includes
being aware of, involved in, and to a degree deciding what's
going on in the school and the community.

Bright[2] speaks of school-community relations in a
different perspective in theorizing that communities must
develop holistically. He believes that no longer can we
separate plan for education, health, social services, and
economic development. An extension of this theory is given

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[1]Education for All Americas Children, p. 246.

[2]William Bright, "Community Education Is A Process,"
Community Education Journal, II, No. 1 (February, 1972), 18.

by Seay[1] who believes that in reality it is the whole community that educates the child. He calls for a community that provides the climate for learning. Consequently, education must concern itself with the whole community, seeking constantly to involve its resources and improve the whole environment.

According to Havighurst and Neugarten[2] the school as an agent of community change and betterment involves all who live in the community. They affirm that people who think about education in broad terms as a process of teaching children the concepts and attitudes of their society, and of teaching them how to behave in their social, civic, and economic relations, tend to think of the whole community as an educative agent.

Thus, in support of the evidence provided by the foregoing contributions, Kerensky[3] reports that community education strives to mobolize the vast array of human and physical resources that are available in each community but often work in an independent, self-serving manner. In this connection he explains that community education calls for all agencies to work together for the common benefit of each individual in the community.

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[1]M. F. Seay, "Threads Running Through the Community School Movement," Community Education Journal, II, No. 1 (February, 1972), 18.

[2]Havighurst and Neugarten, op. cit., p. 310.

[3]V. M. Kerensky, "Correcting Some Misconceptions About Community Education," Phi Delta Kappan, LIV, No. 3 (November, 1972), 160.

As all agencies in the community and the school bring resources together, they contribute to the quality of life in that community. Cooperating agencies, in some instances, work out of the school plant. Therefore, community schools need to be specifically designed, both program and building wise. Quie[1] calls for planning that involves the local parks and recreation agency, community health leaders, social service personnel, and others. He, also, emphasizes the fact that parents of children and all adults interested in education should have an input.

Campbell summarizes this concept by asserting:

> If the community education movement is to be relevant to the grave issue of our day, such as drug addiction, juvenile delinquency, crime, poverty, unemployment, there needs to be close cooperation with other community agencies.[2]

Levin, et. al., in an expose on legitimizing affective objectives of the curriculum states:

> In order for these objectives to be realized the communities will begin to expand the conception of the classroom to include the entire community. Thus the talents of a social worker, assemblyman, merchant, industrialist, will be utilized, not as speakers in the schools but as clinical teachers in the actual setting in the community.[3]

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[1]A. H. Quie, "The Challenge of Lifelong Learning," Adult Leadership, XXI, No. 6 (December, 1972), 208.

[2]C. M. Campbell, "Contributions of the Mott Foundation to the Community Education Movement," Phi Delta Kappan, LIV, No. 3 (November, 1972), 197.

[3]H. Levin (ed.), Community Control of Schools (New York: Simon & Schuster, 1970), p. 65.

Wayward,[1] in agreement with others, view the concept of the school as a community center as a positive manifestation of a current educational philosophy in the United States. Olson[2] sees the community school as a physical plant open sixteen hours every weekday, and often on Sundays throughout the entire year. He further sees the plant as a comprehensive community center serving the varied interests of adults and of youth as well as educating in superior fashion the students who come there.

Quie in discussing the school building as a community facility states:

> It should be used by all age groups for all kinds of educational programs, at all times of the day, twelve months every year.[3]

Punke extends the thought as he comments:

> The community school which is equipped and available for rendering several types of services to the community generally might well become as increasingly an important institution in the nation's development.[4]

Increasingly community schools are being designed and built as full service schools. Atlanta's John F. Kennedy Center is one such school. The design is to use the school

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[1] S. R. Wsyward, "The School As A Community Center," Public Education in America, ed. George Z. Bereday and Luigi Volpicelli (New York: Harper and Brothers, 1958), p. 161.

[2] Olson, op. cit., p. 407.

[3] Quie, op. cit.

[4] H. H. Punke, Community Uses of Public School Facilities (London: Oxford University Press, 1951), p. 24.

plant as a community service agency that brings together and coordinates an array of forces serving the total population. Thus "education" is seen in a general, encompassing sense, relating not to formal training but to helping the individual improve his lot and attain a more satisfying life.[1]

Another example of a full service community school is the Whitmer Human Resources Center in Pontiac, Michigan.

> The Whitmer Human Resources Center is seen as a means to the regenration of the central city as well as a focal point for activities designed to improve life chances of citizens of all ages. Through programs and services offered at the Whitmer Human Resources Center, residents should be able to enhance their economic ability, health, housing, education, community participation and family functioning.[2]

New Haven's Opening Opportunities Program is yet another example:

> Community schools, operating twelve to fifteen hours a day on a year-round basis, serving all races, creeds, and classes, will be the instruments for an integrated and total approach to neighborhood needs. The school's basic roles will multiply becoming those of an educational institution for children and adults; a neighborhood center for leisure and recreational activities; headquarters for community services such as health clinics, family and welfare services, legal aid and other social and employment counseling; and a focus of neighborhood life for confronting and resolving problems.[3]

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[1]J. R. Routh, "Atlanta's Educational Grab Bag," American Education, VIII, No. 6 (July, 1972), 33.

[2]Prospectus of Community School and Adult Services of the Human Resources Center (Pontiac, Michigan).

[3]A. H. Passow, "Education in Depressed Areas," Education of the Disadvantaged, ed. A. H. Passow, M. Goldberg, and A.J. Tannebaum (New York: Holt, Rinehart & Winston, Inc., 1967), p. 340.

As education seeks to become more committed to improving the quality of life, schools become the focal point of community activity and betterment. The United States Department of Health, Education, and Welfare[1] defines education in its broadest sense as a social enterprise which demands for its achievement a general mobilization of the energy, intelligence, idealism, and courage of the entire community. Believing that the school can play a major role in this enterprise, it is reported that schools can become and should become the center of the educational, civic, and social activities of the community. It is a unique social agency because it occupies a strategic position in the life of the community.

Whitelaw in accordance with HEW contends:

> It will be the aim of the school to become so functional in the life of the community that its evolution as a community center will be a natural by-product of its normal program. As it becomes a recreation center for children, a center for parents meetings and for participation in the school's program and for projects in youth education, there will be revealed increasing possibilities for essential work of this kind in the community.[2]

Nelson, et. al., pinpoint the strategic position of the school in the following principles:

1. The means used by the educational institution are more open to community consideration than

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[1]U. S. Department of Health, Education, and Welfare, Education for Better Living: The Role of the School in Community Improvement, Bulletin 1956, No. 9 (1957), 195.

[2]J. B. Whitelaw, The School and Its Community (New York: Brockport, 1940), p. 34.

are those means of other institutions.

2. The educational institution is placed in the structure of the community in varying relations with other institutions and with formal organizations.

3. In most small communities the school is the largest single enterprise in the community, both in terms of the budget and number of people involved.

4. The original function of the educational institution, that of training in basic skills of communications, has been supplemented by functions extending into almost every phase of the individual's life.

5. The school's function in social change is poorly defined in the structure of the community.

6. The authority to make school-related decisions is carefully defined, with certain decisions resting with the school and some with the community.

7. The educational institution is not well integrated at the post-school level with many relatively independent and specialized organizations performing overlapping functions.[1]

Historically it has been the belief education is the stepping stone to social and economic upward mobility. Beck, et. al.,[2] have concluded that the school is the agency which may best serve to liberate the individuals involuntarily enslaved by economic deprivation, but unfortunately, it includes elements which inhibit its attempt to successfully accomplish the task of assimilating these individuals.

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[1]L. Nelson, Charles E. Ramsey, and C. Verner, Community Structure and Change (New York: MacMillan Co., 1964), p. 343.

[2]Bernier Beck, Walton McDonald, and Willers, Education for Relevance (Boston: Houghton-Mifflin Co., 1968), p. 118.

They continue by declaring that the school has been remise
in this endeavor. The way in which the school has tackled
its task in the past has been generally reactive rather
than initiative; it has usually awaited cues from the
society.[1]

G. S. Counts[2] takes the position that as a result of
the above, other elements in the society continue to inter-
vene in the lives of people and that these intervening
factors have import on the developing student. He asserts
that if we now assume that the child will be imposed upon
in some fashion by the various elements in the environment,
the real question is not whether imposition will take place,
but rather from what source it will come. Therefore, he
believes, educational administrators have the task of
assuming some responsibility for what he calls the more
fundamental forms of imposition which, cannot be avoided.

Continuing in the same vein, Counts further postulates:

> Because of forces already released, whether in
> the field of economics, politics, morals, religion,
> or art, the old molds are being broken. If life
> were peaceful and quiet and undisturbed by great
> issues, we might with some show of wisdom center
> our attention on the nature of the child. But with
> the world as it is, we cannot for a single instant
> remove our eyes from the social scene or shift our
> attention from the peculiar needs of our age.[3]

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[1] Ibid., 123.

[2] G. S. Counts, Dare the School Build A New Social Order?
(New York: Arno Press, 1969), p. 28.

[3] Ibid., 31-32.

Teacher Attitudes and Community Participation

It is extremely difficult to write about or to make generalizations about attitudes. The underlying reasoning is that attitudes tend to fluctuate under the impact of concrete social events and issues. It is possible that expressed attitudes reflect temporary reactions to specific cases or problems rather than to permanent feelings about situations.

Given this, this portion of the review of literature is a report of student teacher and teacher attitudes about community involvement in schools. In terms of attitudinal research on student teachers, Talmadge and Ornstein report that:

> Student teachers are more positive in
> their perceptions of mutual decision making
> roles than are inservice or preservice
> teachers.[1]

Breer and Lock on task experience as a source of attitudes suggest a significant correlation between one of the job dimensions and one of attitude dimensions. They believe this correlation can be explained in either of two ways:

1. The attitudes were developed in response to the job, or

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[1]H. Talmadge and A. C. Ornstein, "Teachers' Perceptions of Decision Making Roles and Responsibilities in Defining Accountability," The Journal of Negro Education, XLII, No. 2 (Spring, 1973), 219.

2. The job was chosen because of its attractiveness in the light of attitudes that were there to begin with.[1]

Sullivan conducted a survey of social attitudes and information about public problems on a group of women teachers in secondary schools and this is what he found:

> The public school group in the Western States seems to be somewhat more liberal than the total public school group, while the public school group in the Southern States seem to be somewhat more conservative and less well informed. The group in the New England States, while showing substantially more information than the total public school group, does not very significantly from the total public school group in information means.[2]

While sullivan placed emphasis on the section of the country in which one lives as a prime factor in influencing ones attitudinal development, Crespi tends to stress the problem or issue as the influencing factor. Crespi[3] contends that the individual attitudes that are held toward anything tend to cluster together in defineable patterns. In such a manner, attitudes are not discreet and unconnected; rather, they exist across such factors as regional boundaries.

The current crisis in education, that of the failure of most public school systems, is closely related to the failure of teachers to become sensitive to the possible

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[1]P. E. Breer and E. A. Locke, Task Experience as a Source of Attitudes (Illinois: The Dorsey Press, 1965), p.268.

[2]J. C. Sullivan, A Study of the Social Attitudes and Information on Public Problems of Women Teachers in Secondary Schools (New York: Teachers College, 1940), p. 32.

[3]I. Crespi, Attitude Research (New York: American Marketing Association, 1965), p. 11.

effects of the students' emotional lives upon their potential

learning. It appears that until most recently the conse-

quences of such an awareness of individual needs and of com-

munity involvement have received little consideration in

terms of teacher training. Calthrop and Owens in the book

Teachers for Tomorrow hold this belief and assert:

> In the first place, it should be clear to all
> that the knowledge of children and their families
> which teachers will acquire as a result of com-
> munity links, will affect the kind of teaching
> they do and perhaps their whole attitude as to [1]
> what they consider it right to do for children.

Expounding further on community links to education

Fantini emphasizes the process of participation in decision

making as basic tools of a democracy. He states:

> Professionals, including researchers, are
> referring more and more to the drive for self-
> determination as the 'fate control' variable.
> Preliminary findings indicate that fate control
> fundamentally affects human motivation essential
> to achievement in all areas.[2]

In support of Fantini's statement, Handler in dis-

cussing teacher-parent relations reports:

> The changing role of the public school is re-
> flected in the 'Balance theory' of school-community
> coordination. This theory describes a variety of
> mechanisms whereby schools attempt to optimize
> relations with parents by increasing social distance
> with middle-class, highly involved parents. This
> theory indicates that schools recognize the im-
> portance of gaining the cooperation of uninvolved

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[1]Calthrop and Owens (eds.), Teachers for Tomorrow
(London: Heinnemann Educational Books Ltd., 1970), pp. 118-19.

[2]M. D. Fantini, The Reform of Urban Schools (Washington:
National Education Association, 1970), p. 56.

parents in order to enhance the achievement motivation of their students.[1]

The increasing numbers of community oriented schools coupled with educational rhetoric on community participation in schools all suggest that educators, and teachers in particular, have a vital role to play in translating this vocal intent into conclusive action. Dr. John van Willigen, et. al.,[2] suggest that a professional should have a commitment to the encouragement of community participation in schools.

<div align="center">Community Participation in
Community Schools</div>

Programs of community involvement should be the goal of community schools. These programs should involve all in the community working side-by-side with teachers and other school personnel either as students or helpers. The essence of this involvement is a true partnership between the home and the school. In support of this theory, Wayward[3] is of the persuasion that the recent concept of the school as a community center has included attention to both the curriculum for the child and activities by adults. He carries the point further by implying that the educational resources of the school are seen as available to all in the

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[1]E. Handler, "Teacher-Parent Relations in Preschool," Urban Education (July/October, 1971), 218.

[2]Dr. J. van Willigen, et. al., "Parents and Schools: Participation," School and Community, LIX, No. 3 (November, 1972), 78.

[3]Wayward, op. cit., p. 166.

community and the scope of activities as limited only by the interests of the people concerned.

Lifton, et. al.,[1] expand this point of view as they declare that, as in the past, many still believe the schools offer the best opportunity for creating the attitudes that will form the basis for a better community climate. To be truly effective and beneficial the authors believe that only through constructive involvement of parents and students, with technical assistance from staff can this emerge.

The Educational Policies Commission of the NEA and AASA states:

> As adults work with school people on school problems, they frequently are taught by the skill-ful guidance of well-prepared school staff members and by other adults the skills of group action, the problem solving attitudes so necessary in a democracy, and the indisposition to tackle jobs in co-operating fashion. They are proving that schools can help citizens build better communities.[2]

Hymes[3] calls for the entire community to educate its children; the teacher should not be alone in this re-sponsibility. Taking this concept further to include com-munity participation in education, Burgess has devised a list of reasons for adult participation in education; they are:

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[1] W. M. Lifton (ed.), _Educating for Tomorrow_ (New York: Wiley & Sons, Inc., 1970), p. 37.

[2] Education Policies Commission, _Strengthening Community Life: Schools Can Help_ (Washington, D.C.: National Education Association & American Association of School Administrators, 1956), p. 24.

[3] J. L. Hymes, Jr., _op. cit._, p. 171.

1. The desire to know;
2. The desire to reach a personal goal;
3. The desire to reach a social goal;
4. The desire to reach a religious goal;
5. The desire to escape;
6. The desire to take part in an activity· and
7. The desire to comply with formal requirements.[1]

Conversely, Nelson, et. al., in discussing the functions of the school as it relates to community members assert:

1. Learning is organized more around problems and situations in the community itself than knowledge in isolation.

2. Groups and individuals from the community become more deeply involved in the learning process as educational resources and as advisory planning groups.

3. Closer communication between school and community is affected.

4. Educational opportunities for adults are made a normal part of the schools' function so that adults can continue learning.

5. School facilities become generally available to the community at large, becoming the center for the active social life of the community.[2]

Fantini gives an example of relevant involvement:

Through involvement, parents and students can learn about the complexities of teaching and learning and relate these understandings to their own values as teachers of others.[3]

Why is parental involvement in schools valuable? Some answers by John V. Willigen:

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[1]P. Burgess, "Reasons for Adult Participation in Group Educational Activities," Adult Leadership, XXII, No. 1 (Fall, 1971), 3.

[2]Nelson, Ramsey, and Verner, op. cit., p. 329.

[3]Fantini, op. cit., p. 55.

1. Parental involvement can make schools and their programs more appropriate to the needs of the community.

2. Parental involvement increases the sharing of responsibility in school administration.

3. Parental involvement yields increased resources for school activities.

4. Parental involvement increases community independence.

5. Parental involvement increases community competence.

6. Increased parental participation makes the school more approachable to other members of the community.[1]

On the advantages of parental involvement in East Harlem schools, the Great Atlantic and Pacific School Conspiracy[2] believe that the benefits are more concrete, involving adult education, family health, and day care. The more parents become integrated into these schools, the more family services develop. The conspiracy continues by suggesting that parent participation is facilitated when they have ordinary daily contact with one another on the block or in the neighborhood. The Conspiracy[3] concludes that as a result of these findings the cooperative relationships with other institutions (clinics, service agencies, government) may be easier to establish, problems to which the

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[1]J. V. Willigen, op. cit., p. 21.

[2]Doing Your Own School: The Great Atlantic and Pacific School Conspiracy (Boston: Beacon Press, 1972), p. 33.

[3]Ibid., p. 36.

school itself may become a cohesive force in the neigh-

borhood.

Quie[1] in discussing adult involvement in schools is of

the opinion that more than any other factor, getting a much

broader range of people directly involved in their own

public school can improve American education. He further

suggests more adults in the school environment is what

children need and that parents also need opportunities to

learn side-by-side with their children. He speculates that

this kind of involvement makes learning fun at a school

which caters to the many educational needs of the community.

Deshler and Erlich in speaking of governants and com-

munity control add this to community participation:

> It appears that involvement of the community
> in the life of the school is fundamental and
> urgently needed if education is to begin to move
> toward its maximum potential.[2]

Minzey speaks of community involvement as the nature

of the challenge of community education....Schools must,

he speculates extend their traditional services to all

members of the community, not only the student population.[3]

Jonnie Barnett, coordinator of parent activities in a

Tuskegee, Alabama school says of this involvement:

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[1]Quie, op. cit.

[2]B. Deshler and J. L. Erlich, "Citizens Involvement:
Evolution in the Revolution," Phi Delta Kappan, LIV, No. 3
(November, 1972), 174.

[3]J. Minzey, "Community Education: An Example of Many
Ideas," Phi Delta Kappan, LIV, No. 3 (November, 1972), 174.

> The meetings help parents become more verbal,
> more articulate members of the community. They
> are learning about the social, health, and re-
> creational facilities that are available to them
> and their families. And as they talk to me and
> other staff members, they become more aware of
> what school means to their children.[1]

Gundry furthers this concept by stating:

> Besides participating in the recreational
> programs, many of our residents have taken ad-
> vantage of the basic education program, shop,
> typing, and training for types of occupational
> skills that lead to better jobs.[2]

The literature also suggests that community involvement

can take many postures. Most importantly, Minzey and

LeTarte[3] theorize that from class activities, adults can

become involved in helping plan their educational programs,

that of their children, and finally become involved in

working toward a better community for both themselves and

their neighbors as well. The dimension community education

adds is one of concern for the betterment of all people.

Weinberg takes the concept of involvement further:

> The rehabilitation functions of the school may
> be expressed in terms of adult educational and
> counseling programs and these indeed may somehow
> be linked to helping the disadvantaged child. In
> this context the attempt is to involve the parents
> in the one goal of helping the child develop

[1]J. Reed, "Following Through in Macon County," American Education, VII, No. 9 (November, 1971), 12.

[2]D. Gundry, "Now They're Somebody from Somewhere," Community Education, II, No. 4 (August, 1972), 35.

[3]J. Minzey and C. LeTarte, "Community Education - From Program to Progress," Community Education Journal, I, No. 3 (August, 1971), 8.

attitudes and aspirations which will motivate
him to take advantage of educational opportunities.[1]

Bass reports on general adult attitudes toward continuing education:

> Urban adults whose ages were similar to those
> of college students, twenty-four years or less
> appeared to favor continuing education since
> nearly two-thirds, 65 percent, of their responses
> on the rating scale were strongly favorable or
> favorable ones.[2]

The United States Department of Health, Education, and

Welfare[3] reports on adult education as an implement to en-

courage community development through cooperative societies,

with insistence on study and planning together for action.

The results of a joint students and adults project at an

East Harlem High School reports that when the people were

given the responsibility for managing their own affairs

and an opportunity to show their capacity for initiative

and leadership in carrying out a social enterprise, they

went through a process which could lead only to one result—

experience in better living.[4]

Another posture community involvement takes is that

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[1]C. Weinberg, Education and Social Problems (New York:
The Free Press, 1971), p. 62.

[2]F. L. Bass, "Impact of the Black Experience on At-
titudes Toward Continuing Education," Adult Education, XXII,
No. 3 (Spring, 1972), 211.

[3]U. S. Department of Health, Education, and Welfare,
op. cit.

[4]Ibid., p. 197.

of community control of schools. This posture is a result

of a lack of an effective input into the educational

decision-making process. Reed[1] contends that community

control of schools can and should result in improved

student academic performance. He continues by asserting:

> While this improvement may not be immediate,
> the community board can ensure, through its
> selection criteria, that all school personnel
> create a climate of individual respect, have
> high pupil expectations, are committed to and
> possess an understanding of and sensitivity to
> the students served. Collectively, these factors
> can lead to improved student academic performance.
> In addition, the involvement of parents in the
> schools and the educational process, a likely
> outcome of community control of schools, shows a
> positive relationship with school achievement.[2]

Green in discussing decentralization of schools concurs

with Reed in suggesting that community control of schools

provides for positive relationships with school achieve-

ment. However, Green adds a different slant to the concept

as he postulates:

> Decentralization is meaningless unless ac-
> companied by community control, the process
> whereby parents play an active role in decision-
> making in the schools which their children attend.
> Demands for community control of black schools
> stem from the unresponsiveness of school ad-
> ministrators and teachers to the needs of black
> children.[3]

Decentralization of schools coupled with the necessary

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[1]R. J. Reed, "The Community School Board," School
Review, XXXLI, No. 3 (May, 1973), 360.

[2]Ibid.

[3]R. L. Green, "Community Control and Desegregation,"
School Review, XXXLI, No. 3 (May, 1973), 349.

community control of schools is working in some big-city

systems, according to Fantini:

> Under political decentralization in big-city
> systems for example, parents and community
> residents share certain decisions and not others
> with a central school board.

> The parent role has been emphasized in such
> participatory community centered programs as the
> Morgan School and the Anacostia Community School
> Experimentation in Washington, D. C. and in the
> three demonstration districts of New York
> (Scarsdale, Newton, and Harlem CORE).[1]

Levin reports that school reform under community parti-

cipation should - and evidence is beginning to accumulate

that it does - take three main paths. These are:

> First, it will add new hands and minds to the
> task, from the parents and the community-at-large.
> The new participants will come to know the educa-
> tional enterprise from their own experience rather
> than simply accepting its established goals and
> procedures as virtues as pronounced by its pro-
> fessional managers.

> Second, it will encourage innovation and flexi-
> bility on the part of professionals and will ex-
> pand the base of professional recruitment. Finally
> it will promote the development of a more human-
> istically oriented curriculum.[2]

Improving Living in School
and Community

Community development represents in a broad sense com-

munity improvement. When one speaks of community improvement

the implication of action programs come into focus. In the

context of this writing, action programs become joint efforts

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[1]Fantini, *op. cit.*, pp. 59-60.

[2]Levin, *op. cit.*, p. 45.

between the school and the community and other community agencies. Olson,[1] in this connection, suggests that the school must do more than merely make its buildings and equipment available. If the school is to be viable and to serve its larger function as a community center, Levin[2] speculates that it must actually help community groups to identify, define, and solve community problems. The school, in short, must realize and accept its twin responsibility for helping meet community needs as well as serving individual needs.

The idea of school-community action programs is not new. Years ago Glueck postulated:

> Every schoolhouse is a potential neighborhood center. Within its hospitable walls prejudices can be more readily abandoned; local problems can be impartially presented, discussed, and acted upon by 'the neighbors,' recreational expression through singing, pageants, clubs, and dances can contribute much to the resolution of divisiveness, and in the meeting together of the people of the neighborhood on common ground a true spirit of cooperation can be developed.[3]

The school, as an educational component of the community, must become an integral part of the individual in his total environment. The Educational Policies Commission of NEA and AASA[4] on strengthening community life sees the

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[1]Olson, op. cit.

[2]Levin, op. cit.

[3]E. T. Glueck, Community Uses of Schools (Baltimore: The Williams and Wilkins Co., 1927).

[4]Educational Policies Commission, op. cit., p. 14.

task of building better local communities in America as a
stupendous one. The Commission concludes that the people of
America and their educational leaders need to take a fresh
look at their public schools as tools for community im-
provement.

Passow[1] further defines the role of the school as he
stresses the point that the school may choose from several
courses of action making drastic internal improvements to
enable itself to function as a lever for upgrading the
standards of the area as a whole or serving as the catalyst
for social urban renewal.

Lonsdale believes in a general sense, public education
has two kinds of broad objectives:

> 1. Those concerned with the development of
> the individuals to the limits of their capacities,
> and 2. those concerned with the development of the
> community to improve the quality of living therein.
> The two objectives are interdependent: the develop-
> ment of individuals assuredly contributes to the
> betterment of the community, but one of the important
> experiences through involvement in programs for
> improving the community. The better community
> stimulates the development of better individuals.[2]

Lonsdale further emphasizes the point by saying:

> Therefore, it behooves the school to make every
> reasonable contribution it can to the improvement
> of the quality of living in the metropolitan

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[1]A. H. Passow, "Education in Depressed Areas," Education
of the Disadvantaged, eds. A. H. Passow, M. Goldberg, and
A. J. Tannebaum (New York: Holt, Rinehart & Winston, Inc.,
1967), p. 339.

[2]Lonsdale, op. cit., p. 38.

areas.[1]

Community people are now saying the time has come for active, organized community betterment and the place to start is in the school. Throughout the country community councils of varying descriptions are being formed demanding school leadership in solving individuals and environmental problems. Beck, et. al., lend support to these groups by asserting:

> In the flexible, pluralistic society it is the task of the schools to encourage the development of the kind of intelligence that will refuse merely to accept the existing facts but will, rather, devise practical measures of dealing with those facts, thereby creating new facts that will speak less harshly to human needs and desires. [2]

There are many approaches to community development, involving the points of view of the layman, the professional community, and the educator. Some view the process of community development as a means of solving group problems and achieving common goals. Others place emphasis on developing leadership to construct learning experiences to aid individuals in becoming intelligent participating members of society.

Weinberg on humanism and education suggests:

> The humanistic school will be concerned with knowledge, interpersonal relations, human

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[1]Ibid., p. 39.

[2]Beck, Bernier, MacDonald, Walton, and Willers, op. cit., p. 170.

potentialities, and social problems. Students will
have an opportunity to be involved with all parts
of their humanity in effecting change within the
school and within the society. Education will be
relevant because it will bring, in a meaningful way,
the cognitive and affective processes together;
and resistance to activities which prevent persons
from being productive will become a commitment of
students.[1]

The National Education Association and the American

Association of School Administrators emphasize a multi-

purpose approach to community development as they postulate:

Through adult education, the school can help to
raise the intellectual and spiritual level of the
environment in which the schools' children live.
Through recreation the school can help improve the
physical and mental health of the community.
Through leadership in group activities the school
can help to improve the economic welfare of the
families of the community.[2]

Fantini[3] concurs with NEA and AASA and summarizes the

concept in terms of a process involving parents, students,

and professionals together in the common pursuit of reform.

The process itself serves to cement new relationships among

them. Olson[4] speaks of youth and their perceptions of

relevancy in the curriculum. He maintains that youth know

the school alone can't solve all the problems of life and

society. However, they also know that since the school is

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[1]Weinberg, op. cit., p. 16.

[2]Education for All Americas Children, op. cit., p. 273.

[3]Fantini, op. cit., p. 58.

[4]E. G. Olson, "Dare We Develop A Relevant Curriculum,"
Community Education Journal, II, No. 1 (February, 1972), 8.

society's chief formal agency of education, it should

directly prepare them for their present and future living.

Dodson supports this theory and adds to it the

following:

> Those outside the pale of power usually press
> for an education which embodies more of the re-
> construction role. That is to say, they hope that
> the schools will help change the system so they
> will get a better break.[1]

On community education and the future Dodson states:

> If it can secure involvement around common
> concerns and can monitor the process sufficiently
> that the encounters of those of divergent heritages
> becomes creative and fulfilling rather than
> destructive, if it can pull these heterogeneous
> communities into a new consensus, its contribution
> may well be our solution.[2]

Salt Lake City school principal Gundry[3] says his

community school program has made the people feel that

they are important. Now they're somebody from somewhere.

Feedback shows they can accomplish something, do something

worthwhile. Gundry senses that now they have a spirit, a

real feeling for their school.

Totten speaks of community education as a feasible

reform for communities:

> By bringing into concert all of the learning
> forces and factors in the community, we have a
> good chance of realizing community education:

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[1]D. W. Dodson, "Intergroup Relations: The Curriculum
and Community Education," Community Education Journal,
II, No. 3 (May, 1972), 11.

[2]Education for All Americas Children, op. cit., p. 273.

[3]Fantini, op. cit., p. 58.

1. To improve the circumstances of life for people here and now, and

2. To work toward eliminating the causes of social ills.[1]

Marland carries the idea further:

Community education brings together people of all ages from diverse social and economic backgrounds and gives them an opportunity to learn in the geographic area in which they live. As a spirit of cooperation and an eagerness to learn develops the barriers of prejudice begin to be broken down. Out of this kind of an atmosphere, solutions to some of the problems of the community begin to evolve.[2]

Dan Dodson on factors of population and what they say about the population served states:

Schools will need to intervene in the lives of many of these children to the end that circumstances of birth does not deprive them of their chance. Schools must come to terms with the people in these neighborhoods in order that they may work for the good of the children in harmony and confidence.[3]

Olson on education and economics asserts:

What is happening is that education is now being thought of as part of a general problem of social action for raising the socio-economic level of the poor. We have discovered that good education is good business, because the level of education is as important a factor in determining the per capita income as the possession of natural resources.[4]

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[1]W. F. Totten, "Editorial - Community Education: The Feasible Reform," Phi Delta Kappan, LIV, No. 3 (November, 1972), 148-49.

[2]S. P. Marland, Jr., "The Federal Role in Community Education," Phi Delta Kappan, LIV, No. 3 (November, 1972), 146.

[3]Lifton, Educating for Tomorrow, p. 24.

[4]J. Olson, "Needed: A New Kind of School for the Slums," Changing Education, II, Nos. 1 and 2 (Summer, 1967), 7.

Education, then, is a needed prerequisite to raising economic levels. Elam and McLure[1] report that by 1975, according to the U.S. Department of Labor estimates, 60 percent of the civilian labor force will have completed four years of high school or more. For workers in the twenty-five to thirty-four year age group, this proportion is projected to reach 70 percent.

As a result of these predictions, they ask the question:

> Will schools be graduating enough educated and trained people to fill the growing needs in the white collar occupations and especially, in the professional and technical fields.[2]

Ryan and Lewis report on one school-community response:

> The format of training for employment was the basis of a WIN Program (Work Incentive Program) initiated in a northeastern community in 1969. At the time the program was instituted, nearly 12,000 persons in the community were receiving welfare payments. From this population, fifteen enrollees were found, and five successfully completed this program.[3]

The sense of welfare and a minimum standard of living are part of what people need out of life. The schools are still the most important and viable instrument toward reaching these ends. Beck, et. al., concur with this point

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[1]S. Elam and W. P. McLure (eds.), Educational Requirements for the 70's (New York: Frederick A. Praeger, Pub., 1967), p. 142.

[2]Ibid., p. 137.

[3]M. N. Ryan and L. S. Lewis, "The Theory and Practice of Educating the Disadvantaged: A Case Study," Education and Urban Society, IV, No. 2 (February, 1972), 155-57.

of view and add a different dimension. This dimension states:

> The road to advancement within the societal milieu increasingly depends upon the school's capacity to provide the maximum educational opportunity for all its students.[1]

Thus, in accordance with Manvell[2] the aim of civilization should be to enable as many people as possible throughout the world to discover their capabilities and use them creatively for their own good and the good of the society in which they live.

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[1]Bernier Beck, Walton MacDonald, and Willers, Education for Relevance, p. 118.

[2]R. Manvell, "The Fulfillment of Private Relationships," Peace-Happiness-Prosperity, No. 17 (February, 1972), 20.

CHAPTER III

METHODOLOGY

Introduction

The method of research used in this study is the
descriptive survey. The Community Attitude Scale and the
Teacher Attitude Scale of Community Participation are used
to obtain the information needed for the study.

The procedural steps employed are described as
follows: 1) identification and description of subjects,
2) restatement of research questions, 3) instrumentation
and data collection, and 4) explanation of the method of
analysis used.

Identification and Description of Subjects

The subjects used in this study were sixty-eight full-
time students enrolled in the course Education 450 of the
College of Education at Michigan State University. Each
student had completed student teaching experiences and were
completing final requirements for the bachelor's degree in
either elementary or secondary education.

Of these sixty-eight students, fourteen were male and
fifty-four were female. In terms of age, the majority, 76
percent, were in the twenty-two to twenty-five year age

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group, 18 percent were twenty-one years old or younger,
and .005 percent over twenty-five.

A further breakdown of students' marital status revealed
that twenty-one were married, forty-six were single and one
divorced. The proportion of minority students to majority
(white) students was too small to warrant separate con-
sideration.

The students were selected because each has spent a
prescribed length of time in internships as student teachers
in public schools, each plans to become a public school
teacher, and each has certain beliefs about the role of the
school in the community and the corresponding roles, if
any, of lay people in the planning and implementation of
school programs.

<div align="center">Restatement of Research Questions</div>

The basic purpose of this study is to describe the
attitudes of selected prospective teachers toward the broad
range of community participation in school affairs. In
order to determine the above, the following research
questions were posed:

Question 1. Are there areas of minimum or maximum
community participation as indicated by
the responses of the selected pros-
pective teachers?

Question 2. How do the attitudes of the selected
prospective teachers toward the com-
munity relate to their choices of the
areas of community participation?

Question 3.   Will the responses of the selected pros-
              pective teachers toward community parti-
              cipation reflect involvement of the
              community at the district-wide and the
              local levels of the school organization?

Question 4.   Will the expected teaching levels of the
              selected prospective teachers reflect the
              kind of community participation desired?

Question 5.   Is there a relationship between the se-
              lected prospective teachers' attitudes
              toward the community and the expected
              community of employment?

Question 6.   Is there a relationship between the
              selected prospective teachers' future
              teaching resident and the kinds of com-
              munity participation indicated?

Question 7.   Is there a relationship between the
              selected prospective teachers' regional
              location of rearing and the kinds of
              community attitudes they have?

Instrumentaion and Data Collection

The Community Attitude Scale (Appendix A) developed by

C. Bosworth was designed to measure an individual's degree

of progressive attitudes on community life in such areas as

community improvement, living conditions, and business.[1]

The CAS consists of sixty items to be responded to in

Likert-like responses of "Strongly Agree," "Agree," "Un-

certain," "Disagree," "Strongly Disagree." In terms of

attitudinal responses, Mr. Bosworth assumes that an individ-

ual scoring positively has a progressive attitude towards the

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[1]C. Bosworth, "A Study of the Development and the
Validation of a Measure of Citizens' Attitudes Toward Pro-
gress and Game Variables Related Thereto" (unpublished
Ph.D. dissertation, University of Michigan, 1954).

community; this score is reflected at the low end of the scale. Conversely, a high scoring individual will have a negative attitude towards the community.

According to Bosworth,[1] the variables under investigation do seem important and the items do show good wording and high geneity, even though item content seems quite heterogeneous. Based on the foregoing, this instrument is used to collect the necessary data on which to derive conclusions on attitudes toward the community in general.

The Teacher Attitude Scale Toward Community Participation (Appendix B) was developed by the writer. The scale was designed to solicit teachers' attitudes toward five types of community involvement in schools. These areas of involvement are:

1. advisory roles

2. decision-making roles

3. social participation

4. educational participation

5. employee participation

A counter-balancing list of nineteen items covering each of the five areas was included to indicate continuity of responses. All items required Likert-like responses of "Strongly Agree," "Agree," "Uncertain," "Disagree," and "Strongly Disagree." High scores on the scale are indicative

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[1]W. E. Roberson, "Selected Personal Attitudes of Inner-City Teachers Toward Low-Income Communities in Relation to Disadvantaged Children" (unpublished Ph.D. dissertation, 1972).

of favorable attitudes toward community participation and the reverse is true of low scores. There was no pre-administering of the instrument. The instrument was used for the first time with the subjects in this study.

Based on the inputs and appraisal of Michigan State University researcher Dr. Lawrence Lezotte and the writer, the variables under inquiry do seem important and the items show good wording and interpretation.

The sixty-eight selected prospective teachers re-sponded to the instrument in three separate sittings. They were divided into three groups of twenty-four each for ease of administering the instrument. In each instance, the demographic data were collected prior to the administering of the two attitudinal scales.

Method of Analysis

Analysis of the responses of the subjects is reported in terms of the Pearson Product Moment of Correlation and the Chi Square Contingency Analysis.

The Pearson Product Moment of Correlation is used to determine the relationships of community attitudes in general to attitudes toward the five areas of community par-ticipation in schools. This measure is also used to de-termine relationships between community attitudes in general to attitudes toward community decision-making at the district-wide and local levels of the school organization. The reason is to show that there is a relationship between these ideas.

The Chi Square Contingency Analysis is used to determine the relationships of demographic variables to community attitudes in general. The categorical variables used are:

    age range
    sex
    marital status
    expected residential location
    expected teaching level

The measure is further used because it tests for significance of association between two attributes. These findings are reported in Chapter IV in the Presentation and Analysis of Data.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The basic purpose of the study is to describe the
attitudes of selected prospective teachers toward the
broad range of community participation in school affairs.
These attitudes will be described here as they relate to
the areas of community participation in school affairs at
the district-wide and local school levels of the school
organization.

The selected prospective teachers, as surveyed, are
sixty-eight senior undergraduates at Michigan State
University who were enrolled in a course called Education
450. As such, they number (Table 1) fourteen males and
fifty-four females. The subjects are further divided into
groups according to marital status, and as such, are
(Table 2) married males 10.3 percent, single males, 10.3
percent, married females, 22.1 percent, single females,
54.4 percent, and divorced females 2.9 percent. Accordingly,
the majority of the selected prospective teachers are single
females between the ages of twenty-one and twenty-five years.

Research Questions

Question 1. Are there areas of minimum or maximum

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TABLE 1

DISTRIBUTION OF RESPONDENTS ACCORDING TO SEX AND AGE

Sex	Percent of Total	F	Percent Under 21	Percent 22-25	Percent Over 25	Percent Total
Male	20.6	14	0	16.2	4.4	20.6
Female	79.4	54	17.6	60.3	1.5	79.4
Total	100.0	68	17.6	76.5	5.9	100.0

TABLE 2

DISTRIBUTION OF RESPONDENTS ACCORDING TO SEX AND
MARITAL STATUS

Sex	Percent of Total		Percent Married	Percent Single	Percent Divorced	Percent Total
Male	20.6	14	10.3	10.3	0	20.6
Female	79.4	54	22.1	54.4	2.9	79.4
Total	100.0	68	32.4	64.7	2.9	100.0

participation as indicated by the responses of the selected prospective teachers?

As depicted in Table 3, each area of community participation is significant as viewed by the selected prospective teachers indicating that all areas are considered worthy of maximum community participation. The T and F of the mean indicate that all areas are significant at the .0005 level

TABLE 3

STATISTICAL ANALYSIS OF AREAS OF MINIMUM AND MAXIMUM COMMUNITY
PARTICIPATION

Variable	N	Mean Scores	Standard Deviation	Standard Error of Mean	T of the Mean	F of the Mean	Sig. of the Mean
1. Advisory Roles	68	36.37	7.87	0.95	38.08	1449.9	0.0005
2. Decision Making District-Wise	67	33.82	7.66	0.94	36.15	1307.05	0.0005
3. Decision Making Local School	65	38.32	6.89	0.85	44.86	2012.25	0.0005
4. Social Participation	68	16.22	2.30	0.28	58.05	3370.10	0.0005
5. Educational Participation	68	17.97	2.04	0.25	72.50	5255.83	0.0005
6. Employee Participation	68	16.80	2.83	0.34	49.00	2401.31	0.0005
7. General Participation	68	73.56	7.89	0.96	76.88	5910.68	0.0005

maximum community participation. The T and F of the mean indicate that all areas are significant at the .0005 level of significance. Therefore, there are no areas of minimum participation.

There are variations in the deviations of each area from the mean. The data in Table 3 indicate that areas one, two, three, and seven are similar in terms of variations and areas four, five, and six are similar based on the standard deviations from the mean.

The .0005 outcome (level of significance) may be indicative of the effect community education has in the community or the exposure of the students through course work in community education. These results are of a specific group of prospective teachers and readers are cautioned not to generalize beyond this select group.

> Question 2. How do the attitudes of the selected prospective teachers toward the community relate to their choices of the areas of community participation?

The degree of relationship between community attitudes and areas of community participation is significant at the alpha level of .05 which indicates a correlation coefficient of .25. This correlation suggests a definite, but small, relationship between the variables under investigation.

According to Guilford's[1] analysis of the magnitude of the coefficient and the degree of relationship, any

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[1] J. P. Guilford, Fundamental Statistics in Psychology and Education (2nd ed.) New York: McGraw-Hill Book Co., 1950), p. 165.

coefficient less than .20 indicates a slight, almost
negligible relationship. Therefore, as shown in Table 4,
the attitudes of the selected prospective teachers suggest
a definite relationship to the areas of community partici-
pation in educational participation, employee participation

TABLE 4

STATISTICAL CORRELATIONS ON ATTITUDES TOWARD THE
COMMUNITY AND COMMUNITY PARTICIPATION

Variable	Simple Correlation
1. Advisory Roles	-.0186
2. Decision-making District-wide	.0877
3. Decision-making Local School	-.0643
4. Social Participation	-.0653
5. Educational Participation	-.3249
6. Employee Participation	-.2820
7. General Participation	-.3360

N - 68   a - .05   r - .25

and in general participation to the community at-large.
These relationships are negatively correlated. Thus imply-
ing that the selected prospective teachers' community

attitudes are inversely related to the choices of the areas

of community participation.

> Question 3. Will the responses of the selected
> prospective teachers toward community
> participation reflect involvement of
> the community at the district-wide and
> local school levels of the school
> organization?

When the ten individuals sub-areas of both variables

(district-wide and local school) were used as independent

variables, the correlation is significant at the .05 level

of confidence as indicated by Table 5. To be significant,

each variable must have a Chi-square value at the respective

degree of freedom.

The responses of the selected prospective teachers

do reflect significant involvement at the local school

level of the school organization. With five and/or four

degrees of freedom the observed Chi-square values allow

for acceptable involvement at the .05 level at only one

decision-making level, the local school; with one ex-

ception, that of the selection of the district super-

intendent. This area would only be significant at the .20

level with five degrees of freedom.

None of the ten variables under the district-wide

level of participation was considered significant at the

.05 level of confidence with either four or five degrees

of freedom. To be significant with four or five degrees

of freedom, each variable should have received a Chi-square

TABLE 5

CHI-SQUARE VALUES OF COMMUNITY PARTICIPATION AT THE DISTRICT-WIDE AND LOCAL SCHOOL LEVELS

	Percent of Total	Frequency	Missing Subjects Percent T	F
Male	20.6	14	4.4	3
Female	79.4	54	1.5	1
Total	100.0	68	5.9	4

Variables	District-Wide		Local School	
1. Procedures for Disciplinary students	$X^2=4.210$	DF=5	$X^2=13.724$	DF=5
2. Use of school facilities	$X^2=3.917$	DF=5	$X^2=12.469$	DF=4
3. Evaluating teachers	$X^2=5.811$	DF=5	$X^2=13.661$	DF=5
4. Teacher qualifications	$X^2=5.866$	DF=5	$X^2=12.443$	DF=5
5. Teacher-aide selection	$X^2=6.360$	DF=5	$X^2=12.224$	DF=4
6. Curriculum	$X^2=7.50$	DF=5	$X^2=14.134$	DF=5
7. Educational objectives	$X^2=5.516$	DF=5	$X^2=13.253$	DF=5
8. Hiring of teachers	$X^2=4.645$	DF=5	$X^2=12.816$	DF=5
9. Selection of principal	$X^2=2.933$	DF=5	$X^2=12.273$	DF=5
10. Selection of district superintendent	$X^2=2.933$	DF=5	$X^2=8.581$	DF=5

value of at least 9.49 or 11.07 at the .05 level.

      Question 4.   Will the expected teaching levels of
the selected prospective teachers
reflect the kind of community par-
ticipation desired?

The expected teaching levels of the selected pros-
pective teachers and the percents of respondents in each
are reflected in Table 6. Of these teaching levels, the
majority of the respondents, 58.8 percent, fall into the
category of elementary education. The junior high school
level is lowest with 8.8 percent.

TABLE 6

PERCENTS OF EXPECTED TEACHING LEVELS

Variable	Percent of Total	Frequency
Elementary	58.8	40
Junior High	8.8	6
Senior High	32.4	22
Total	100.0	68

The categories of community participation are given
in six facets. They are:

    1. Advisory participation

    2. Decision-making roles at the district-wide level

    3. Decision-making roles at the local school level

    4. Social participation

5. Educational participation

6. Employee participation

Table 7 indicates the responses of the selected prospective teachers in advisory participation. This category is divided into three areas: (1) Salary and fringe benefits, (2) Working conditions, and (3) Instructional program. Each area has related sub-areas on which Chi-square values are computed. At the .05 level of significance, only one

TABLE 7

CHI-SQUARE VALUES OF RESPONSES TO ADVISORY PARTICI-
PATION

Variable	X^2	DF
1. Salary and fringe benefits		
a. Salary schedule	5.062	8
b. Extra pay	1.097	8
2. Working conditions		
a. Teaching load	15.470	8
b. Transfer policy	14.231	8
c. Reprimands	8.772	6
d. Evaluation	10.780	8
3. Instructional program		
a. Curriculum	10.951	8
b. Textbook selection	8.272	8
c. Class size	8.503	8
d. Teacher-aides	6.296	8

sub-area reflects desired participation. This sub-area is Item 2a of Table 7 - Working conditions with regards to teaching load. Item 2b on transfer policy comes close to

significance at 12.231. To be significant at the .05

level, this item should have a Chi-square value of 15.51.

Table 8 denotes the Chi-square values of responses to

category two, Decision-making roles at the district-wide

level of participation. With 10 degrees of freedom at the

.05 level of significance none of the sub-areas reflect

community participation. To have been significant, each

TABLE 8

CHI-SQUARE VALUES OF RESPONSES TO DECISION-MAKING
ROLES AT THE DISTRICT-WIDE LEVEL OF PARTI-
CIPATION

Variable	x^2	DF
1. Procedures for disciplining students	8.253	10
2. Use of school facilities	5.080	10
3. Evaluating teachers	10.256	10
4. Teacher qualifications	6.461	10
5. Teacher-aide selection	3.921	10
6. Curriculum	11.514	10
7. Educational Objectives	10.027	10
8. Hiring of teachers	5.824	10
9. Selection of principal	7.386	10
10. Selection of district superintendent	6.201	10

area should have a Chi-square value of 18.81 with ten

degrees of freedom at the .05 level of significance.

The same kind of community participation at the local school level was also depicted as insignificant. Table 9 denotes the Chi-square values of the responses of this level of community participation. None of the sub-areas were viewed as significant at the .05 level of significance.

TABLE 9

CHI-SQUARE VALUES OF RESPONSES TO DECISION-
MAKING ROLES AT THE LOCAL SCHOOL LEVEL
OF PARTICIPATION

Variable	X^2	DF
1. Procedures for disciplining students	7.710	10
2. Use of school facilities	7.815	8
3. Evaluating teachers	7.580	10
4. Teacher qualifications	4.289	10
5. Teacher-aide selection	9.517	8
6. Curriculum	7.602	10
7. Educational objectives	11.256	10
8. Hiring of teachers	10.389	10
9. Selection of principal	11.173	10
10. Selection of district superintendent	8.256	10

The Chi-square values of responses to the category on social participation are given in Table 10. The data

connote that only one sub-area, committee membership, is

significant based on four degrees of freedom at the ,05

level.

TABLE 10

CHI-SQUARE VALUES OF THE RESPONSES TO SOCIAL
PARTICIPATION

Variable	x^2	DF
Advisory council membership	8.276	4
Advisory council decision-making	6.148	6
Financial activities	9.994	6
Committee membership	12.823	4

The data in Table 11 indicate responses of the

selected prospective teachers to the category of educa-

tional participation. Of the four sub-areas of

TABLE 11

CHI-SQUARE VALUES OF THE RESPONSES TO EDUCA-
TIONAL PARTICIPATION

Variable	x^2	DF
Adult education	4.821	4
Personal interest courses	3.201	6
Recreation and games	2.005	4
Resource persons	7.914	6

participation, none are given as significant areas of community participation at the .05 level with the respective degree of freedom.

This trend is repeated in Table 12 reflecting no significant participation in the category of employee participation. No sub-area received a Chi-square value that was significant at the respective degree of freedom, thus reflecting community involvement in terms of employee participation as undesirable.

TABLE 12

CHI-SWUARE VALUES OF THE RESPONSES TO EMPLOYEE
PARTICIPATION

Variable	x^2	DF
Teacher-aides	5.996	6
Custodial	8.037	6
Food service	9.504	6
Clerical	9.171	8

Question 5. Is there a relationship between the selected prospective teachers' attitudes toward the community and the expected community of employment?

The data in Table 13 denote the relationship between the selected prospective teachers' attitudes toward the community and the expected community of employment. Of the expected communities given, suburban areas rank highest,

TABLE 13

STATISTICAL ANALYSIS OF THE SELECTED PROSPECTIVE
TEACHERS' ATTITUDES TOWARD THE COMMUNITY
IN GENERAL AND THE EXPECTED COMMUNITY
OF EMPLOYMENT

Urban		Suburban		Rural		No Preference		Sum	
Percent		Percent		Percent		Percent		Percent	
T	F	T	F	T	F	T	F	T	F
19.1	13	30.9	21	7.4	5	42.6	29	100.0	68

Variable	Correlation	Variable	Correlation	Variable	Correlation
1.	.1074	21.	.0446	41.	-.0443
2.	.1285	22.	-.0292	42.	.0651
3.	.6072*	23.	.0239	43.	.2041
4.	.1031	24.	.1123	44.	.1181
5.	.0829	25.	.1195	45.	.0075
6.	-.0010	26.	.2170	46.	-.0659
7.	.0793	27.	.0826	47.	-.1370
8.	.0243	28.	.1265	48.	.1717
9.	-.0125	29.	.1016	49.	.0147
10.	.0158	30.	.0297	50.	.1580
11.	.0491	31.	.0266	51.	.0480
12.	-.2500*	32.	-.1716	52.	-.0045
13.	.1109	33.	-.0898	53.	.0296
14.	.0193	34.	.0108	54.	.0679
15.	.0078	35.	.0616	55.	.1188
16.	-.0249	36.	-.2289	56.	.0085
17.	-.0493	37.	-.0139	57.	-.1199
18.	.0539	38.	.0540	58.	-.1409
19.	-.0319	39.	-.0443	59.	.1968
20.	-.2500	40.	-.0275	60.	-.0862

a = .05   r=.24   N=68(68-2)   *p   .05

*Wording of the variables are to be found in the Appendix.

30.9 percent, among the selected prospective teachers with
an even higher percent, 42.6, having no preference. Table
13 indicates the sixty items on the Community Attitude Scale
and the corresponding correlation coefficient for each item
at the Alpha level of .05. The data reveal that only three
of the items connote a definite relationship to the ex-
pected community of employment. These items are:

> Item 3. Every community should encourage more
> music and lecture programs.

> Item 12. Adult education should be an essential
> part of the school program.

> Item 20. Churches should be expanded and located
> in accordance with population growth.

Of these three items, item three gives a moderate
correlation coefficient (between 40-70) of .6072 indicating
a substantial direct relationship. Item twelve and twenty
are indicative of direct relationships that are inversely
related.

Item thirty-six reflects a correlation coefficient of
-.2289 indicating a low correlation with a small but definite
inverse relationship. This item states:

> Item 26. The good citizens encourage widespread
> circulation of all views including that
> which may be unfavorable to them and
> their organizations.

> Question 6. Is there a relationship between the
> selected prospective teachers' future
> teaching resident and the kinds of com-
> munity participation indicated?

The selected prospective teachers' future teaching

residents and the percents of respondents in each given area
are reflected in Table 14. Of the three choices given,
suburban areas rank highest with 30.9 percent and even
higher still are the 42.6 percent of respondents with no
preference.

TABLE 14

PERCENTS OF FUTURE TEACHING RESIDENTS

Variable	Percent of Total	Frequency
Urban	19.1	13
Suburban	30.9	21
Rural	7.4	5
No Preference	42.6	29
Total	100.0	68

Tables 15 through 20 denote the statistical analysis of
the respondents toward the kinds of community participation
viewed as significant as they relate to future teaching
residents. Each table presents a category of involvement
with selected sub-areas on which Chi-square values were taken
and significance measured at the .05 level.

None of the sub-areas was indicated as having signi-
finance by the responses of the selected prospective teachers.

Therefore, the future teaching residents reflect negative involvement of the community when related to the kinds of community participation desired.

TABLE 15

CHI-SQUARE VALUES OF RESPONSES TO ADVISORY PARTICIPATION

Variable	X^2	DF
1. Salary and fringe benefits		
a. Salary schedule	7.960	12
b. Extra pay	13.076	12
2. Working conditions		
a. Teaching load	18.265	12
b. Transfer policy	18.565	12
c. Reprimands	9.946	9
d. Evaluation	7.078	12
3. Instructional program		
a. Curriculum	6.975	12
b. Textbook selection	5.869	12
c. Class size	11.652	12
d. Teacher-aides	5.259	12

TABLE 16

CHI-SQUARE VALUES OF RESPONSES TO DECISION MAKING
ROLES AT THE DISTRICT-WIDE LEVEL OF PARTICIPATION

Variable	X^2	DF
1. Procedures for disciplining students	15.363	15
2. Use of school facilities	7.495	15

TABLE 16 (Continued)

Variable	x^2	DF
3. Evaluating teachers	12.632	15
4. Teacher qualifications	11.846	15
5. Teacher-aide selection	14.310	15
6. Curriculum	12.098	15
7. Educational objectives	18.562	15
8. Hiring of teachers	16.320	15
9. Selection of principal	12.714	15
10. Selection of district superintendent	10.674	15

TABLE 17

CHI-SQUARE VALUES OF RESPONSES TO DECISION-MAKING
ROLES AT THE LOCAL SCHOOL LEVEL PARTICIPATION

Variable	x^2	DF
1. Procedures for disciplining students	9.105	15
2. Use of school facilities	8.616	12
3. Evaluating teachers	10.341	15
4. Teacher qualifications	9.952	15
5. Teacher-aide selection	8.638	12
6. Curriculum	6.663	15

TABLE 17 (Continued)

Variable	x^2	DF
7. Educational objectives	10.776	15
8. Hiring of teachers	10.039	15
9. Selection of principal	11.542	15
10. Selection of district superintendent	5.266	15

TABLE 18

CHI-SQUARE VALUES OF RESPONSES TO SOCIAL PARTICIPATION

Variable	x^2	DF
1. Advisory council membership	7.694	6
2. Advisory council decision-making	7.041	9
3. Financial activities	7.318	9
4. Committee membership	4.965	6

TABLE 19

CHI-SQUARE VALUES OF RESPONSES TO EDUCATIONAL PAR-
TICIPATION

Variable	x^2	DF

TABLE 19 (Continued)

Variable	x^2	DF
1. Adult education	7.626	6
2. Personal interest courses	10.404	9
3. Recreation and games	5.800	6
4. Resource persons	8.782	9

TABLE 20

CHI-SQUARE VALUES OF RESPONSES TO EMPLOYEE PARTICIPATION

Variable	x^2	DF
1. Teacher-aides	7.002	9
2. Custodial	11.094	9
3. Food service	9.807	9
4. Clerical	12.855	12

Question 7. Is there a relationship between the selected prospective teahcers' regional location of rearing and the kinds of community attitudes they have?

The data in Table 21 connote the relationship between the selected prospective teachers' regional location of rearing and the kinds of community attitudes they have. The five locations are listed as Northeast, Northwest, Southeast,

Southwest, and Mid-west.

The statistical analysis of these locations is given
in terms of percents and frequencies. As given (Table 21)
they are 11.8 percent from the Northeast, 5.9 percent from
the Northwest, 2.9 percent from the Southeast, 2.9 percent
from the Southwest, and the majority, 76.5 percent from
the Mid-west. All sixty-eight subjects responded to this
question.

Table 21 indicates the sixty items on the Community
Attitude Scale and the corresponding correlation coeffi-
cient for each item at the Alpha level of .05 as related to
the regional location of rearing. The data depict five
items as having a definite relationship between the
variables under consideration. These five items are:

    Item 11. Too much time is usually spent on the
               planning phases of community projects.

    Item 17. In order to grow, a community must pro-
               vide additional recreation facilities.

    Item 51. Only those who have the most time should
               assume the responsibility for civic
               programs.

    Item 52. Living conditions in a community should
               be improved.

    Item 56. The paved streets and roads in most
               communities are good enough.

Of these five items, two items, seventeen and fifty-
two, show direct relationship and items eleven, fifty-one
and fifty-two denote an inverse relationship.

TABLE 21

STATISTICAL ANALYSIS OF THE REGIONAL LOCATION OF
REARING AND COMMUNITY ATTITUDES

Northeast		Northwest		Southeast		Southwest		Mid-West	
Percent		Percent		Percent		Percent		Percent	
T	F	T	F	T	F	T	F	T	F
		N=66(68-2)		r=.24		a=.05	*P	.05	

Variable	Corre-lation	Variable	Corre-lation	Variable	Corre-lation
1.	-.0334	21.	.1433	41.	-.1474
2.	-.0250	22.	.0381	42.	-.1704
3.	.0336	23.	-.1384	43.	.0359
4.	.1283	24.	.0898	44.	-.1138
5.	.1261	25.	.0003	45.	-.0063
6.	.0917	26.	.0638	46.	-.1321
7.	-.0350	27.	-.0800	47.	.0583
8.	-.1223	28.	.1168	48.	-.0954
9.	.0466	29.	-.0498	49.	-.1078
10.	-.1507	30.	.0326	50.	-.0729
11.	-.2844*	31.	.0747	51.	-.2448*
12.	.0891	32.	.0235	52.	-.2780*
13.	.0329	33.	-.1237	53.	.2214
14.	-.0329	34.	.0879	54.	-.1131
15.	.0233	35.	-.1364	55.	-.2078
16.	.1592	36.	-.1225	56.	-.2524*
17.	.2971*	37.	.0383	57.	.0541
18.	.1032	38.	.0843	58.	-.1900
19.	-.1282	39.	-.0622	59.	.0046
20.	.0182	40.	.0602	60.	.1434

*Wording of the variables is to be found in the Appendix.

Summary

The responses of the selected prospective teachers to community participation indicated that in terms of the areas of minimum and maximum participation, each area is

significant. Thus, the data (Table 3) connote that all areas are considered worthy of maximum community involvement. Conversely, there are no areas of minimum participation.

The reader is reminded that these and the following results are of a specific group of prospective teachers and are cautioned not to generalize beyond this select group.

As depicted in Table 4, the attitudes of the selected prospective teachers toward the community in general suggest a definite relationship to the areas of community participation in educational participation, employee participation, and in general participation in school affairs. These relationships are negatively correlated; thus implying an inverse relationship.

The categories of community participation in school affairs are:

1. Advisory participation

2. Decision-making roles at the district-wide level

3. Decision-making roles at the local school level

4. Social participation

5. Educational participation, and

6. Employee participation

Each category has related sub-areas of participation on which Chi-square values of the responses to desired involvement were taken. The results suggest that when paired with the expected teaching levels, the responses to

advisory participation in school affairs only one sub-area reflects desired involvement. This sub-area is Item 2a of Table 7 - Working conditions with regard to teaching load. Item 2b of Table 7 on transfer policy comes close to significance.

In terms of decision-making roles by the community at both the district-wide and local school levels of the school organization, none of the areas of participation reflect desired involvement. Conversely, the responses reflect involvement at the local school level in decision-making roles when the responses were categoric (Table 5) with only one exception; that of the selection of the district superintendent.

The latter categories of involvement, educational and employee participation, indicate no significant community input based on the Chi-square values at the .05 level of significance. Thus, the expected teaching levels of the selected prospective teachers reflect desired community participation in school affairs in terms of input through working conditions (teaching load) and committee membership only. All other suggested categories of involvement were rejected by the respondents.

When the same categories of community participation were related to the future teaching residents (Urban suburban, rural) of the selected prospective teachers, none of the sub-areas of participation were indicated as having

significance. This may suggest that neither teacher levels
(whether elementary, junior high, or senior high) nor
future teaching residents are not supportive of compre-
hensive community involvement. Yet, the same respondents
reported that all areas of involvement are significant when
it is a question of minimum or maximum participation re-
gardless of the expected teaching levels or future teaching
residents.

The attitudes of the selected prospective teachers
toward the community in general and the expected community
of employment connote that only three items of the
Community Attitude Scale reflect a definite relationship
to the expected community of employment. Of these three
expected communities (urban, suburban, rural), suburban
areas rank highest (30.9 percent) among the respondents
with an even higher number (42.5 percent) having no pre-
ference (Table 13).

The Community Attitude Scale was again used to determine
if a relationship existed between the selected prospective
teachers' regional location of rearing and the kinds of
community attitudes they held. The data (Table 21) indicate
that only five items reflect a definite relationship between
the variables under consideration. The regional locations
given were Northwest, Northeast, Southeast, Southwest, and
Mid-west. Most respondents were reared in the Mid-west
(76.5 percent).

Of the items on the CAS indicating a definite relation-
ship between the community in general and the two categoric
variables (expected community of employment and regional
location of rearing), none are the same. The results sug-
gest that when community attitudes were related to regional
location of rearing, the respondents showed concern for
those items relating to community improvement and citizen
involvement in city planning. On the other hand, when
community attitudes were related to an expected community
of employment, the respondents showed concern for those
items relating to self-improvement through education.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Introduction

The basic purpose of this investigation is to describe
the attitudes of selected prospective teachers toward the
broad range of community participation in school affairs.
The investigation focused on sixty-eight senior undergrad-
uates enrolled in a course called Education 450 of the
College of Education at Michigan State University.

The Community Attitude Scale and the Teacher Attitude
Scale of Community Participation were used to assess the
attitudes of the selected prospective teachers. A survey
of demographic variables was taken prior to the adminis-
tration of the two scales to solicit categoric data. Sig-
nificant involvements based on attitudes were statistically
analyzed by the Chi-square test of significance and the
Pearson Product Moment of Correlation.

A review of the literature and related studies is given
to present community and educators' views on community
participation in school affairs. The review also dealt with
school-community relations and how these relations contribute
to improving living in the school and the community. It was

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established that educators are now realizing the importance
of community in-put in the various aspects of school affairs.
Community people are also saying that they want to be a part
of the formal education of their children and are demanding
this right of involvement.

Review of the Findings

The research findings of this investigation support
the following conclusions indicated by the responses of
the selected prospective teachers: There are no areas of
minimum community participation. Rather, it is generally
agreed that community participation is desirable in all
areas surveyed. The T and F of the mean (Table 3) indicate
that all areas are significant at the .0005 level. The
reader is cautioned that these responses are of community
participation in six broad areas of the school organization.
When each area was sub-divided into smaller areas of in-
volvement, the responses denote variations in responses to
community participation.

The categories of community participation in school
affairs are defined as:

1. Advisory participation

2. Decision-making roles at the district-wide level

3. Decision-making roles at the local school level

4. Social participation

5. Educational participation, and

6. Employee participation

When asked to indicate their expected community of em-
ployment, suburban areas ranked highest, 30.9 percent,
among the selected prospective teachers. An even higher
number, 42.6 percent, indicated no preference. Based on
this information, attitudes toward the community in general
were measured. The data revealed that only three of the
items on the Community Attitude Scale connote a definite re-
lationship to the expected community of employment. These
items dealt with attitudes on self-improvement through
education.

In the same frame of reference, when community attitudes
were related to the regional location of rearing, the data
depict five items on the CAS as having a definite relation-
ship. These items dealt with attitudes on community improve-
ment and citizen involvement in city planning. The majority
of the selected prospective teachers (76.5 percent) were
from Mid-western suburbia. These results suggest that there
are variations in attitudinal relationships based on com-
munities of rearing and projected future residents.

The attitudes of the selected prospective teachers
toward the community in general as related to their choices
of the areas of community participation suggest a definite
relationship to the areas of educational participation,
employee participation, and in general involvement. The
negative correlation (Table 4) imply that these attitudes
are inversely related to the choices of community parti-
cipation.

The expected teaching residents, as chosen by the selected prospective teachers, connote negative involvement of the community in all areas of school affairs. Yet, when paired with the expected teaching levels, community involvement was desirable in advisory roles and social participation only in terms of input into the sub-areas of teaching load (Table 7) and committee membership (Table 10).

As to decision making roles by community members, the data reflect acceptable involvement at the local school level of the school organization. The one exception at this level of decision making is that of the selection of the district superintendent which was indicated as unacceptable involvement.

Conclusions

The following conclusions are given:

1. There are no areas of minimum community participation in school affairs as indicated by the responses of the selected prospective teachers. The mean score indicate that each of the seven areas of community involvement is one of the significant maximum participation.

2. The selected prospective teachers' attitudes toward the community are inversely related to the choices of the areas of community participation.

3. The responses of the selected-prospective

teachers do reflect significant involvement at
the local school level of the school organi-
zation in all areas except the selection of the
district superintendent.

4. The expected teaching levels of the selected
   prospective teachers reflect desired community
   participation in areas of advisory participation
   with regards to working conditions (teaching load
   and transfer policy), and in social participation
   with community committee membership as the only
   significant sub-area.

5. The relationship between the selected prospective
   teachers' attitudes toward the community and the
   expected community of employed as measured by
   the CAS reveal that only three of the items denote
   a relationship. (See Table 13)

6. The selected prospective teachers' responses
   connote unacceptable relationships between their
   future teaching residences and the kinds of
   community participation indicated on the TASCP,
   (Teacher Attitude Scale of Community Partici-
   pation).

7. The relationship between the selected prospective
   teachers' regional location of rearing and the
   kinds of community attitudes they have as measured
   on the CAS reveal that only five items have a de-
   finite relationship to the regional location

of rearing (See Table 21).

Implications

The attitudes of the selected prospective teachers
toward community participation in school have the
following implications:

1. In terms of the successful merging of school
   and community relations within the framework
   of current demands of lay people for direct
   involvement in school affairs, the attitudes
   teachers present and the subsequent follow-up
   may well determine the amount, type, and
   significance of any community involvement.

2. To bring about direct and positive community
   participation in schools, especially those
   exposing the community education philosophy,
   teacher attitudes toward this involvement must
   be favorable, especially at the local school
   levels of the school organization.

3. The attitudes of teachers toward the community
   are significant if they are to actively seek
   and support community involvement in decision-
   making on school policy and operational details.

4. The literature suggests that school administrators
   are becoming increasingly concerned with community
   inputs; therefore, it is necessary that this

concern permeates all school personnel units
and community involvement is intensified. In
so doing, not only is the optimum of prospective
teachers maintained, but in-service personnel may
also find that their attitudes toward the com-
munity are changing.

5. With increased community participation, com-
munity life improves; people become more in-
terested and involved in other aspects of their
lives; they become more adept in finding solutions
to social and economic problems; and they become
more proficient in articulating their needs and
concerns. This, then, approaches the essence of
community education. Likewise, teachers begin
to see communities in a new light.

6. The school must become more approachable to
other members of the community. It is at this
point where teachers and other school personnel
must contribute to the quality of life in a com-
munity. In this connection, the school must, in
some communities, be a catalytic agent in change.
This calls for school personnel with positive
community attitudes and a willingness to share in
the development of creative communities.

7. Since it is the whole community that educates
the child, there are also implications for

teacher-training institutions in terms of the
kinds of community experiences the students
receive and the kinds of courses they take
relative to school-community interactions.
It becomes a partial responsibility of higher
education to insure the involvement of students
in the life of the community. By failing to
integrate students into the life of the com-
munity institutions of higher education are
overlooking a vast storehouse of creativity and
talent. They are also failing to prepare pros-
pective teachers to respond to community affairs
in an active and responsible fashion. Students
in such an atmosphere fail to develop positive
attitudes toward the community.

8. School and community relations must be a give
    and take affair. Just as the school expects the
    community to support and take interest in its
    projects, so must the school support and take
    interest in community concerns.

9. The advantages of community participation in
    school affairs are many. The more community
    people become involved in schools, the more im-
    proved education can become. Community involve-
    ment can make learning fun at a school which
    caters to the needs of the community. Children

become more interested in learning as they observe their parents working side-by-side with school personnel.

10. Community participation increases community independence and competence and encourages more professionalism and accountability on the part of the school staff. Involvement of the community is urgently needed if education is to resolve its current crisis in learning and begin to move toward its maximum potential.

Recommendations for Further Study

The following recommendations ade made for further study.

1. This study should be replicated on all prospective teachers.

2. This study should be replicated on tenured or in-service teachers.

3. A longitudinal study should be conducted to determine any change in attitudes once the prospective teachers become members of the teaching profession.

4. The study should be replicated on an ethnic group basis.

5. A study should be made to compare teacher attitudes with those of school administrators on community participation.

APPENDIX

DEMOGRAPHIC DATA FORM

<u>INSTRUCTIONS</u>:   Check the appropriate answer for each question.

1.   What is your sex?

Male _____   Female _____

2.   What is your age?

Under 21 _____ 22 to 25 _____ Over 25 _____

3.   What is your present marital status?

Married _____ Single _____ Divorced _____ Widowed _____

Separated _____

4.   What is your ethnic group?

Black _____ White _____ Other _____

5.   How would you characterize the community from which you

came?

Region	Urban	Suburban	Rural
Northeast			
Northwest			
Southeast			
Southwest			
Mid-west			

6.   What grade level would you prefer to teach?

Elementary _____ Junior High _____ Senior High _____

7.   What type of school district would you prefer to teach in?

Urban _____ Suburban _____ Rural _____ No preference _____

TEACHER ATTITUDE SCALE OF COMMUNITY PARTICIPATION

INSTRUCTIONS: Please check only one answer for each item.

      SA - Strongly Agree   U - Undecided   D - Disagree

      A - Agree   or undecided   SD - Strongly
                                                                 Disagree

1. Community advisory roles in relation to teachers.

Topic	SA	A	U	D	SD
Salary and Fringe Benefits					
salary schedule					
extra pay for special activities					
Working Conditions					
teaching load					
transfer policy					
reprimands					
evaluation					
Instructional Program					
curriculum					
textbook selection					
class size					
teacher aides					

2. Community roles in decision making.

Topic	SA A U D SD	SA A U D SD
Procedure for disci-plining students		
Use of school facilities		
Evaluating teachers		
Teacher qualifications		
Teacher-aide selection		
Curriculum		

Topic	SA	A	U	D	SD	SA	A	U	D	SD
Educational Objectivies										
Hiring of teachers										
Selection of principal										
Selection of district superintendent										

3. Social participation of the community.

Topic	SA	A	U	D	SD
Advisory Council member-ship					
Advisory Council decision-making					
Financial activities					
Committee membership					

4. Educational participation of the community.

Topic	SA	A	U	D	SD
Adult education					
Personal interest courses					
Recreation and games					
Resource persons					

5. Employee participation of the community.

Topic	SA	A	U	D	SD
Teacher aide					
Custodial					
Food service					
Clerical					

6. Parents should be used as volunteers in school programming.

SA _____ A ____ U _____ D_____ SD _____

Social participation of the community.

7. Parents should have a voice in textbook selection.

   SA _____ A _____ U _____ D _____ SD _____

8. Disciplinary measures used should be cooperatively established by both the school staff and the community.

   SA _____ A _____ U _____ D _____ SD _____

9. Among those having in-put in the evaluation of teachers and parents.

   SA _____ A _____ U _____ D _____ SD _____

10. Teacher qualifications should be jointly defined by school personnel and community people.

    SA _____ A _____ U _____ D _____ SD _____

11. The establishment of educational objectivies should be community-wide, including school officials and lay people.

    SA _____ A _____ U _____ D _____ SD _____

12. Parents should never be expected to have in-put into the selection of a school principal.

    SA _____ A _____ U _____ D _____ SD _____

13. Parents and other lay people should never be used as resource persons in the school.

    SA _____ A _____ U _____ D _____ SD _____

14. Community people are only useful as promoters of current school policy.

    SA _____ A _____ U _____ D _____ SD _____

15. Schools do not necessarily need community advisory groups.

    SA _____ A _____ U _____ D _____ SD _____

16. Community people do not make good decision makers of school policy.

    SA _____ A _____ U _____ D _____ SD _____

17. Parents have no business asking questions about a teacher's class size.

SA _____ A _____ U _____ D _____ SD _____

18. Community people have much to offer in deciding teacher's salary scales.

SA _____ A _____ U _____ D _____ SD _____

19. Community participation in schools should be limited to salaried positions only.

SA _____ A _____ U _____ D _____ SD _____

20. Schools should not provide adult personal interest courses.

SA _____ A _____ U _____ D _____ SD _____

21. Community participation in schools should be limited tc the local school level.

SA _____ A _____ U _____ D _____ SD _____

22. Teacher reprimands and/or dismissals is of interest only to school officials.

SA _____ A _____ U _____ D _____ SD _____

23. Teachers should not be concerned with community involvement.

SA _____ A _____ U _____ D _____ SD _____

24. Schools should provide recreational activities for all members of the community.

SA _____ A _____ U _____ D _____ SD _____

COMMUNITY ATTITUDE SCALE

<u>INSTRUCTIONS</u>:   Please circle only one answer for each question.

SA - Strongly Agree   A - Agree   U - Undecided
D - Disagree   SD - Strongly Disagree

1.   The school should stick to the 3 R's
     and forget about most of the other
     courses being offered today.   sa   a   ?   d   sd

2.   Most communities are good enough
     as they are without starting any
     new community improvement problems.   sa   a   ?   s   sd

3.   Every community should encourage
     more music and lecture programs.   sa   a   ?   d   sd

4.   This used to be a better community
     to live in.   sa   a   ?   d   sd

5.   Long-term progress is more im-
     portant than immediate benefits.   sa   a   ?   d   sd

6.   We have too many organizations for
     doing good in the community.   sa   a   ?   d   sd

7.   The home and the church should have
     all the responsibility for preparing
     young people for marriage and
     parenthood.   sa   a   ?   d   sd

8   The responsibility for older people
     should be confined to themselves and
     their families instead of the
     community.   sa   a   ?   d   sd

9.   Communities have too many youth
     programs.   sa   a   ?   d   sd

10. Schools are good enough as they are
     in most communities.   sa   a   ?   d   sd

11. Too much time is usually spent on
     the planning phases of community
     projects.   sa   a   ?   d   sd

12. Adult education should be an
     essential part of the local school
     program.   sa   a   ?   d   sd

Please circle only one answer for each question.

A – Agree

13. Only the doctors should have the responsi-
bility for the health program in
the community.   sa a ? d sd

14. Mental illness is not a responsibility
for the whole community.   sa a ? d sd

15. A modern community should have the
service of social agencies.   sa a ? d sd

16. The spiritual needs of the citizens
are adequately met by the churches.   sa a ? d sd

17. In order to grow, a community must
provide additional recreation
facilities.   sa a ? d sd

18. In general, church members are
better citizens.   sa a ? d sd

19 The social needs of the citizens are
the responsibility of themselves
and their families and not of the
community.   sa a ? d sd

20. Churches should be expanded and
located in accordance with
population growth.   sa a ? d sd

21. No community improvement program
should be carried on that is
injurious to a business.   sa a ? d sd

22. Industrial development should include
the interest in assisting local
industry.   sa a ? d sd

23. The first and major responsibility
of each citizen should be to earn
dollars for his own pocket.   sa a ? d sd

24. More Industry in town lowers the
living standards.   sa a ? d sd

25. The responsibility of citizens who are
not actively participating in a
community improvement program is to
criticize those who are active.   sa a ? d sd

26 What is good for the community is
good for me.   sa a ? d sd

27. Each one should handle his own business as he pleases and let the other businessmen handle theirs as they please.   sa   a   ?   d   sd

28 A strong Chamber of Commerce is beneficial to any community.   sa   a   ?   d   sd

29. Leaders of the Chamber of Commerce are against the welfare of the majority of the citizens in the community.   sa   a   ?   d   sd

30. A community would get along better if each one would mind his own business and let others take care of theirs.   sa   a   ?   d   sd

31. Members of any community organization should be expected to attend only those meetings that affect him personally.   sa   a   ?   d   sd

32. Each of us can make real progress only when the group as a whole makes progress.   sa   a   ?   d   sd

33. The person who pays no attention to the complaints of the persons working for him is a poor citizen.   sa   a   ?   d   sd

34. It would be better if we would have the farmer look after his own business and we look after ours.   sa   a   ?   d   sd

35. All unions are full of communists.   sa   a   ?   d   sd

36. The good citizens encourage the widespread circulation of all news including that which may be unfavorable to them and their organizations.   sa   a   ?   d   sd

37. The good citizen should help minority groups with their problems.   sa   a   ?   d   sd

38. The farmer has too prominent a place in our society.   sa   a   ?   d   sd

39. A citizen should join only those organizations that will promote his own interests.   sa   a   ?   d   sd

40. Everyone is out for himself at the expense of everyone else.   sa   a   ?   d   sd

41. Busy people should not have the
    responsibility for civic programs.   sa a ? d sd

42. The main responsibility for keeping
    the community clean is up to the
    city officials.   sa a ? d sd

43. Community improvements are fine if
    they don't increase taxes.   sa a ? d sd

44. The younger element have too much
    to say about our community affairs.   sa a ? d sd

45. A progressive community must provide
    adequate parking facilities.   sa a ? d sd

46. Government officials should get
    public sentiment before acting on
    major municipal projects.   sa a ? d sd

47. A good citizen should be willing to
    assume leadership in a civic im-
    provement organization.   sa a ? d sd

48. Progress can best be accomplished by
    having only a few people involved.   sa a ? d sd

49 Community improvement should be the
    concern of only a few leaders in the
    community.   sa a ? d sd

50 A community would be better if less
    people would spend time on community
    improvement projects.   sa a ? d sd

51. Only those who have the most time should
    assume the responsibility for civic
    programs.   sa a ? d sd

52. Living conditions in a community
    should be improved.   sa a ? d sd

53. A good citizen should sign petitions
    for community improvement.   sa a ? d sd

54. Improving slum areas is a waste of
    money.   sa a ? d sd

55. The police force should be especially
    strict with outsiders.   sa a ? d sd

56. The paved streets and roads in most
    communities are good enough.   sa a ? d sd

57. The sewage system of a community
    must be expanded as it grows even
    though it is necessary to increase
    taxes.   sa a ? d sd

58. Some people just want to live in
    slum areas.   sa a ? d sd

59. The main problem we face is high
    taxes.   sa a ? d sd

60. Modern methods and equipment should be
    provided for all phases of city
    government.   sa a ? d sd

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