THE IMPACT OF EDUCATION ON THE PARTICIPANTS' DEGREE OF INVOLVEMENT IN 11 COMMUNITY DEVELOPMENT ACTIVITIES IN SALEM

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CHAPTER I

INTRODUCTION

The concept of participation has been a major concern in politics, voluntary organizations, the labor force, friendship associations, and community development. Each of these domains has its own operational definition of participation quite different from the others depending on specific contexts. In community development, as in the other domains, the goal is to optimize citizen participation. In order to do this successfully, it is necessary to know some of the social factors which influence participation. Therefore, it is important to study and understand these factors in order that optimization of citizen participation can be made easier and possible.

Although many studies have been conducted to determine some of these factors, there is still a great need for studies of citizen participation in the domain of specific community development projects. Some studies of this phenomenon in the domains mentioned above have identified income, occupation, sex, age, social class, social status, and education as significant factors. Most of these studies, such as Milbrath (1965), Verba (1972), Almond (1963), deal with the relationship between social status, in which education is included, and participation. Their

area of concern is mostly politics, voluntary organizations, social action groups and friendship associations.

But few studies, if any, have yet dealt specifically with the influence of education on citizen participation in community development projects and programs. The main focus of this study is on determining the extent to which education influences citizen participation in community development projects or activities. The emphasis of the study is on informal patterns of participation observed among a population of participants in 11 community development projects which had taken place during a nine year period.

This study has been divided into two sections. The first section deals with an attempt to investigate the impact of education on the participants' involvement in the 11 activities while at the same time controlling for age and sex. In this case participation is measured by computed participation scores for each participant and also making use of the participants' subjective ranking of their involvement in community development activities. The second section deals with an attempt at determining the extent to which the number of activities in which the participants got involved, the participants' involvement in meeting attendace, contributions, committee membership, and leadership role were impacted primarily by education and secondly by age and sex.

THE PURPOSE OF THE STUDY

The goal in politics, voluntary organizations, or community development is to optimize participation. But this goal is never attained due to certain factors which influence citizen participation among which may be educational attainment. The main purpose of this study is to determine whether the degree of participation observed in the 11 activities was impacted by the participants' level of education i.e. to find out if the participants with higher levels of education participated more than those with lower levels of education. This is, by no means, assuming a linear relationship between education and participation.

Since the main focus of the study is on informal levels of participation rather than formal associational form of participation, participation is measured differently from the way previous studies have measured it. The study also pays particular attention to differential participation levels between males and females, and between the young and the old.

If it is found out that education influenced the participants' level of involvement in the 11 activities, then one might probably anticipate increased participation in community development projects and programs as an outcome of investing in the education of citizens.

This, therefore, will provide community education policy makers with a rationale for increasing the investment on higher education and more efforts and resources will therefore be allocated for the education of the less educated citizens to enhance optimization of participation since this will hopefully lead to meaningful, permanent, and purposeful community development undertaken by the citizens themselves.

It is hoped that even if the hypothesis is not confirmed, the study will, at least, guide further studies on this subject by providing some clues on how to identify major factors which were responsible for the level of participation observed since some possible limiting factors and weaknesses of the study would be identified and further studies would build on to conduct more beneficial studies on this subject.

RESEARCH QUESTIONS

Despite the many efforts made by politicians, voluntary association leaders, community developers, and friendship organizers to involve as many citizens as possible in societal activities, these efforts are often unsuccessful. There must be some factors which affect or, more precisely, stimulate their participation. The main research question is whether educational attainment was a major determining factor of the level of participation observed among the 72 participants in the 11 activities.

THEORETICAL FRAMEWORK

Some of the studies that have been conducted on the relationship between education and participation have attempted an explanation of the reason for the expected higher level of participation for those with a high level of education. Some of these explanations are presented below.

The correlation between high educational attainment and high level of participation can partially be explained as follows: Accoring to Beans et al, (1981), persons of higher educational attainment (college and above) participate more in community development projects and programs, politics, voluntary associations, and friendship organizations than those of low educational level due to the fact that a high educational attainment requires a long period of education during which cummulative participation experiences and skills are acquired which eventually enhance their participation ability.

According to Milbrath (1965) higher status individuals have a greater stake in politics, greater skills, more resources, greater awareness of political matters, are exposed to more communications about politics, and interact more with others who participate and so are more apt to participate more in politics than lower status individuals.

Almond and Verba (1963),and Campbell et. al.,(1954)

explain this phenomenon differently. According to them political efficacy or political competence increases paticipation. People who have political competence and efficacy are more likely to participate in politics and non-political affairs than those in whom this feeling is lacking and underlying this sense of political efficacy is a sense of general, personal effectiveness which involves self-confidence in one's dealings with the world. Low socioeconomic status people tend to have a low sense of political efficacy and civic duty and therefore participate less as Pateman (1970) argues.

Middle class children are more likely to score higher on the efficacy scale because their parents provide them with " a more participatory " family authority structure than working class families which tend to be more authoritarian and since middle class children are also more likely to go on to higher education, a cummulative pattern of participation begins to form.

Pateman (1970) also argued that people with little autonomy, who are controlled by others and who exercise no control themselves often feel ineffective and this feeling is reinforced by lack of cummulative participation opportunities, expecially at their job place, necessary for increasing participation and this further leads to the same feeling of ineffectiveness resulting in lack of self confidence and unwillingness to participate. The highly educated have a greater amount of control over their jobs

and job environment and therefore participate more.

According to Almond and Verba (1963), since people tend to interact with others of about their own level of educational attainment, and since people with higher education are generally more involved in and talk more about politics, highly educated people encounter more stimuli about politics than those not well educated and consequently participate more too.

This same view is held by Dogan (1961) and Guttsman (1951) who feel that people near the center of society encounter more stimuli enticing them to participate and they receive more social support from their peers when they do participate. And since people of high status are close to the center of society, they tend to participate more than those of low status who are usually on the periphery.

According to Rothman (1974) this phenomenon can be explained by the fact that highly educated, high-status people have particular attitudes and values which stimulate their participation in specific kinds of organizations.

Palisi (1985) argues that high educational attainment changes the amount and quality of leisure time resulting in high participation of the highly educated.

The suggestions and arguments of these researchers resented above all indicate that high socio-economic status increases a person's level of participation. As indicated by most of the studies on participation, education is a

major influential factor since both income and occupation are substantially depended on the educational level. It is also those with a high educational level that are exposed more to participation experiences and have more leisure time which consequently permits them to participate more hence their level of participation tends to be higher than that of those with a lower educational level.

HYPOTHESIS

The study has basically one major hypothesis which is an extension of the already established relationship between education and participation i.e the higher the level of educational attainment, the higher the level of citizen participation in community development activities.

From this already established relation, this study is hypothezing that there should also be the same relationship between education and the level of participation among participants in a given community development activity or activities like those for this study. In the course of trying to prove the hypothesis the effects of sex and age will be controlled.

CHAPTER II

REVIEW OF LITERATURE

The concept of participation has been a subject of study by many authors as far back as 1939 and even earlier. Chapin (1939) in studying participation in voluntary associations found out that education plays a significant role in participation. [1] Scott (1959) in his study of membership in voluntary associations also realized that education influences participation. [2] In their study of adult participation in adult educational programs, Smith, and Rawls (1965) concluded that increased education teaches the individual more of the skills that facilitate participation and provides him with more motivation to participate. [3] All these studies concluded that persons with a low level of education are usually thought of being non-participants while those with a high level of education generally exhibit high participation rates. As Douglah, Mohammad, and Gwenna Moss (1968) in their study of differential patterns of participation point out, such generalizations about participation undeniably have a basis in fact and may be useful for broad descriptions of the behavior of various groups, but they have several drawbacks. One such drawback is the resulting tendency to lose sight of the differences within groups while focusing major attention on the differences between groups. [4] Among

the less educated there exist people who do participate; similarly, among the better educated there exist people who do not participate. These people tend to be ignored in discussions of participation. In the discussion of the findings of their study, these researchers caution that despite the strong association between education and participation in adult education activities, educational level in itself is not sufficient to completely account for participation.

Rothman (1974) studying participation in voluntary associations concludes that participation in voluntary associations varies directly with level of education. As an individual's level of education increases, so does particiption in voluntary associations. [5] It is in the political arena that many studies of the relationship between participation and education have been conducted. Milbrath (1965) conducted a study to establish a relationship between social status and participation and the findings of the study led to the conclusion that citizens of higher social and economic status participate more in politics than those of lower social and economic status. He further conducted another study taking each component of socioeconomic status i.e income, occupation, and education in turn and realized that the generalization still held true. Education was found to correlate more with participation than the other two. Milbrath attempted to

explain this relationship by stating that the higher status individual has a greater stake in politics, greater skills, more resources, greater awareness of political matters, is exposed to more communications about politics, and interacts with others who participate. [6] Almond and Verba (1963) conducted a five-nation study of the relationship between participation and social status and found that education has a greater impact on political behavior than the other components of socioeconomic status (income and occupation). They further concluded that education is an important variable stimulating participation in both nonpolitical and political groups. [7]

One interesting finding arrived at from a study of community organization for neighborhood development by Sidney (1953) is that persons with a higher level of education will participate more only in the programs which are determined by themselves. [8]

Buttedahl, Knute, and Coolie (1965) in studing the characteristics of participants in two methods of adult education found out that participation in social action movements is associated with persons who have a higher level of education. [9]

Bean, James;and others (1981) studying the long term effects of community service programs concluded that those who participated in the community service programs while at high school tended to participate in future community projects. He tries to explain this phenomenon

by saying that a higher educational attainment requires a long period of education during which the individual acquires more participation experiences and skills and therefore this enhances his/her participation ability. [10]

Hanford (1984) conducted a study of two Philadelphia communities based on cultural behavior, attitudes, and perceptions. This was to find out who had attended various live cultural events in the prior year. The findings of the study indicated that respondents with high socioeconomic status, either in terms of formal education , occupational skills, or annual family income, had participated more than those with low socioeconomic status. [11]

In a study of students who dropped out of sports programs Greedorfer (1984), after examining various sociological factors which impact both participants in and drop outs of sports programs after college, came to the conclusion that high social class i.e either with reference to educational level, income or occupation increased participation. [12]

In another study in which five independent variables, life stage (age),social status, health, informal support, and stress- were measured to assess the dependent variable, use of social services, Goodfellow (1983) arrived at the conclusion that only informal social support and social status were significant, indicating a need for informal networks and educational programs, as well as for personal

assistance. [13]

Cohen (1984) in studying classroom participation among children with various social status backgrounds discovered that children with higher socioeconomic backgrounds tended to talk to others and work together more than those with lower social status, and that the more children talked and worked together, the more they learned from the curriculum. [14]

In his study of formal and informal participation in urban areas, Palisi (1985) arrived at the conclusion that formal associational involvement was positively correlated with kinship and those with more education in urban areas tended to be more involved in voluntary associations (formal associations) due to a change in the amount and quality of leisure time brought about by more education among other things. [15]

Achola (1984) in a study of education and other determinants of political support in a New State - Ghana just after independence - found out that formal education had an impact on political support both independent of any mediating influence and indirectly via its influence upon occupational status, political trust, and interethnic tolerance. The case study of Ghana showed that those Ghanians who are highly educated show more political support than those lowly educated. [16] However, he further notes that most of these highly educated express the feeling that they do not really participate whole heartedly

since they are driven by the desire to gain employment no matter the conditions imposed by the employer which contradicts his findings to a certain extent.

The critical study of the impact of college education on political attitudes and behavior led to Vedlitz (1983) concluding that the traditional educational impact generalization does not really hold and that the self-selection hypothesis receives strong support as being resposible for increased participation in politics. But he further notes that since the research is only a preliminary analysis of relatively small samples of siblings - 124 students-siblings for 1973 college attenders and 242 pairs for 1974- the results should be taken more as suggestive than conclusive. Therefore the traditional role of education impacting participation is not completely dismissed. [17]

Davis (1983) studied political regimes and the socioeconomic resource model of political mobilization in Venezuela and Mexico. According to the findings of the study, high socioeconomic status (income, education, occupation) increases political participation but this depends very much on the political regime. Thus citizens who acquire socioeconomic resources in more restrictive political environments may not be as likely to become politically active as their counterparts in more open polities. [18]

In a comparison of participants and non-participants in a community development program Huey (1971) found that people active in community development activities were between the ages of 30 and 40 years with a high educational achievement level and a family income higher than average. He also realized that participants tended to be less mobile than non-participants and they will be more involved in political activities than the broader population. [19] On the other hand mobility tends to be negatively associates with education.

From the literature review above it is very clear that much has been done in the study of the relationship between education and participation. But it is also clear that most of these studies take a global view of the problem i.e studying the relationship between participation and not only education but socioeconomic status, income, occupation, and education combined, in political contexts, social action movements, voluntary associations, educational programs, and to a certain extent, in friendship organizations, in which case their focus is on formal associational forms of participation. The object of this study is to determine the extent to which educational attainment impacted only the participants' level of involvement in the 11 activities, as opposed to studying the impact of education on both participants and non-participants. The main emphasis of the study is on the role of education in the determination of

the degree of involvement of the 72 participants in the 11 community development activities. The role of education in determining the level of participation no matter the domain is well documented in the review of literature but the studies on the subject have dealt with both participants and non-participants. This study's main focus is on a population of only participants and it is aimed at finding out if education will still play a major role in determining the participants levels of participation in the 11 community development activities.

CHAPTER III

RESEARCH DESIGN

LOCATION OF STUDIED POPULATION

The studied population is in Salem which is located in Dent County in the Ozark-Ouachta Uplands. Salem is a small community in Central South portion of Missouri which experienced a substantial in-migration from 1970 to 1980.

CHARACTERISTICS OF STUDIED POPULATION [20]

As a result of the increase in in-migration into Salem from 1970 to 1980 and the fact that many of the participants in this study lived outside the city limits during the nine-year study period, the characteristics of the studied population discussed below are those of both Salem, the city and Dent, the whole county.

The population of Dent Count increased steadily between 1970 and 1980. In 1970 it was 11.457 and 14.517 in 1980 and this steady increase was due to in-migration during the 1970 to 1980 period. The population is approximately 30% urban and 70% rural with most of the rural population being non-farm. Dent County has a high proportion of its population made up of youths and children (30.1%) as compared to other counties of the region which have a large proportion of their population made up of

older people (65 and over). In the 1980 census 22% of the households were classified as non-family. In 1980 more than 20% of Dent County workers were working outside the County. The per capita income in 1984 was 63% of the State per capita income.

The farmers are, for most part, part-time in that they depend largely on off-farm sources of income. In 1982 more than 60% of the farmers reported their principal occupation to be something other than farming.

The population of Salem which is the only major city in the County and also the administrative seat of the County was 4.363 persons in 1970 and 4,454 in 1980.

There were 39 persons of Spanish origin and no blacks in the city during the period of study. In the county there were 66 persons of Spanish origin and no blacks. The city's median age was 38.2. The median age of females was 43.8. The median age in the county was 33.5; with 35.3 for females. About 80% of the City population was 18 years old while about 17% were 65 years or older.

A comparative examination of the County, City, and the participant populations in regard to education, age, and sex in the light of table 1 reveals that in the 8 - 11 years of school completed education category there were about 55 % and 56% of County and City population respectively but in the population of participants there was only about 5%. In the 16 and 17 - 20 years of school

completed categories, there were about 2%, 1%, and 3%, 1% for the County and City respectively as compared to 29% in both categories for population of participants which indicates that the highly educated were represented more among the participants than in the population while the less educated were represented less.

With regard to age there were about 37% and 31% of the County and City populations respectively in the 40 - 59 years old category as compared to 50% in the population of participants and in the 20 - 39 years old category there were 29% and 6 % of the County and City populations as compared to 26% in the population of participants which suggests that these two categories were represented more among participants than in the population.

In regard to sex there were about 53% and 58% female in the County and City populations respectively as compared to about 23% among the participants while 46% and 41% of the County and City populations respectively were male as compared to 76% among the participants which indicates that males were represented more among the participants than in the population whereas females were represented less among the participants than in the population.

TABLE 1

THE POPULATION OF THE COUNTY, CITY, AND PARTICIPANTS BY EDUCATION, AGE, AND SEX.

Education	County		City		Participants	
Category	No.	% *	No.	%	No.	%
Age 20 & over						
8 - 11	5,514	55.31	1,818	56.43	4	5.55
12	3,401	34.11	1,075	33.37	13	18.06
13 - 15	666	6.68	178	5.52	13	18.06
16	249	2.50	98	3.04	21	29.16
17 - 20	140	1.40	53	1.64	21	29.16
Age						
20 - 39	2,956	29.65	854	26.51	19	26.39
40 - 59	3,718	37.29	1,027	31.87	36	50.00
60 - 90	3,296	33.06	1,341	41.62	17	23.61
Sex (age 20 & over)						
Male	4,648	46.62	1,343	41.68	55	76.39
Female	5,322	53.38	1,879	58.32	17	23.61

* The percentages are derived from dividing the numbers in the categories by 9,970, 3,222, and 72 which are the population totals for ages 20 and over for the County, City, and the population of participants respectively.

Of the people who were 25 years and older in the city, 44% had completed high school and 7.3% had completed four or more years of college. In the rural areas of the county 31% of the population had completed high school while 6.3% had completed four or more years of college.

In 1979 the median family income of families with only one worker was $11,518 for the city as compared to $12,529 for the county and $15,333 for the State.

In the whole county the mining, manufacturing, retail trade, professonal and relaed services industries employ about two-thirds of persons 16 years of age and over.

With regard to the participants in this study, they possess certain characteristics worth discussing. Out of the 72 participants 55 or 76% were male and 17 or 24% were female. The median age was 51 which happen to be 13 years higher than the 1980 median age for the city and 18 years higher than the 1980 median age for the County. It is important to mention the fact that the participants' ages are for 1982 but the activities in which they had been involved had taken place over a period of nine years from 1974 to 1982. As regard the participants' ages in 1982, about 10% were 65 or older while about 11% were retired. But in 1974 only 4% were retired. In both 1972 and 1982 84% of the participants were employed full-time.

In 1974 about 47% of the participants lived outside

the city and about 47% of these lived at least five miles beyond the city limits while 53% lived in the city itself.

In 1982 45% lived outside the city and only 22% lived five miles beyond the city limits while 55% lived in the city itself.

In regard to the educational level in general terms, the participants had completed 15 years of schooling on the average. Out of the 72 participants 40 or 56% had completed 15 years of college as compared to 7.3% for the city and 6.3% for the rural population of the county. But looking at the educational level of the participants in more detail reveals that out of the 72 participants (age 20 and over) 4 were in the 8 - 11 years of school completed category, 13 had completed high school, 13 were in the 13 - 15 years of school completed category, 21 had completed college and another 21 were in the 17 - 20 years of school completed category. This fact is illustrated in table 7.5. Broadly speaking, we can say that out of the 72 participants 42 or 58% had, at least, completed college, 26 or 36% had completed, at least, high school and only 4 or 5.5% had not completed high school. This means that a greater portion of the participants in the 11 activities was made up of highly educated people.

In relation to occupation, the largest number of men and women were employed in either the Executive, Administrative, and Managerial category. There were about 30% of the women and 40% of the men in this category. 29.4%

of the women were employed as either supervisors and proprietors of sales occupations or post secondary teachers, while 22% of the men were employed as farm operators and managers.

Generally, the participants were mostly in the Executive, Administrative, Professional and white collar occupations while only a few were in the skilled or other blue collar occupations.

RESEARCH DESIGN [21]

It is very important to note here the fact that this study is based on a population of participants in 11 community development activities which took place during a nine-year period and not a random sample of the population of Salem. It will therefore be misleading to use the findings of this study to attempt a generalization of any kind to another population in a different community with different characteristics than those of the participants in this study.

The data for this study were collected in 1983 by a research team from the Department of Community Development, University of Missouri Columbia. This team consisted of three faculty members and four graduate research assistants. The procedure followed to arrive at their final list of participants was as follows: With the help of an Extension Community Development Specialist, 12 community

leaders were identified. These leaders were asked to identify the most important development activities in the commuinty. An initial list of 43 activities was identified for the period 1974 - 1982. By asking each leader to rank the activities in order of importance, a final list of 11 activities was identified. These 11 activities were selected for the study.

These leaders were further asked to name up to five persons who had played an important part in each activity, including themselves where relevant. Each person who was mentioned at least twice was contacted for an interview and each person interviewed was asked to identify up to five people who were most active in accomplishing the activity in which they were involved. Scanning through newspapers for the entire 1974 - 1982 period, names of persons relating to each activity were taken down. Persons identified at least once in a newspaper article and at least once by another participant were also contacted for interviews. These procedures resulted in a total of 97 people as potential interviewees. Of these , 13 had either left the area or were deceased. Three said they had not been involved very much and did not think the interview would be useful. Another three were ill and six declined to be interviewed. The remaining 72 people were all interviewed.

As regards the interview procedures, the following were the procedures:

> An interviewing facility was set up in the center of town which permited several people to be interviewed simultaneously. Appointments were made with each interviewee to come at a prearranged time.When interviewees preferred, a member of the resarch team went to his/her place of business or residence. As additional people were identified and mentioned at least twice, as explained above, they were also contacted for interviewing. Coffee and doughnuts were available for all interviewees and the research team members thus creating a congenial atmosphere. All 72 interviews were completed in one week with several days clean up after the research team left the community.
>
> Respondents to the second and third questions relating to voluntary contributions were tabulated by activity, group and contact person. Individuals were then contacted by telephone to learn how much time, money, or other contributions had been made to each activity by each organization or individual identified. When these contacts resulted in other people being identified these individuals were also called for information. [22]

DATA COLLECTING INSTRUMENT

The data collecting instrument was an interview schedule which was used in interviewing the 72 persons. For details of the questionnaire, see Appendix B

DEFINITION OF CONCEPTS

The concepts to be defined here are participation and education. Participation, as will be referred to in this study, is the involvement of the 72 persons in either one or more of the 11 activities. This involvement will be measured in terms of (1) attendance at meetings,

(attendance at meetings as referred to in this study meant, in a general sense, presence in any gathering concerned with the discussion of one or more of the 11 activities). (2) contributions: money, materials, meeting space, transportation, services, food, etc. (Contribution as is used in this study refers to various forms of contributions towards the realization of one or more of the 11 projects). (3) membership in a group, committee, task force, etc. (This in general refers to memberhip in any group that dealt with the realization of one or more of these 11 projects). (4) Performance of a leadership role (officer, chair of committee or task force, did more work than others). In measuring these roles, a modified Guttman - type scale was used. [23] In order to measure participation, participation scores were computed following Chapin's Social Participation Index. For the activities a person said he or she was involved in, participation scores were computed as follows:

Number of activities in which he/she was involved x 1

Number of activities in which he/she attended meetings x 2

Number of activities in which he/she made contributions x 3

Number of activities in which he/she was committee member x 4

Number of activities in which he/she assumed leadership role x 5

The total possible score per activity will be 15.

Let's suppose that a participant was involved in five activities, attended meetings in four activities, contributed to three activities, was member of committee in two activities, and held leadership position in two different activities. Then his participation score will be $5(1) + 4(2) + 3(3) + 2(4) + 2(5) = 40$.

A separate analysis comparing the participants' overall participation in community activities, in general and beyond the 11 activities, was also made using the participants' responses to question 13 b (How would you rank your participation in community activities during your involvement in the activities discussed?) Then the participants' subjective ranking of their level of participation in community activities, on a scale which ranged from 1 the lowest rank on the scale to 7 the highest rank on the scale, provided a measure of participation, the dependent variable, which was run against education, the independent variable, while controlling the effects of sex and age. The measure of participation with the computed participation scores was also run against education and the two results were compared.

A second part of the study was based on an attempt to investigate the relationship between the total number of activities in which a participant got involved, involvement in meetings, contributions, committee membership,

leadership role and education while controlling the effects of age and sex. In order to do this the number of activities in which a participant was involved, the number of activities in which meetings were attended, the number of activities in which contributions were made, the number of activities in which committee membership was reported and the number of activities in which leadership roles were performed were each run against education while the effects of age and sex were both controlled.

Education was measured by the number of school years completed.

1 2 3 4 5 6 7 8 9 10 11 12 13 14

high school completed

15 16 17 18 19 20

Completed College

Education was divided into categories based on the frequency distribution observed in the data. The categories were as follows: 8 - 12 years of school completed, 13 - 15 years of school completed, completed college or 16 years of school completed, and 17 - 20 years of school completed.

PROCEDURES FOR ANALYSIS

The data were analyzed using multivariate analysis of variance. Age, sex, and education were the independent variables, and with their first order interactions, their level of association with participation the dependent variable was measured. With this procedure for analysis it was possible to determine the significance of their levels and strength of association.

CHAPTER IV

RESULTS OF STUDY

In an attempt to scale the levels of participation observed in the population, it was discovered that the levels did not meet the requirements of the Guttman-type scale. For more about the scalability of the levels of participation see Appendix B.

PARTICIPATION AND AGE

In regard to age and participation as measured by the computed participation scores, the study showed there was no significant difference between the older participants involvement and that of the younger participants. For example by combining the two highest participation categories (31 - 40 and 41 - 90) in table 2.1 suggests that out of 19 people who were less than 40 years old, only 7 or 36.84% had a participation score above 30 which was considered to be a high participation score whereas out of the 36 who were in the 40 - 59 years old category, 18 or 50% had a participation score above 30 considered to be high. In the 60 - 80 years of age category 7 or 41.18% had a participation score above 30 which was considered to be high. This suggests that the highest participants were those between 40 and 59 years old followed by those between 60 and 80 years old while those between 20 and 39 years old were last in regard to the degree of participation.

TABLE 2.1

* PARTICIPATION CATEGORIES BY AGE CATEGORIES

Participation category	Age category 20 - 39 Number	%	40 - 59 Number	%	60 - 80 Number	%
1 - 10	1	5.26	1	2.78	2	11.76
11 - 20	8	42.11	10	27.78	5	29.41
21 - 30	3	15.79	7	19.44	3	17.65
31 - 40	2	10.53	5	13.89	3	17.65
41 - 90	5	26.31	13	36.11	4	23.53
Total	19	100%	36	100%	17	100%

* Participation was measured by computed participation scores.

TABLE 2.2

* PARTICIPATION RANK BY AGE

Participation	Age					
	20 - 39		40 - 59		60 - 80	
Rank	No.	%	No.	%	No.	%
1	0	0.00	0	0.00	0	0.00
2	1	5.26	1	2.78	2	11.76
3	1	5.26	0	0.00	0	0.00
4	1	5.26	5	13.89	5	29.41
5	4	21.05	10	27.78	3	17.65
6	9	47.37	6	16.67	3	17.65
7	3	15.59	14	38.89	4	23.53
Total	19	100%	36	100%	17	100%

* Participation was measured by the participants' subjective ranking of their level of participation on a scale which ranged from 1 to 7 where 1 and 7 were considered the lowest and highest respectively.

TABLE 2.3

MEAN PARTICIPATION SCORES BY EDUCATION AND AGE CATEGORRIES

* Education category	Age category	Number of participants	Mean participation score
8 - 12	20 - 39	1	10
	40 - 59	9	33.66
	60 - 90	7	31.86
13 - 15	20 - 39	4	28.00
	40 - 59	7	43.28
	60 - 90	2	17.50
16	20 - 39	6	17.16
	40 - 59	9	27.33
	60 - 90	6	30.83
17 - 20	20 - 39	8	29.75
	40 - 59	11	25.54
	60 - 90	2	26.50

* Eduction is measured in years of school completed.

Also by measuring the participants' level of participation on the basis of their subjective ranking of their level of participation in community activities in general the same finding was arrived at as evident from table 2.2.

Table 2.2, which contradicts the evidence in table 2.1 to a certain degree is based on the participants' subjective ranking of their level of participation in community activities by age categories. By combining the two highest categories (6 and 7) it is clear that out of 19 participants in the 20 - 39 years old category 12 or 62.96% of the participants ranked their participation high, 20 or 55.56% out of 36 in the 40 - 59 years old category ranked their participation high, and 7 or 41.18% out of 17 in the 60 - 80 years old category ranked their participation high on the participation scale. This suggests that the youngest (those between 20 and 39 years old) participants were the highest in regard to participation, followed by those between 40 and 59 years old followed lastly but not the least by those between 60 and 80 years old. Since table 2.2 is based on the participants' subjective ranking of their level of participation in community activities in general and the participants relied only on their memories in ranking their level of participation, it is more reasonable to rely on the evidence in table 2.1 based on actual participation in the 11 activities in order to draw an objective conclusion.

Table 2.3 shows the mean participation scores by

education and age categories and considering the mean participation scores for the three age categories at all education levels also reveals insignificant differences between the younger participants' levels of involvement and those of the older participants.

Table 3 also shows these inignificant differences. The mean participation score for the younger people (those in the 20 - 39 years old category) is about 24 while that of the older people (those in the 40 - 80 years old category) is about 60. The oldest participant was a male 79 years old while the youngest was also a male 26 years old. This means that the oldest participant was 71 years old and the youngest participant was 18 years old in 1974 when the activities started. There were 19 or 26.39% people who were in the less than 40 years old category. Out of the 19 only 7 or 36.84 % had a high participation score. By combining the 40 - 59 and 60 - 80 years old categories, there were 53 or 73.61% in the 41 - 80 years old category and out of the 53, 25 or 47.16% had a high participation score. This comparison indicates a weak relationship between the observed levels of participation in the study and age. Therefore age was not really a significant factor in the determination of the participants' levels of involvement. For detailed statistics see table 7.2.

TABLE 3

MEAN PARTICIPATION SCORES BY AGE CATEGORIES

Age category	Number of Participants	Mean Participation Score
20 - 39	19	24.37
40 - 59	36	31.47
60 - 80	17	29.18

PARTICIPATION AND SEX

The findings of the study showed that the relationship between participation and sex was not significant i.e sex did not play a significant role in determining the participants' level of participation. As shown in table 4.1 out of the 72 participants 17 or 23.61% were females with a mean participation score of 28.41 while 55 or 76.39% were males with a mean participation score of 29.25. Table 4.2 shows the mean participation scores by number of participants in each education category and by sex and apparently males tended to participate more than females at all education categories except the 16 years of school completed category where females appeared to have participated more than males. Considering participation by categories which ranged from low to high, there was no clear pattern of participation between males and females. This suggests that sex did not impact the participation levels of the participants as evident from table 5.1 which is based on the computed participation scores.

In the highest participation category (40 - 90) the percentages of females and males were about the same - 29.41% for females and 30.91% for males. The same pattern is observed in the rest of the categories. But looking at table 5.2 which is based on the participants' subjective ranking of their level of participation in community activities provides a different finding. In the highest

participation category (7), there were 8 or 47.06% females as compared with only 13 or 23.64% males in the same category which suggests that females thought they participated more in community activiies than males or that they defined participation differently, for examle in terms of amount of time devoted. But since this measure of participation is more subjective than objective and the fact that it is based on community activities in general it cannot really be relied on to draw convincing conclusions. It can be concluded, based on table 5.1 that the level of participation was not impacted or determined by sex i.e. females were just as likely as males to be highly involved. There is no evidence which suggests that females participated more than males or vis versa. Therefore some other factors must have been responsible in determining the levels of participation observed in this study not sex.

TABLE 4.1

MEAN PARTICIPATION SCORES BY SEX

Sex	Number	Percent	Mean Participation Score
Females	17	23.61	28.41
Males	55	76.39	29.25

TABLE 4.2

MEAN PARTICIPATION SCORES BY EDUCATION AND SEX CATEGORIES

* Education category	Sex	Number of participants	Participation scores
8 - 12	Females	5	24.20
	Males	12	34.58
13 - 15	Females	6	33.50
	Males	7	35.57
16	Females	3	30.00
	Males	18	24.66
17 - 20	Females	3	23.66
	Males	18	27.83

* Education is measured in years of school completed

TABLE 5.1

PARTICIPATION BY SEX

Participation category	Sex			
	Females		Males	
	Number	Percent	Number	Percent
1 - 10	2	11.76	2	3.63
11 - 20	5	29.41	18	32.73
21 - 30	2	11.76	11	20.00
31 - 40	3	17.66	7	12.73
41 - 90	5	29.41	17	30.91
Total	17	100%	55	100%

TABLE 5.2

PARTICIPATION RANK BY SEX

Participation Rank	Sex			
	Female	Percent	Male	Percent
1	0	0.00	0	0.00
2	1	5.88	3	5.45
3	0	0.00	1	1.82
4	3	17.65	8	14.55
5	1	5.88	16	29.09
6	4	23.53	16	25.45
7	8	47.06	13	23.64
Total	17	100%	55	100%

PARTICIPATION AND EDUCATION

In regard to education, if the 8 - 12 and 13 - 15 categories are combined there would be 30 or 41.7% of the participants who had completed 8 and 15 years of school. Out of this education category only 13 or 43.3% had high participation scores (31 - 90). For persons with 16 or more years of education there were 42 or 58.30% participants and out of these 42, 19 or 45.2% had high participation scores as shown in table 6.1. But for the low participants (1 - 29) there was 56.66% of the 8 - 15 education category and 45.23% of the 16 and above education category. This reveals an insignificant difference between the levels of inolvement of the less educated and those of the highly educated. Table 6.2 shows this phenomenon more clearly. But when the subjective individual participants' ranking measure was used it was shown that there were also 30 participants in the 8 - 12 and 13 - 15 years of school completed categories combined and out of these 30, 15 or 50% were high participators and in the 16 and 17 - 20 years of school completed categories combined there were also 42 participants as table 6.3, which was constructed with the use of the participants' subjective ranking of their level of participation in community activities, indicates and out of the 42, 24 or 57.14% were high participators. Table 6.4 shows the same phenomenon where participation was measured with the subjective individual participants' self-ranking

but participation was by education categories.

When only the highest participation cateory is considered it is found that there were 35.29% of the participants in the 8 - 12 years of school completed category, 30.77% in the 13 - 15 years of school completed category, 23.81% in the 16 years of school completed category, and 33.33% were in the 17 - 20 years of school completed category as shown in table 6.1. It is interesting to notice that those with the lowest level of education i.e. those in the 8 - 12 years of school completed category tended to participate more than those with the highest level of education i.e. those in the 17 - 20 years of school completed category. However, this difference is insignificant. In the 8 - 12 years of school completed category there were 35.29% of the participants as compared with 33.33% in the 17 20 years of school completed category. Table 6.5 shows the distribution and percentages of the participants by years of school completed. There was no participant with less than 8 years of school completed. From this table it is evident that 21 or 29.00% of the participants had completed college while 13 or 18.10% had completed high school, 11 or 15.30% had the master's degree. These are the three major education categories represented in the data. Table 6.6 shows the distribution in numbers and percentage of the participants by education categories.

TABLE 6.1

PARTICIPATION BY EDUCATION CATEGORIES

Participation	Education category							
	8 - 12		13 - 15		16		17 - 20	
category	No.	%	No.	%	No.	%	No.	%
1 - 10	1	5.88	1	7.69	2	9.52	0	0
11 - 20	6	35.29	3	23.08	7	33.33	7	33.33
21 - 30	2	11.77	4	30.77	3	14.29	4	19.05
31 - 40	2	11.77	1	7.69	4	19.05	3	14.29
41 - 90	6	35.29	4	30.77	5	23.81	7	33.33
Totals	17	100%	13	100%	21	100%	21	100%

TABLE 6.2

EDUCATION BY PARTICIPATION MEASURED BY COMPUTED SCORES

Education (in years completed)	* High Participators Number	Percent	* Low Participators Number	Percent	Totals
8 - 12	8	25	9	22.50	17
13 - 15	5	15.63	8	20.00	13
16	9	28.12	12	30.00	21
17 - 20	10	31.25	11	27.50	21
Totals	32	100%	40	100%	72

* High participators were those with a computed participation score above 30 and Low participators were those with a computed participation score below 30.

TABLE 6.3

EDUCATION BY PARTICIPATION MEASURED BY THE PARTICIPANTS' SUBJECTIVE SELF-RANKINGS

Education (in years completed)	* High Participators Number	Percent	* Low participators Number	Percent	Totals
8 - 12	9	23.08	8	24.24	17
13 - 15	6	15.38	7	21.21	13
16	11	28.21	10	30.31	21
17 -20	13	33.33	8	24.24	21
Totals	39	100%	33	100%	72

* High participators were considered to be those who ranked their participation 6 and 7 on the subjective participation scale and Low particpators were those who ranked their participation below 6 on the scale.

TABLE 6.4

PARTICIPATION RANK BY EDUCATION

Participation	Education Category							
	8 - 12		13 - 15		16		17 - 20	
Rank	No.	%	No.	%	No.	%	No.	%
1	0	0.00	0	0.00	0	0.00	0	0.00
2	1	5.88	2	15.38	0	0.00	1	4.76
3	0	0.00	0	0.00	1	4.76	0	0.00
4	3	17.65	3	23.09	4	19.05	1	4.76
5	4	23.53	2	15.38	5	23.85	6	28.57
6	3	17.65	4	30.77	5	23.81	6	28.57
7	6	35.29	2	15.38	6	28.57	7	33.33
Total	17	100%	13	100%	21	100%	21	100%

TABLE 6.5

NUMBER AND PERCENTAGE OF PARTICIPANTS BY EDUCATION IN YEARS OF SCHOOLING COMPLETED

Education in years completed	Number of Participants	Percent
8	2	2.80
9	0	0.00
10	1	1.40
11	1	1.40
12	13	18.10
13	5	6.90
14	4	5.60
15	4	5.60
16	21	29.00
17	3	4.20
18	11	15.30
19	4	5.60
20	3	4.20
Total	72	100%

TABLE 6.6

NUMBER AND PERCENTAGE OF PARTICIPANTS BY EDUCATION CATEGORIES

Education Category	Number of participants	Percent
8 - 11	4	5.60
8	13	17.40
13 - 15	13	18.00
16	21	29.20
17 - 20	21	29.20
Total	72	100%

TABLE 7.1

MEAN PARTICIPATION SCORES BY EDUCATION CATEGORIES

* Education category	Number of participants	Mean Participation scores
8 - 12	17	31.53
13 - 15	13	34.62
16	21	25.43
17 - 20	21	27.24

* Education is measured in years of school completed.

In the 8 - 11 years of school completed category there were only 4 participants and as shown in table 6.6, High School and College graduates were highly represented as single categories in the population of participants. There were 13 or 17.40% in the 12 years of school completed category and 21 or 29.20% in the 16 years of school completed category.

In terms of the mean participation scores the same insignificant difference between the less educated levels of involvement and those of the highly educated was observed. There were 17 participants with a mean participation score of 31.53 in the 8 - 12 years of school completed category as compared with 27.24 mean participation score for 21 participants in the 17 - 20 years of school completed category as shown in table 7.1. The same situation was found when participation was measured using the subjective ranking of participation by the participants. Therefore, there was no significant relationship between education and participation in the 11 activities.

A COMPARATIVE ANALYSIS OF THE TWO MEASURES OF PARTICIPATION

Generally speaking, no significant difference was found between the measure of participation by the use of the computed score and participants' subjective responses to Question 13 b. With the computed participation measure 22 participants were in the highest participation category compared with 21 participants on the subjective measure of

participation in the same category. A comparison of the different levels of participation obtained from the two measures shows that there was no significant difference between them. For instance as shown in tables 2.1 and 2.2, in the highest participation category, 15.59% were less than 40 years old on the subjective scale compared with 26.31% using the computed score measure, 38.89% were in the 40 - 60 years old category on the subjective scale compared with 36.11% using the computed scores measure, 23.53% were in the 60 - 80 years old category on both scales. This indicates that no matter the measure used the old tended to be more involved than the young but there was no clear pattern which suggested that age was responsible for the levels of participation observed in the population of participants in the 11 activities.

A similar situation was observed as regard sex in general as a comparison of tables 5.1 and 5.2 indicates but when the two measures were examined in detail it was observed that females tended to be more involved than males using the subjective measure. On the subjective scale there were 47.06% of the females in the highest participation category compared with 23.64% males in the same category while on the computed participation score measure there were 29.41% females in the highest participation category compared with 30.91% males which indicated that there was virtually no significant difference between female and male

levels of participation.

The most interesting observation was found in the relationship between education and participation as tables 6.1 and 6.4 show. On the subjective measure 35.29% of those in the 8 - 12 years of school completed category and 33.33% of those in the 17 -20 years of school completed were in the highest participation category as compared with the same percentages and categories on the computed participation score measure. This suggests that those with the lowest level of education tended to participate more than those with the highest level of education on both measures. This is also a clear indication of the fact that the levels of participation observed in this population of participants cannot be explained by the education factor i.e. there was no significant relationship between the level of education of the participants and their level of participation in the 11 activities as suggested in table 7.2. Therefore, there must be some other factors other than education which were responsible for the observed levels of participation not education. It is worthwhile making mention here of the fact that education is a significant determining factor of the degree of participation when both participants and non-participants are studied together. But when only participants are considered, education plays little or almost no significant role in determining the participants' degree of involvement.

THE COMBINED EFFECT OF EDUCATION, SEX, AND AGE ON PARTICIPATION

In an attempt to determine the independent impacts of education, sex, and age on participation using the analysis of variance it was found that there was no significant relationship between the combined impact of education, sex, and age and the levels of participation observed in the population of participants. This fact is indicated in table 7.2 by the R - squares of 0.156029 and 0.230318 obtained as a result of running education, sex, and age against the computed participation scores and the subjective participants' ranking of their level of participation respectively which do not suggest a significant relationship between the independent impacts of the three variables and the observed levels of participation since only about 15% or 23% of the observed levels of participation are explained by education, age, and sex.

The R - square of 0.230318 obtained as a result of running education, sex, and age against participation measured by the participants' subjective responses to question 13b is higher than that obtained from the computed participation score measure. It also does not indicate a significant relation. But it suggests that the participants were less involved in the 11 activities than they really thought they were in the community activities in general probably because they defined participation differently, for example in terms of time devoted.

TABLE 7.2

STATISTICS RELATING TO PARTICIPATION SCORE AND EDUCATION, AGE, AND SEX.

Source	D.F	F	PR > F		R-Square
EDUC	3	0.10	0.9598	*	
AGE	2	0.49	0.2342	*	
SEX	1	0.06	0.8037	*	
EDUC, AGE & SEX	15	0.69	0.7830	*	0.156029
				a	b
			0.1872	*	0.230318
EDUC * AGE	6	0.85	0.5357	*	
EDUC * SEX	3	0.47	0.7034		

a and b represent the probability and R-square respectively from the subjective ranking measure of participation.

* $p_{\_} > 0.05$. Not significant at the 5 percent level of probability.

Therefore education, sex, and age did not play a major role in determining the participants' level of involvement in these activities.

PARTICIPATION AND THE 11 ACTIVITIES OR PROJECTS

A closer look at the level of participation in relation to the number of people involved in each activity suggests that the participants' involvement was determined by the type of activity. As table 8 indicates, ranking the activities by the degree of participants' involvement shows that the Sheltered Workshop was first followed by the City Sales Tax, Park Development, Industrial Authority and Industrial Park, Dump and Sanitary Land Fill, Downtown Renewal, Judicial Building, Hospital Expansion and Remodeling and Sewer Trunk Line are both ranked eightth position, Senior Citizen Housing, and in the last place Seville Nursing Home.

THE 11 ACTIVITIES AND EDUCATION, AGE, AND SEX

The aim of this section is to find out whether the number of activities in which the participants were involved was determined by their level of education, age, or sex. If all the 72 participants had been involved in all the 11 activities, then the mean involvement would have been 11. The mean involvement was 3.13.

TABLE 8

NUMBER OF PARTICIPANTS AND PERCENT BY ACTIVITY

Project	Number of Participants	Percent
Sheltered Workshop	36	16.00
City Sales Tax	29	12.90
Park Development	27	12.00
Industrial Authority and Industrial Park	25	11.10
Dump and Sanitary Land Fill	22	9.80
Downtown Renewal	19	8.40
Judicial Building	16	7.10
Hospital Expansion and Remodeling	14	6.20
Sewer Trunk Line	14	6.20
Senior Citizen Housing	13	5.80
Seville Nursing Home	10	4.40

TABLE 9

MEAN NUMBER OF ACTIVITIES BY EDUCATION

Education Category	Number of participants	Mean number of Activities
8 - 12	17	3.59
13 - 15	13	3.77
16	21	2.71
17 - 20	21	2.86

THE 11 ACTIVITIES AND EDUCATION

As indicated in table 9 the less educated tended to be involved in more activities than the highly educated. The mean number of activities for those in the lowest education category was 3.59 as compared with only 2.86 for those in the highest education category. But the analysis of variance shows that the number of activities in which a participant got involved was not determined by his or her level of education. This suggests therefore that the number of activities in which a participant got involved must have been determined by some other factors not by the level of education since there is insufficient evidence to suggest that the highly educated participated more than the less educated. Athough the available bit of evidence, apparently, instead suggests that the less educated tended to be involved in more activities than the highly educated, the analysis of variance indicates that there was no significant relationship between education and the number of activities in which a participant got involved as evident from table 11.2.

THE RELATIONSHIP BETWEEN THE 11 ACTIVITIES AND AGE

With regard to age the participants in the oldest category had a mean number of activities of 3.47 compared with only 2.58 for those in the youngest age category. This shows an insignificant difference.

TABLE 10

MEAN NUMBER OF ACTIVITIES BY AGE

Age Category	Number of Participants	Mean Number of Activities
20 - 39	19	2.58
40 - 59	36	3.31
60 - 90	17	3.47

The analysis of variance indicates that the relationship between the number of activities in which a participant got involved and his or her age was not significant as indicated by the statistics in table 11.2. Therefore, age did not play a significant role in the determination of the number of activities in which a participant got involved.

THE RELATIONSHIP BETWEEN THE ACTIVITIES AND SEX

An attempt was also made to find out whether any relationship existed between the number of activities in which a participant was involved and his or her sex. As table 11.1 shows, females had a mean number of activities of 3.35 compared with 3.09 for males. Athough females apparently tended to be involved in more activities than males the analysis of variance indicates that there was no significant relationship between the number of activities in which a participant was involved and his or her sex. Therefore the number of activities in which a participant got involved was not detemined by sex as shown in table 11.2.

TABLE 11.1

MEAN NUMBER OF ACTIVITIES BY SEX

Sex	Number of Participants	Mean number of Activities
Females	17	3.35
Males	55	3.09

THE NUMBER OF ACTIVITIES AND THE COMBINED EFFECT OF EDUCATION, AGE, AND SEX.

In the attempt to find out whether the number of activities in which a participant was involved was determined by the combined effect of education, age, and sex, an R - square of 0.128346 as shown in table 11.2 was obtained which did not suggest the existence of a significant relationship since only about 13% of the levels of participation observed was accounted for by education, age, and sex. Therefore it can be concluded that the number of activities in which a participant got involved was not determined by the combined effect of his or her level of education, age, and sex.

TABLE 11.2

STATISTICS RELATED TO THE RELATIONSHIP BETWEEN THE ACTIVITIES AND EDUCATION, AGE, AND SEX

Source	D.F	F	PR > F		R-square
EDUC	3	0.39	0.7640	*	
AGE	2	1.11	0.3365	*	
SEX	1	0.09	0.7700	*	
EDUC, AGE, & SEX	15	0.55	0.8996	*	0.128346
EDUC * AGE	6	0.44	0.8504	*	
EDUC * SEX	3	0.23	0.8724	*	

* P_ > 0.05. Not significant at the 5 percent level of probability.

THE RELATIONSHIP BETWEEN ATTENDANCE OF MEETINGS AND EDUCATION

In the attempt to investigate if the participants' attendance at meetings was related to their level of education it was found that those in the lowest education category had a mean number of activities in which meetings were attended of 3.41 as compared with 2.57 in the highest education category as shown in table 12. This suggests that the less educated participants tended to be more involved in attending meetings than the highly educated. But as the analysis of variance indicates, there was no significant relationship between the number of activities in which meetings were attended and the participants' level of education as suggested by the statistics in table 15.2.

TABLE 12

MEAN NUMBER OF ACTIVITIES IN WHICH MEETINGS WERE ATTENDED BY EDUCATION

Education Category	Number of Participants	Mean number of Activities in which Meetings were Attended
8 - 12	17	3.41
13 - 15	13	3.54
16	21	2.57
17 - 20	21	2.57

As shown in table 13, Out of the 72 participants, 71 or 98.61% reported having attended at least one meeting. This table also shows that the attendance at meetings was the form of participation with the highest number of participants. The participants reported more involvement in meeting attendance than in either contributions, committee membership or leadership role. The mean number of activities in which meetings were attended was 2.94 compared with 1.41, 2.25, and 1.36 for contributions, committee membership and leadership role respectively.

THE RELATIONSHIP BETWEEN THE ACTIVITIES IN WHICH MEETINGS WERE ATTENDED AND AGE

Table 14 shows that the participants in the oldest age category had a mean number of activities in which meetings were attended of 3.41 compared with a mean of 2.42 for those in the youngest age category. This suggests that old people reported having been involved in more meetings than the younger people. But the analysis of variance did not suggest that there was a significant relationship between the participants' involvement in meetings and their age since the difference in means is insignificant. Therefore, it cannot be reliably concluded that old people attended more meetings than young people since the statistics in table 15.2 suggest otherwise.

TABLE 13

PARTICIPATION TYPE BY NUMBER OF PARTICIPANTS, AND PERCENT

Participation	Number of Participants	Percent
Attendance of Meetings	71	98.61
Various Contributions	60	83.33
Committee Membership	66	91.66
Leadership Role	60	83.33

* The total number of participants is 72 so the percentages in this column are computed by dividing the number of participants by 72 and multipling by 100.

TABLE 14

MEAN NUMBER OF ACTIVITIES IN WHICH MEETINGS WERE ATTENDED BY AGE

Age category	Number of Participants	Mean Number of Activities in which Meetings were Attended
20 - 39	19	2.42
40 - 59	36	3.00
60 - 90	17	3.41

THE RELATIONSHIP BETWEEN THE NUMBERER OF ACTIVITIES IN WHICH MEETINGS WERE ATTENDED AND SEX

In regard to the number of activities in which a participant attended meetings and his or her sex, apparently it was found that females were a little more involved than males as presented in table 15.1. Out of 72 participants there were 17 females with a mean number of activities in which meetings were attended of 3.00 compared with 2.92 for males. This indicates that there was no significant difference between the number of of activities in which meetings were attended of males and that of females. Therefore it can be concluded that there was no significant relationship between the number of activities in which meetings were attended and sex as indicated in table 15.2.

COMBINED EFFECT OF EDUCATION, SEX, AND AGE ON MEETINGS ATTENDED.

With regard to the relationship between the number of activities in which meetings were attended and the combined effect of education sex and age, it was found that there was no significant relationship as indicated by an R - Square of 0.140101 since education, age, and sex only accounted for 14% of the observed levels of participation. Therefore, there is no reason to suggest that the number of activities in which meetings were attended by a participant was determined by his or her level of education, sex or age.

TABLE 15.1

MEAN NUMBER OF ACTIVITIES IN WHICH MEETINGS WERE ATTENDED BY SEX

Sex	Number of Participants	Mean Number of Activities
Females	17	3.00
Males	55	2.92

TABLE 15.2

STATISTICS RELATING TO THE RELATIONSHIP BETWEEN THE NUMBER OF ACTIVITIES IN WHICH MEETINGS WERE ATTENDED AND EDUCATION, AGE, AND SEX.

Source	D.F	F	PR > F		R-square
EDUC	3	0.58	0.6308	*	
AGE	2	1.34	0.2714	*	
SEX	1	0.00	0.09754	*	
EDUC, AGE, & SEX	15	0.61	0.8557	*	0.140101
EDUC * AGE	6	0.55	0.7714	*	
EDUC * SEX	3	0.35	0.7891	*	

* P_ > 0.05. Not significant at the 5 percent level of probability.

THE RELAindicated by the mean number of activities in which contributions were made of 1.76 for those in the 8 - 12 years of school completd category, compared with 1.24 for those in the 17 - 20 years of school completed category. This suggests that the highly educated tended to contribute less than the less educated but since the difference in these means are insignificant, the analysis of variance indicated that there was no significant relationshindicated by the mean number of activities in which contributions were made of 1.76 for those in the 8 - 12 years of school completd category, compared with 1.24 for those in the 17 - 20 years of school completed category. This suggests that the highly educated tended to contribute less than the less educated but since the difference in these means are insignificant, the analysis of variance indicated that there was no significant relationship between education and the number of contributions the participants made as indicated by the statistics in table 18.2.

TABLE 16

MEAN NUMBER OF ACTIVITIES IN WHICH CONTRIBUTIONS WERE MADE BY EDUCATION

Education Category	Number of Participants	Mean number of Activities in which Contributions were Made
8 - 12	17	1.76
13 - 15	13	1.54
16	21	1.19
17 - 20	21	1.24

THE RELATIONSHIP BETWEEN CONTRIBUTIONS AND AGE

There was no significant difference between the contributions made by the old and the young as presented in Table 17. The particicipants in the oldest age category had a mean number of activities in which contributions were made of 1.47 compared with 1.21 for those in the youngest age category. This fact is also supported by the analysis of variance which also suggested that there was no significant relationship between the number of activities in which contributions were made and age as the statistics in table 18.2 suggest.

THE RELATIONSHIP BETWEEN CONTRIBUTIONS AND SEX.

In regard to the relationship between contributions and sex, there was no significant difference between the mean number of activities in which contributions were made for females and that for males as table 18.1 suggests. Females had a mean number of activities in which contributions were made of 1.35 compared with a mean of 1.41 for males. The analysis of variance also supported this finding as shown by the statistics in table 18.2.

TABLE 17

MEAN NUMBER OF ACTIVITIES IN WHICH CONTRIBUTIONS WERE MADE BY AGE

Age Category	Number of Participants	Mean Number of Activities in which Contributions were Made
20 - 39	19	1.21
40 - 59	36	1.47
60 - 80	17	1.47

TABLE 18.1

MEAN NUMBER OF ACTIVITIES IN WHICH CONTRIBUTIONS WERE MADE BY SEX

Sex	Number of Participants	Mean Number of Activities
Females	17	1.35
Males	55	1.41

THE COMBINED EFFECT OF EDUCATION AGE AND SEX ON CONTRIBUTIONS.

In the attempt to determine whether the number of activities to which a participant contributed were related to the combined effect of education, age, and sex it was found that there was no significant relationship. This is evident from a very low R - square of 0.178801 as shown in table 18.2, suggesting that only about 18% of the observed participation levels was explained by education, age, and sex. Therefore, it can be concluded that contributions made by a participant were not determined by either his or her level of education, sex, or age.

THE RELATIONSHIP BETWEEN COMMITTEE MEMBERSHIP AND EDUCATION

Table 13 shows that out of 72 participants, 66 or 91.66 percent reported involvement in committees.

With regard to education, there was no significant difference between the involvement in committee membership of the highly educated and the less educated as presented in table 19. Those in the lowest education category had a mean number of activities in which they were committee members of 2.41 compared with 2.09 for those in the highest education category. Therefore, there was no significant relationship between the number of activities in which committee membership was reported and education as indicated by the statistics in table 21.2.

TABLE 18.2

STATISTICS RELATING TO THE RELATIONSHIP BETWEEN CONTRIBUTIONS AND EDUCATION, AGE, AND SEX

Source	D.F	F	PR > F		R-square
EDUC	3	0.10	0.9611	*	
AGE	2	0.97	0.3857	*	
SEX	1	0.02	0.8998	*	
EDUC, AGE, & SEX	15	0.81	0.6591	*	0.178801
EDUC * AGE	6	1.28	0.2791	*	
EDUC * SEX	3	0.34	0.7969	*	

* P_ > 0.05. Not significant at the 5 percent level of probability.

TABLE 19

MEAN NUMBER OF ACTIVITIES IN WHICH COMMITTEE MEMBERSHIP WAS RECORDED BY EDUCATION

Education Category	Number of Participants	Mean Number of Activities of Recorded Committee Membership
8 - 12	17	2.41
13 - 15	13	2.77
16	21	1.95
17 - 20	21	2.09

THE RELATIONSHIP BETWEEN COMMITTEE MEMBERSHIP AND AGE.

Table 20 shows that the older participants were slightly more involved in committee membership than the younger participants. The participants in the oldest category had a mean number of activities in which committee membership was recorded of 2.29 compared to 1.95 for those in the youngest age category. Since the difference between these means is insignificant the analysis of variance indicated that there was no significant relationship between a participant's degree of involvement in committee membership and his or her age as shown in table 21.2.

THE RELATIONSHIP BETWEEN COMMITTEE MEMBERSHIP AND SEX

With regard to sex there was no significant difference between female involvement in committee membership and that of males. As presented in Table 21.1 females had a mean number of activities in which they reported committee membership involvement of 2.35 compared with 2.29 for males. From the analysis of variance, it can therefore be concluded that there was no significant relationship between a participant's involvement in committee membership and his or her sex as shown by the statistics in table 21.2.

TABLE 20

MEAN NUMBER OF ACTIVITIES IN WHICH COMMITTEE NUMBERSHIP WAS RECORDED BY AGE

Age Category	Number of Participants	Mean number of Activities of Recorded Committee membership
20 - 39	19	1.95
40 - 59	36	2.39
60 - 80	17	2.29

TABLE 21.1

MEAN NUMBER OF ACTIVITIES IN WHICH COMMITTEE MEMBERSHIP WAS RECORDED BY SEX

Sex	Number of Participants	Mean Number of Activities of Recorded Commmittee Membership
Females	17	2.35
Males	55	2.29

THE COMBINED EFFECT OF EDUCATION, AGE, AND SEX ON COMMITTEE MEMBERSHIP.

With regard to the relationship between committee membership and the combined effect of education, age, and sex, it was found that there was no significant relationship as suggested in table 21.2 by an R -Square of 0.144421. This suggests that the involvement of a participant in committee membership was not determined by his or her level of education, sex, and age since only about 14% of the participation levels observed was accounted for by education, age, and sex.

THE RELATIONSHIP BETWEEN LEADERSHIP ROLE AND EDUCATION

As table 13 shows, there were 60 or 83.33% of the 72 participants who reported having assumed a leadership role at least once. Leadership role was the least form of participation reported.

In regard to education, there was no significant difference between the involvement of those in the highest education category and that of those in the lowest education category as presented in table 22. Those in the lowest education category had a mean number of activities in which they assumed leadership roles of 1.24 compared with 1.43 in the highest education category. The analysis of variance also suggested no significant relationship between a participant's involvement in leadership role and his or her level of education as the statistics in table 24.2 suggest.

TABLE 21.2

STATISTICS RELATING TO THE RELATIONSHIP BETWEEN COMMITTEE MEMBERSHIP AND EDUCATION, AGE, AND SEX.

Source	D.F	F	PR > F		R-square
EDUC	3	0.17	0.9138	*	
AGE	2	0.94	0.3960	*	
SEX	1	0.07	0.7992	*	
EDUC, AGE, & SEX	15	0.63	0.8374	*	0.144421
EDUC * AGE	6	0.75	0.6097	*	
EDUC * SEX	3	0.94	0.4287	*	

* P_ > 0.05. Not significant at the 5 percent level of probability.

TABLE 22

MEAN NUMBER OF ACTIVITIES IN WHICH LEADERSHIP ROLES WERE ASSUMED BY EDUCATION

Education Category	Number of Participants	Mean Number of Activities of Leadership Role Involvement
8 - 12	17	1.24
13 - 15	13	1.62
16	21	1.24
17 - 20	21	1.43

RELATIONSHIP BETWEEN LEADERSHIP ROLES AND SEX.

Table 23 shows that there was no significant difference between the involvement of females and that of males in regard to leadership roles. Females had a mean number of activities in which they reported leadership roles involvement of 1.12 compared with 1.44 for males. The analysis of variance also showed that the relationship between female and male involvement in leadership roles was not signifcant as shown by the statistics in table 24.2.

THE RELATIONSHIP BETWEEN LEADERSHIP ROLE AND AGE

In regard to the relationship between leadership roles performance and age, it was found that no significant difference existed between the involvement of the youngest participants and that of the oldest. Table 24.1 shows that the participants in the youngest age category had a mean number of activities in which leadership roles involvement was reported of 1.11 compared with a mean of 1.06 for those in the oldest age category. There was no significant relationship between leadership roles involvement and age. Therefore, this suggests age did not play a major role in determining the participants' involvement in leadership roles involvement.

TABLE 23

MEAN NUMBER OF ACTIVITIES IN WHICH LEADERSHIP ROLES INVOLVEMENT WAS REPORTED BY SEX

Sex	Number of Participants	Mean number of Activities of Reported Leadership Role
Females	17	1.12
Males	55	1.44

TABLE 24.1

MEAN NUMBER OF ACTIVITIES IN WHICH LEADERSHIP ROLE INVOLVEMNET WAS REPORTED BY AGE

Age Category	Number of Participants	Mean Number of Activities of Reported Leadership Role
20 - 39	19	1.11
40 - 59	36	1.64
60 - 80	17	1.06

THE RELATIONSHIP BETWEEN LEADERSHIP ROLES AND THE COMBINED EFFECT OF EDUCATION, AGE AND SEX.

Considering the combined effect of education, age, and sex on the participants' level of involvement in leadership roles, the R - Square of 0.205416, as presented in table 24.2, does not suggest the existence of a significant relationship between leadership roles involvement of the participants and their level of education, age, and sex. Only about 20% of the observed levels of participation was accounted for by education, age, and sex. Therefore, education, age, and sex were not major factors in the determination of the degree of leadership roles involvement observed in this population of participants.

TABLE 24.2

STATISTICS RELATING TO THE RELATIONSHIP BETWEEN LEADERSHIP ROLE AND EDUCATION, AGE, AND SEX.

Source	D.F	F	PR > F		R-square
EDUC	3	0.19	0.9020	*	
AGE	2	1.90	0.1585	*	
SEX	1	0.41	0.2408	*	
EDUC, AGE, & SEX	15	1.13	0.5023	*	0.205416
EDUC * AGE	6	0.98	0.4478	*	
EDUC * SEX	3	0.99	0.4041	*	

* P_ > 0.05. Not significant at the 5 percent level of probability.

CHAPTER V

CONCLUSION

A: RESEARCH FINDINGS

From the findings of various studies presented in the literature review there is an already established strong correlation between education and participation; i.e persons with high levels of education participate more than those with low levels of education and because of this already established relationship one would hypothesize that the same relationship be found among participants in community development activities. In other words, we would expect that among participants in community development activities such as those on which this study is based that the highly educated should participate more than the less educated. The main question that this study set out to address was whether among participants the highly educated still participate more than the less educated.

PARTICIPATION WITHIN THE 11 ACTIVITIES

In the context of this study, the question addressed was whether the different levels of participation observed among the participants in the 11 activities were associated with differences in their education levels.

The findings of the study showed no statistically significant relationship between education and participation; i. e. education played no major role in

determining the participants' degree of involvement in the 11 activities.

The findings of the study also showed no statistically significant correlation between age, sex and participation. It was expected that there be a positive statistically significant correlation between leadership roles performance, contributions and education but the study also indicated no statistically significant difference between contributions and leadership role involvement of the highly educated and those of the less educated.

PARTICIPATION IN THE COMMUNITY

The data in table 1 show that within the community from which the 72 participants came education, age, and sex are strongly correlated with participation. For example, in the County and City there were about 55% and 56% in the 8 - 11 years of school category respectively whereas only 5% of the 72 participants fell into this category. In the 17 - 20 years of school category there were about 1% in both the County and the City but 29% of the 72 participants fell into this educational level. This comparison shows that the more educated participated more than the less educated.

With regard to age, there were about 29% in the 20 - 39 years of age category in the County and 26% in the City. This age category was almost exactly represented within the participant group which had 26% in this age group. For the age category 40 - 59 there were 37% in the County and 31%

in the City whereas 50% of the 72 participants fell into this category. In the 60 - 90 years category there were 33% in the County and 41% in the City whereas 23% of the 72 participants were in this category. Therefore, it was the middle aged who participated most.

In the County 46% of the total population were males and in the City 41% of the total population were males whereas 76% of the 72 participants were males. In the County there were 53% females and 58% in the City while 23% of the 72 participants were females. This shows that males participated more than females. The comparisons above support the findings presented in the literature review.

B: CONCLUSIONS

It is an extremely important finding that among the 72 participants no significant relationship between education and participation was found. A review of the literature failed to show any study that has dealt with this aspect of the relationship. This finding has two main implications.

The first implication is that much more good quality research based on studying the relationship between socio-demographic characteristics and participation among participants in specific community development activities, is needed. This research should include other variables such as income, occupation, and social status.

Since this study also showed no statistically

significant correlation between education and leadership roles and contributions among the participants, good quality research is also needed to find out if the highly educated will be involved in more leadership roles and will contribute more than the less educated.

The second implication is that since it appears that the less educated, once involved, participate as much as the highly educated, the community development specialists should try to get more of the less educated in community activities.

At the community level, these findings suggests that much is still needed with regard to research in the effort to stimulate citizen participation with specific reference to the less educated.

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Appendix A

The coefficient of reproducibility for each activity was computed and it was found that only 4 of the 11 activities had a coefficient of reproducibility greater than .90 as the table 25 below shows, whereas according to the Guttman - type scale the coefficient of reproducibility must be greater than .90 before such a pattern can be considered scalable. This coefficient is calculated with the use of the following formula:

C.R. = 1.00 - # errors/ (# respondents) (# items). The error referred to here is when an individual's pattern of participation did not obey the cummulative pattern. For example individual number 4 in table 25 was only involved in contribution without attending any meeting. He had a score of 1 out of 4 but knowing his score does not help in determining which one of the 4 kinds of participation types he had participated in. His score of 1 does not represent a unique set of responses. Individual number 6 for instance also had a score of 1 and we can easily determine in which one of the 4 kinds of participation types he was involved since his score represents a unique set of responses i.e. it is unidimensional.

In order to determine whether the participation levels observed in the study was scalable or not the coefficients of reproduciblity were computed for all the 11 activities but most of them were below .90. For example activity

number 5 which had the highest number of respondents (36 out of 72) had a participation pattern as shown in table 25. There were 36 respondents, 13 errors, and 4 items. The coefficient of reproduciblity was computed as follows:

$$cr = 1.00 - (13)/(36 \times 4)$$

$$cr = 1.00 - (13)/(36 \times 4)$$

$$= 1.00 - 13/144$$

$$= 1.00 - .09$$

$$= 0.91$$

Therefore the coefficient of reproducibility for activity number 5 is 0.91 which is slightly above 0.90 so it is scalable. The coefficients of reproducibility for all the 11 activities were computed as indicated above. Table 26 shows the coefficient of reproducibility for each activity.

TABLE 25

GUTTMAN -TYPE SCALE OF THE PARTICIPANTS' PATTERN OF INVOLVEMENT IN PROJECT NUMBER 5 - THE SHELTERED WORKSHOP PROJECT

Participant's I.D Number	Variables			
	Meeting Attendance	Contri-butions	Committee Membership	Leadership role
4	0	1	0	0
5	1	0	1	0
6	1	0	0	0
9	0	1	0	0
10	1	0	1	0
11	1	1	0	0
12	1	0	1	1
16	1	0	0	0
17	1	0	1	0
18	0	1	0	0
19	1	1	1	0
24	1	1	0	0
25	1	0	1	0
27	1	1	1	1
28	1	1	1	0
29	1	0	0	0
30	1	1	1	1
31	1	0	1	0

Participants' ID Number	Meeting Attendance	Contri-butions	Committee Membership	Leadership Role
32	1	1	0	0
33	1	1	1	0
34	1	1	1	0
35	1	1	1	0
38	1	1	1	0
41	1	1	1	0
42	1	1	1	1
46	1	0	0	0
48	1	1	1	0
55	1	1	1	1
60	0	1	0	0
65	1	1	0	1
66	1	1	0	0
68	1	0	0	0
70	1	0	1	0
71	1	0	0	0
74	1	0	1	1
76	1	1	1	0

Total of 36 participants.

TABLE 26

COEFFICIENTS OF REPRODUCIBILITY BY ACTIVITY

Project	Coefficient of reproducibility
City Sales Tax	0.914
Park Development	0.917
Industrial authority & Industrial Park	0.850
Senior Citizen Housing	0.839
Sheltered Workshop	0.910
Hospital Expansion & Remodeling	0.839
Downtown Renewal	0.850
Dump & Sanitary Land Fill	0.890
Judicial Building	0.880
Seville Nursing Home	0.925
Sewer Trunk Line	0.890

As table 26 indicates, only the City Sales Tax, Park Development, Sheltered Workshop,and Seville Nursing Home had a coefficient of reproducibility greater than 0.90 so only 4 projects out of the 11 activities or projects had a scalable participation pattern. Therefore considering the whole pattern of participation in the 11 activities or projects observed in the population of these participants it was found that the pattern did not scale.

Q.3

Again let me explain what I am going to be asking you in this question. Then I will ask it item by item. I want to ask you about the dollar value of your contributions. I will ask you to estimate the amount of time or the dollar value of items you might have contributed such as professional services; skilled labor; other time such as meetings, driving, cooking, telephoning, etc,; miles driven; supplies and materials; duplicating services; equipment; food donated; land donated; and any other contributions that you may think of. For each activity in which you were involved please estimate the time or dollar value of your contributions in each of the categories I will read.

(Read and record a-k for each activity in which respondent was involved before moving to next activity.)

	City Sales Tax	Park Development	I.D. Authority & I.D. Park	Senior Cit. Hsng.	Sheltered Wkshp.	Hospital Expansion & Remodeling	Downtown Renewal	Dump & Sanitary Land Fill	Judicial Building	Seville Nursing Home	Sewer Trunk Line	
a. Professional services (hours contributed)												(11-13)
b. Skilled labor (hours contributed)												(14-16)
c. Other time -- meetings, driving, cooking, telephoning, etc. (hours contributed)												(17-19)
d. Miles driven												(20-22)
e. Supplies and materials (dollars)												(23-25)
f. Duplicating services (dollars)												(26-28)
g. Equipment (dollars)												(29-32)
h. Food (dollars)												(33-35)
i. Land (dollars)												(36-39)
j. Money (dollars)												(40-43)
k. Other (dollars)												(44-46)

Q.13

Now I would like to ask you about your general involvement in community activities at various times in your life. How would you rank your involvement in this community and in other communities in which you have lived? Please rank from 1 to 7 with 1 as low.

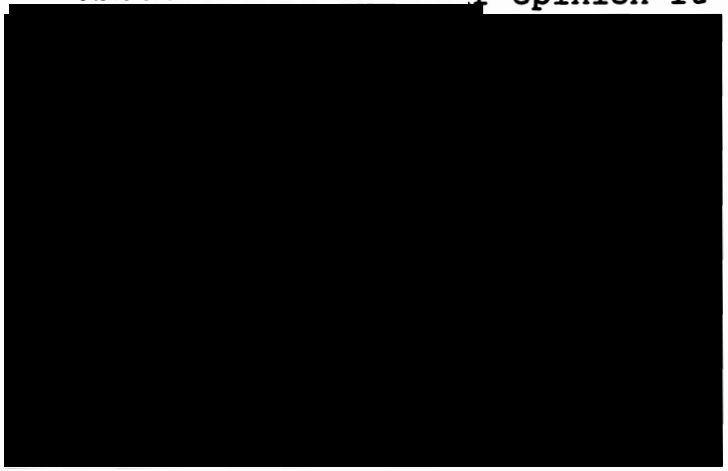
	low		fairly low	medium	fairly high		high	
a. How would you rank your participation in community activities during your adult life <u>previous</u> to your involvement in the activities listed?	1	2	3	4	5	6	7	(17)
b. How would you rank your participation in community activities <u>during</u> your involvement in the activities listed?	1	2	3	4	5	6	7	(18)
c. How would you rank your <u>current</u> involvement in community activities?	1	2	3	4	5	6	7	(19)
d. How would your rank your estimated <u>future</u> involvement in community activities?	1	2	3	4	5	6	7	(20)
e. Will you please tell us the reasons for your estimate of future involvement?								

The undersigned, appointed by the Dean of the Graduate Faculty, have examined a thesis entitled

THE IMPACT OF EDUCATION ON THE PARTICIPANTS' DEGREE OF INVOLVEMENT IN 11 COMMUNITY DEVELOPMENT ACTIVITIES IN SALEM

presented by Ngwainmbi M. Jilly

a candidate for the degree of Master of Science and hereby certify that in their opinion it is worthy of acceptance



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