A Study to Determine the Relationship of the Busing Status of the Parent's Child, Socioeconomic Group with Which the Parent is Associated, and Race of the Parent with the Parent's Opinions of Certain School and Community Factors

Thomas Michael Jones
Western Michigan University

Follow this and additional works at: http://scholarworks.wmich.edu/dissertations
Part of the Education Commons

Recommended Citation
http://scholarworks.wmich.edu/dissertations/2876

This Dissertation-Open Access is brought to you for free and open access by the Graduate College at ScholarWorks at WMU. It has been accepted for inclusion in Dissertations by an authorized administrator of ScholarWorks at WMU. For more information, please contact maira.bundza@wmich.edu.
A STUDY TO DETERMINE THE RELATIONSHIP OF THE BUSING STATUS OF THE PARENT'S CHILD, SOCIOECONOMIC GROUP WITH WHICH THE PARENT IS ASSOCIATED, AND RACE OF THE PARENT WITH THE PARENT'S OPINIONS OF CERTAIN SCHOOL AND COMMUNITY FACTORS

by

Thomas Michael Jones

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Degree of Doctor of Education

Western Michigan University
Kalamazoo, Michigan
April 1973
ACKNOWLEDGEMENTS

The writer is grateful to many people for their contributions, understanding, and cooperation in the completion of this study.

He is greatly indebted to the members of his committee who continuously gave their time and energy to provide consultation. Their expert suggestions and constructive criticisms were vital to the completion of this work.

The writer is also indebted to the Mott Foundation and the Western Michigan University Educational Leadership Department for both financial and academic support.

The encouragement received from the writer's wife Patricia, parents Mr. and Mrs. Paul R. Jones, and grandmother Gertrude Isabell has been a constant source of inspiration, without which this work might never have been completed.

Thomas Michael Jones
INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or “target” for pages apparently lacking from the document photographed is “Missing Page(s)”. If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.

2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in “sectioning” the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.

4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from “photographs” if essential to the understanding of the dissertation. Silver prints of “photographs” may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

Xerox University Microfilms
300 North Zeeb Road
Ann Arbor, Michigan 48106

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
JONES, Thomas Michael, 1944-
A STUDY TO DETERMINE THE RELATIONSHIP OF THE BUSING STATUS OF THE PARENT'S CHILD, SOCIOECONOMIC GROUP WITH WHICH THE PARENT IS ASSOCIATED, AND RACE OF THE PARENT WITH THE PARENT'S OPINIONS OF CERTAIN SCHOOL AND COMMUNITY FACTORS.

Western Michigan University, Ed.D., 1973
Education, general

University Microfilms, A XEROX Company, Ann Arbor, Michigan

THIS DISSERTATION HAS BEEN MICROFILMED EXACTLY AS RECEIVED.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>The Problem and Its Background</td>
<td>1</td>
</tr>
<tr>
<td>Problem Statement</td>
<td>4</td>
</tr>
<tr>
<td>Significance of the Study</td>
<td>5</td>
</tr>
<tr>
<td>Assumptions</td>
<td>6</td>
</tr>
<tr>
<td>Theoretical Definitions of Terms</td>
<td>8</td>
</tr>
<tr>
<td>Organization of the Dissertation</td>
<td>9</td>
</tr>
<tr>
<td>II RATIONALE AND RELATED LITERATURE</td>
<td>10</td>
</tr>
<tr>
<td>Introduction</td>
<td>10</td>
</tr>
<tr>
<td>Hypothesis One</td>
<td>12</td>
</tr>
<tr>
<td>Hypothesis Two</td>
<td>17</td>
</tr>
<tr>
<td>Hypothesis Three</td>
<td>23</td>
</tr>
<tr>
<td>Hypothesis Four</td>
<td>26</td>
</tr>
<tr>
<td>Summary of Related Literature</td>
<td>28</td>
</tr>
<tr>
<td>III DESIGN OF THE STUDY</td>
<td>29</td>
</tr>
<tr>
<td>Overview of Procedure</td>
<td>29</td>
</tr>
<tr>
<td>Hypotheses</td>
<td>31</td>
</tr>
<tr>
<td>Source of Data</td>
<td>35</td>
</tr>
<tr>
<td>Instrumentation</td>
<td>37</td>
</tr>
<tr>
<td>Data Collection</td>
<td>40</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>41</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
| IV | REPORT OF THE FINDINGS ........................................... | 44 |
|    | Hypothesis One ..................................................... | 44 |
|    | Hypothesis Two .................................................... | 50 |
|    | Hypothesis Three .................................................. | 56 |
|    | Hypothesis Four ................................................... | 62 |
|    | Summary ................................................................... | 69 |

<p>| V | SUMMARY, DISCUSSION OF THE FINDINGS, CONCLUSIONS, AND IMPLICATIONS ........ | 72 |
|   | Summary ................................................................... | 72 |
|   | General Findings .................................................. | 76 |
|   | Conclusions .......................................................... | 81 |
|   | Implications ........................................................ | 82 |
|   | REFERENCES ........................................................... | 85 |
|   | APPENDIX A ............................................................ | 89 |
|   | APPENDIX B ............................................................ | 98 |
|   | APPENDIX C ............................................................ | 101 |</p>
<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. POPULATION AND SAMPLE STRATIFICATION</td>
<td>36</td>
</tr>
<tr>
<td>2. VARIABLES AND QUESTIONS ON THE PARENT OPINION QUESTIONNAIRE</td>
<td>38</td>
</tr>
<tr>
<td>3. SUMMARY AND ANALYSIS OF VARIANCE FOR SOCIOECONOMIC GROUP AS RELATED TO SUPPORTIVENESS OF THE SCHOOLS</td>
<td>45</td>
</tr>
<tr>
<td>4. SUMMARY AND ANALYSIS OF VARIANCE FOR SOCIOECONOMIC GROUP AS RELATED TO THE QUALITY OF EDUCATION A CHILD RECEIVES</td>
<td>46</td>
</tr>
<tr>
<td>5. SUMMARY AND ANALYSIS OF VARIANCE FOR SOCIOECONOMIC GROUP AS RELATED TO INTER-RACIAL INTERACTION</td>
<td>47</td>
</tr>
<tr>
<td>6. SUMMARY AND ANALYSIS OF VARIANCE FOR SOCIOECONOMIC GROUP AS RELATED TO LEARNING DIFFERENCES BETWEEN THE RACES</td>
<td>48</td>
</tr>
<tr>
<td>7. SUMMARY AND ANALYSIS OF VARIANCE FOR SOCIOECONOMIC GROUP AS RELATED TO BUSING</td>
<td>49</td>
</tr>
<tr>
<td>8. SUMMARY AND ANALYSIS OF VARIANCE FOR SOCIOECONOMIC GROUP AS RELATED TO A CHILD'S BEHAVIOR IN SCHOOL</td>
<td>50</td>
</tr>
<tr>
<td>9. SUMMARY AND ANALYSIS OF VARIANCE FOR RACE OF A PARENT AS RELATED TO SUPPORTIVENESS OF THE SCHOOLS</td>
<td>51</td>
</tr>
<tr>
<td>10. SUMMARY AND ANALYSIS OF VARIANCE FOR RACE OF A PARENT AS RELATED TO THE QUALITY OF EDUCATION HIS CHILD RECEIVES</td>
<td>52</td>
</tr>
<tr>
<td>11. SUMMARY AND ANALYSIS OF VARIANCE FOR RACE OF A PARENT AS RELATED TO INTER-RACIAL INTERACTION</td>
<td>53</td>
</tr>
<tr>
<td>12. SUMMARY AND ANALYSIS OF VARIANCE FOR RACE OF A PARENT AS RELATED TO LEARNING DIFFERENCES BETWEEN THE RACES</td>
<td>54</td>
</tr>
<tr>
<td>Section</td>
<td>Title</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>13.</td>
<td>SUMMARY AND ANALYSIS OF VARIANCE FOR RACE OF A PARENT AS RELATED TO BUSING</td>
</tr>
<tr>
<td>14.</td>
<td>SUMMARY AND ANALYSIS OF VARIANCE FOR RACE OF A PARENT AS RELATED TO A CHILD'S BEHAVIOR IN SCHOOL</td>
</tr>
<tr>
<td>15.</td>
<td>SUMMARY AND ANALYSIS OF VARIANCE FOR BUSING STATUS AS RELATED TO SUPPORTIVENESS OF THE SCHOOLS</td>
</tr>
<tr>
<td>16.</td>
<td>SUMMARY AND ANALYSIS OF VARIANCE FOR BUSING STATUS AS RELATED TO THE QUALITY OF EDUCATION A CHILD RECEIVES</td>
</tr>
<tr>
<td>17.</td>
<td>SUMMARY AND ANALYSIS OF VARIANCE FOR BUSING STATUS AS RELATED TO INTERRACIAL INTERACTION</td>
</tr>
<tr>
<td>18.</td>
<td>SUMMARY AND ANALYSIS OF VARIANCE FOR BUSING STATUS AS RELATED TO LEARNING DIFFERENCES BETWEEN THE RACES</td>
</tr>
<tr>
<td>19.</td>
<td>SUMMARY AND ANALYSIS OF VARIANCE FOR BUSING STATUS AS RELATED TO BUSING</td>
</tr>
<tr>
<td>20.</td>
<td>SUMMARY AND ANALYSIS OF VARIANCE FOR BUSING STATUS AS RELATED TO A CHILD'S BEHAVIOR IN SCHOOL</td>
</tr>
<tr>
<td>21.</td>
<td>SUMMARY AND ANALYSIS OF VARIANCE FOR INTERACTION OF RACE AND BUSING STATUS AS IT RELATES TO SUPPORTIVENESS OF THE SCHOOLS</td>
</tr>
<tr>
<td>22.</td>
<td>SUMMARY AND ANALYSIS OF VARIANCE FOR INTERACTION OF RACE AND BUSING STATUS AS IT RELATES TO QUALITY OF EDUCATION A CHILD RECEIVES</td>
</tr>
<tr>
<td>23.</td>
<td>SUMMARY AND ANALYSIS OF VARIANCE FOR INTERACTION OF RACE AND BUSING STATUS AS IT RELATES TO INTERRACIAL INTERACTION</td>
</tr>
<tr>
<td>24.</td>
<td>SUMMARY AND ANALYSIS OF VARIANCE FOR INTERACTION OF RACE AND BUSING STATUS AS IT RELATES TO LEARNING DIFFERENCES BETWEEN THE RACES</td>
</tr>
<tr>
<td></td>
<td>Summary and Analysis of Variance for Interaction of Race and Busing Status As It Relates to Busing</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>25.</td>
<td>SUMMARv AND ANALYSIS OF VARIANCE FOR INTERACTION OF RACE AND BUSING STATUS AS IT RELATES TO BUSING</td>
</tr>
<tr>
<td>26.</td>
<td>SUMMARY AND ANALYSIS OF VARIANCE FOR INTERACTION OF RACE AND BUSING STATUS AS IT RELATES TO A CHILD'S BEHAVIOR IN SCHOOL</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

The Problem and Its Background

The major purpose of this study is to investigate a number of variables associated with the opinions held by parents. More specifically, the purpose of this study is to determine the relationship of race, socioeconomic status and whether or not a student is bused, for the purpose of desegregation, with the opinions of parents toward various aspects of the school.

The opinions of parents toward various aspects of the school will be influenced in part by the ability of the community and parent to adapt to change. The communities in which people live, for example, are changing constantly. Their geographic areas expand and contract; their populations rise and decline; and their economic and professional services ride the crests and troughs of the business cycle. The fluid area of social relationships—in informal groups and organizations, the institutions of church, school, family and government—are likewise subject to a deluge of new and forceful stimuli. As indicated by Sanders (1953), what is significant about change is not change itself as much as the attitude community leaders take toward it.
In May, 1954, the Supreme Court ruling in Brown vs. The Board of Education of Topeka declared that separate but equal school facilities were inherently unequal, and ordered the "South" to desegregate (Mosteller and Moynihan, 1972). The effects of this decision promptly induced elements of change—change in the attitudes of community leaders and change in the community. Some type of change would be crucial if any semblance of equality were to be brought about. Supporting change as being of paramount importance, Dodson (1967) cites the organization and leadership of the National Association for the Advancement of Colored People (NAACP) and the Parent-Teacher Association (P.T.A.) as organizations possessing potential for polarizing attitudes and feelings toward change. No longer could the concept of "separate but equal" be emulated as satisfying the educational needs of both black and white communities. The inherent inequality of the segregated school as expressed by Dodson (1967) will probably never be remedied within the segregated school as long as its evaluation as "inferior" prevails. Further, this negative evaluation has no opportunity to be corrected as long as the races are kept separated. Integration is necessary if understanding and harmony between the races is to be effected. A mixing of the races, providing opportunity for interaction and increased communication, could begin to bridge the gap between the races. For interaction, as
Berlo points out, "... is the merger of self and other, a complete ability to anticipate, predict, and behave in accordance with the joint needs of self and other" (p. 131).

Addressing himself to segregation, Wolff (1963) suggests that the deficiencies of education in segregated schools can be overcome by desegregation. He cautions, however, "This does not end the Negro child's problem, nor does it eliminate the stigma attached to him as an individual Negro by white bigots. However, it relieves him of the double standard of education" (p. 243).

In removing the double standard of "separate but equal" in education through desegregation, busing programs are currently underway in such Northern school communities as Pontiac, Michigan and Kalamazoo, Michigan, to achieve racial balance. The induced change of desegregation (movement of students from one building to another for racial balance) in both of these communities has resulted in diverse community opinion, resulting in continuous unrest. Recognizing this unrest, it has become the task of local boards of education to attempt to resolve the problems rising from the two-way busing of students to achieve desegregation. When identifying solutions to the problems of desegregation, the identification of community opinions relevant to desegregation could yield information necessary in implementing a desegregation plan. Moreover, the perplexing problem of community opinions should be precisely
defined to enable community leaders to focus on those segments of the community most resistant to change. The reduction of opinions from a large, rather nebulous mass to one with a higher degree of specificity could yield information necessary in predicting community reaction which could ultimately affect the success of a desegregation plan.

Problem Statement

Public emotion has risen sharply as a result of two-way busing to achieve desegregation. Communities have found themselves divided by race as to their opinions on desegregation. Studies such as the one conducted in Pontiac by Market Opinion Research (June, 1972) have investigated parent opinions and have reported the findings and busing attitudes in a racial breakdown. The opinions of parents, whether accurate or not, are a powerful force which could greatly impede or promote successful desegregation of the public schools. While most students have treated opinions as either in a masslike potpourri or a vague racial microcosm, there has been little effort to reduce parent opinions to an equal level of specificity. Information necessary for successful desegregation could be provided by a more specific determination of parent opinions, taking into consideration variables such as race, socioeconomic status group (SES) represented by a parent,
and whether or not a parent's child is bused to achieve desegregation.

This study is addressed to the following problems:

1. Is there a relationship between the socio-economic group to which a parent belongs and the parent's opinion regarding the following variables: supportiveness of the schools, the quality of education the schools provide, interracial interaction, learning differences, busing, and student behavior?

2. Is there a relationship between the race to which a parent belongs and the parent's opinion regarding the following variables: supportiveness of the schools, the quality of education the schools provide, interracial interaction, learning differences, busing, and student behavior?

3. Is there a relationship between a busing status of a parent's child and the parent's opinion regarding the following variables: supportiveness of the schools, the quality of education the schools provide, interracial interaction, learning differences, busing, and student behavior?

4. Is there a relationship between the interaction effect of busing status and a parent's race and the parent's opinion regarding the following variables: supportiveness of the schools, the quality of education the schools provide, interracial interaction, learning differences, busing, and student behavior?

Significance of the Study

The major significance of this study is that it provides original data on selected variables which are inherently associated with parent opinions in regard to desegregation via two-way busing.
The measure of parent opinions on desegregation via two-way busing in a community setting may allow educational administration practitioners to interpret the data and apply the findings in their communities. Testing of the hypotheses in an actual community may remove the element of artificiality sometimes experienced in a controlled setting and allow for increased generalization.

In the measurement of opinions, this investigation goes beyond the usual consideration of race as a variable affecting opinions. It investigates other variables such as the socioeconomic status and the busing status of a parent's child to determine their relationship with parent opinions. These variables which exist in almost every community have in many studies been overlooked. Moreover, items to which this study seeks reaction or opinion are in most cases closely related to the school setting and different from those previously investigated. Therefore, this study, dealing with desegregation, is investigating parent opinions from a vantage point which has not been previously considered. In addition, this study has dealt with issues related to education which could prove instrumental in implementing a desegregation program.

Assumptions

It is realized that there is a relationship between the degree to which these assumptions are valid and accep-
tance of the findings of this study. Therefore, the following paragraph will be added toward explaining the major assumptions on which this study is based.

It is assumed that the responses of the parents surveyed are representative of all parents who have children attending the Kalamazoo Public Schools. This assumption is based on the fact that the 400 parents from which the responses were solicited were randomly selected. The sample selection was based on a stratified random sample such that parents from all of the significant strata were represented in the sample.

Assuming that other communities are similar to Kalamazoo in that the population of that community is measured by certain variables such as socioeconomic status and race, inferences can be made from these data to other populations. However, it is important to ascertain the similarities of a large population before inferences are to be made.

Another assumption on which this study is based is that the instrument and data collection technique resulted in valid and reliable measures of parent opinion. The instrument (Appendix A) consisted of a highly structured interview schedule which was developed with the assistance of people who possessed expertise in the area of constructing interview schedules. The personal interview technique used to collect these data was administered by ten doctoral students in a community education program. The people who
collected the data received extensive training with respect to using the structured interview technique (Appendix C). Based on the questions posed in the instrument, the face validity appears to be solid.

The final assumption made in this study is that the specific questions posed to measure a particular variable were a valid measure of that variable (Appendix B). This assumption is based on the belief that these questions measure what they purport to measure.

Theoretical Definitions of Terms

1. **Supportiveness of schools** is a series of opinions of a parent which indicate that he could support the educational system of Kalamazoo either monetarily or by volunteering time for projects.

2. **Walker** is a student who walks to school.

3. **Buser** is a student who rides the bus to a school different from the one he attended last year because of desegregation.

4. **Desegregation** is a forced mixing of the races via a two-way busing plan.

5. **Interracial interaction** is the communication between the races, both verbal and nonverbal, in an educational setting.

6. **Busing status** is determined by whether a student rides the bus or walks to school.

7. **Parent Opinion Questionnaire** is an instrument developed by the researcher to measure parental opinion on six dependent variables.

8. **Socioeconomic status** indicates the social class a parent belongs to, which is a combination of social and economic factors.
9. Learning differences are those differences in children which refer to differences in learning rates.

Organization of the Dissertation

The purpose of Chapter I has been to state the problem and its background, the significance of the study, the assumptions, the definition of terms, and the organization of the dissertation. Contained within Chapter II is the research which has been completed on parent opinions as they relate to desegregation and certain school and community variables. Chapter III, "Design of the Study," contains an overview of the procedure, the hypotheses explored, the sources of data, the method of gathering data, the instrumentation, and the methods of analyzing data. Chapter IV contains a report of the findings, and Chapter V consists of a summary of the study, discussion of the findings, conclusions drawn from the findings, and a statement of implications.
CHAPTER II

RATIONALE AND RELATED LITERATURE

The purpose of this chapter is to present a rationale for the study based on research and opinions from a review of the literature. Resulting from a lack of research which deals specifically with the variables considered in this study, it will be necessary on occasions to cite parallel research to support the intentions of this study.

The general format of this chapter will consist of an introduction, consideration of the related literature as it relates to each of the hypotheses, and a summary.

Introduction

An extensive quantity of literature has accumulated over the years related to desegregation. Despite this fact, most of the available research by people such as Dodson (1967), Coleman (1971), Dyer (1971), and Mosteller and Moynihan (1972) has been fragmented and concentrated on issues dealing primarily with achievement and environment. No single study has probed with a microscopic eye the opinions of those who live within a community taking into consideration the variables of race, socioeconomic status, and transportation status. It would seem that in communities which are composed of different races, varying
degrees of wealth, and a variety of methods of transporting children to school, that these variables and their relationship to parental opinions regarding desegregation would have been explored much earlier. If we are committed to the concept of desegregation and the successful implementation of desegregation programs, then we must begin to explore the opinions of our communities. Once we have established a measure of community opinions, areas which are identified as trouble spots, either because of distorted information or misconception, can be met with factual information resulting in a possible reduction of anxiety toward desegregation.

Accepting the concept that parent opinions are important to the implementation of a desegregation program and that variables such as wealth, transportation of a parent's child, and race are common to all communities, the question is then raised as to what variables shall measure the opinions of parents. Polls such as the Harris and research similar to that conducted in Pontiac by Market Opinion Research have concentrated on issues such as willingness of parents to support the schools, interracial interaction within the school, the difference in learning rates of students, the problems of busing, the behavior of students, the length of the bus ride, opinions of teachers, and the cost of busing. Many of the issues mentioned above appear more frequently than others. For this reason, this study
will use the first six variables mentioned to measure parent opinions.

To establish a rationale for this study, the literature and research which follows has been reviewed and discussed in relation to the hypothesis to which it pertains. After a statement of each hypothesis, a short explanation of the development of that hypothesis will appear. Following this will be a general overview of the related literature, followed by a more specific discussion of the literature.

Hypothesis One

Statement of Hypothesis One

The higher the SES group represented by a parent, the more positive his opinions regarding the supportiveness of the schools, the quality of education his child receives, interracial interaction, learning differences, busing, and his child's behavior in school.

Development of Hypothesis One

Is there a difference between the opinions of parents caused by or attributable to their socioeconomic status? Many times the statement is made that those who are in the upper socioeconomic group are more liberal and progressive than those below them. They are viewed, generally, as
being tolerant of racial differences, understanding, and supportive of the system. If these assumptions are correct, it would then seem reasonable to expect parents of higher socioeconomic groups to be more positive than lower groups toward the six variables considered in this study.

**Socioeconomic group as related to certain school and community variables**

In this section, the following research will be discussed. The research conducted by Market Opinion Research (June, 1972) in Pontiac seems to concentrate, among other things, on the issues of race and the quality of education resulting from desegregation. The works of Myers (1968) and Harris (1970) seem to concentrate on the issues of integration and interracial interaction. As in previous cases mentioned, Marascuilo and Penfield (1966), in reference to SES groups, discuss learning differences and parent opposition to busing.

The current civil rights movement, augmented by the wave of lower-class Blacks migrating from the South, has forced Northern communities to study the function and organization of their school systems. In essence, the 1954 Supreme Court Decision maintained that "separate but equal" schools for Blacks and Whites were unequal and contrary to the purpose of education. As a result, many Northern communities had begun to explore ways to achieve
desegregated school systems. The most controversial method of achieving desegregation was via two-way busing.

Two-way busing is a desegregation program which entails the busing of black children into predominantly white schools and the busing of white children into black schools. Resulting from the busing of students, to achieve racial desegregation, has been a great deal of public furor and emotion.

School officials have been faced with the problem of implementing busing programs, but have not known, beyond speculation, how the different segments of the community would react. For example, would the more affluent or higher socioeconomic groups in the community be more receptive to the busing plan than other segments? Would they view the quality of education delivered in the system as improved with desegregation, or would they see the system as beginning to gradually decline? These are only a few of the unanswered questions which exist and whose answers could lead to implementation of a successful desegregation program.

Prior to the start of the 1971-72 school year, the public school system of Pontiac, Michigan was ordered by the U.S. District Court to desegregate its schools and found itself faced with many of the unanswered questions mentioned above. To provide answers to some of these questions, Pontiac hired Market Opinion Research to conduct a
study measuring parent attitudes. Portions of this research measured parent attitudes in regard to racial issues and the quality of education a parent had perceived as being delivered in the schools. In gathering opinions on these issues, the sample was stratified according to the SES group with which a parent was associated. The findings reported, based on a sample of 500 parents who have students attending the Pontiac Public Schools, indicate that "attitudes toward desegregation by busing are independent of socio-economic status, but are related to each other and to race" (p. 3). In regard to the quality of education and achievement levels, it was reported that "... in those households headed by a person in a higher occupation and educational level, the perception is that the standards and achievement have dropped" (p. 3). Contrary to these findings, it was reported by Myers (1968) that: "It is a common result to find that persons with more education and higher income have more tolerant attitudes toward minority groups" (p. 7).

Dealing primarily with the issues of busing and race, Marascuilo and Penfield (1966) reported findings contrary to those of Myers (1968). In their research, Marascuilo and Penfield reported that: "It is apparent that support for changing school boundaries to reduce racial imbalance was centered in low- and middle-level SES tracts" (p. 369). In addition, it was concluded that: "It is reasonable to
conclude that opposition to the recommendation to improve racial imbalance in the school district was centered among the established, older, upper-class white residents of the community" (p. 372).

Helms (1970), while not specifically mentioning socio-economic factors, does mention that interracial contact in predominantly white areas has had some impact upon attitudes, although not necessarily a positive impact in terms of respondent evaluation of the desegregation program. This could be interpreted to mean that in predominantly white suburban areas, which are usually considered to consist of higher socioeconomic groups, the people are less positive toward certain school and community variables resulting from desegregation than might otherwise be expected.

With regard to desegregation and parental opinions as they relate to the socioeconomic group of a parent, the available literature and research is at times not only inconsistent, but limited. Helms (1970), in her research, clearly stated the need for further investigation in this area when she said, "... since suburbs are often segregated communities, knowledge of the impact of such programs upon communities is important to understanding the process of racial interaction and attitude formation" (p. 28).
Hypothesis Two

Statement of Hypothesis Two

The opinions of black parents will be more negative regarding supportiveness of the schools, quality of education their child receives, interracial interaction, learning differences, busing, and their child's behavior in school than those of white parents.

Development of Hypothesis Two

Do the opinions of Blacks concerning education vary from those of Whites? Those opposing desegregation would claim that black children destroy their schools, do not support them, are different from white children, and are children whose only interest is antisocial behavior. On the other hand, Blacks would perceive their problems as precipitated by the white population, who have held them back. Given these two opposing points of view, how then could the opinions of Blacks be perceived concerning certain school and community variables in a desegregated setting?

Race as it relates to certain school and community variables

In this section, the following research will be discussed. The research conducted by Market Opinion Research

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
deals with race and the relationship it has with the opinions of parents concerning interracial interaction, transportation, behavior, and the quality of education delivered, and the studies of Johnson (1968) and Jensen (1970) discuss the attitudes of the community toward racial interaction while Roessler (1970), Melville (1970), and Kellner (1970) discuss perceived differences among the races in learning ability and rates.

The greatest amount of research dealing with desegregation has revolved around the variable of race. Generally, it could be said that when educational issues are involved, black and white parents are thought to be at opposite ends of the continuum. In regard to the quality of education delivered in the schools, the trends in research—at least in Pontiac—seem to reinforce this belief. Of those parents contacted in Pontiac by Market Opinion Research (1972), 13 percent of the black and 1 percent of the white parents felt that their children are learning more and studying harder. In the same study, it was also reported that 40 percent of the Blacks feel that educational standards and achievement are improving, while 10 percent of the Whites feel their children are getting a lesser education. Jensen (1970), also addressing himself to the issue of educational quality, found almost an even split among white opinions (35 percent-32 percent), while a majority of the Blacks (59 percent) felt that busing has
had a good influence on the quality of education. Roessler (1970), in his study asking the question, "Won't the quality of education suffer because of desegregation?" (p. 4), found that parents were opposed to the idea of separate schools for the different ethnic groups. Other research, such as that of Melville (1970) and Hansen (1963), seems to provide further evidence that desegregation does not have a detrimental effect upon the quality of education delivered in the schools. Despite these findings, however, as indicated in the data gathered in Pontiac, parents feel that desegregation will lower the quality of education delivered in a school. These inconsistencies between fact and opinion could pose a major stumbling block to a desegregation program. There appears to be a need to further probe the opinions of parents, on the basis of race, to more clearly identify opinions on the issue of educational quality. A determination of racial positions on this issue could provide target areas to which factual information could be channeled.

On the issue of desegregation or racial interaction, there is a clear division among the races. The data of Market Opinion Research in Pontiac indicate that: "Black parents perceive race relations in the Pontiac Schools have improved this year. White parents do not" (p. 1). Also reported was the finding that: "Black parents perceive busing has helped students get to know those of
different races better. White parents were neutral, neither agreeing nor disagreeing with the issue" (p. 2). Further emphasizing the division between the races on desegregation, it was reported in the Pontiac study that three-fourths of the Blacks and only one-third of the Whites preferred integrated schools.

The research conducted in Pontiac would seem to indicate that, on the issue of racial interaction, the black population is more positive and the white population more negative. The research of Johnson (1968) and Jensen (1970), however, seems to refute this point. Johnson, in her research, reported that 32 percent of elementary and 41 percent of secondary white parents feel positive toward integration, while only 15 percent and 13 percent, respectively, were negative. In his research, Jensen found that 85 percent of the white population was in favor of integration, with only 7 percent responding negatively. To add further confusion about parental opinions, Deutsch and Collins (1952) have indicated the successful influence of interracial contact in reducing prejudice. It would seem that what once appeared a clear division of opinion, on the basis of race, is no longer clear and needs further investigation.

It is not uncommon to hear someone say, "The educational needs and learning rates of Blacks and Whites are different. If black students are permitted to attend white
schools they will lower the achievement levels of the white students." Addressing themselves to the issue of learning differences and achievement among the races are Kellner (1970) and Mosteller and Moynihan (1971). The research of Kellner found that evidence tended to indicate that, on the average, when racial mixing was put into effect, achievement of black students rose while the average achievement of white students was not lowered. Mosteller and Moynihan, analyzing the Coleman Report, indicated that the environment is the most important factor in achievement and unrelated to the level of education delivered in school. Again, while statistical data indicate that desegregation will not cause a lowering of achievement levels of white students, we are still unclear about the opinions of parents and their impact on education. This uncertainty, while undetected, could pose major problems to a desegregation program.

The transportation of students to achieve desegregation has been the focal point of emotion and demonstration. It is generally felt that Blacks are in favor of busing, while Whites oppose the transportation of children. The literature, while far from conclusive, would tend to support this commonly held belief. In Pontiac, it was found that Blacks were generally positive toward desegregation by busing, while Whites were more negative. It was also reported by Market Opinion Research that: "Whites respond
far more negatively than positively when asked to respond to attitudinal statements related to busing and desegregation" (p. 1). In his research, however, Jensen reported an even split among Whites concerning the issue of busing children. While these data do not indicate a reversal in opinion, they may indicate a trend which needs further investigation to obtain data useful in implementing desegregation programs.

The data concerning student behavior in a desegregated school system seem to be limited. Market Opinion Research reported in Pontiac that, in grades kindergarten through third grade, both black and white parents are satisfied with student behavior. In grades four through twelve, however, the parents of white students are dissatisfied with student behavior. Moreover, 20 percent of the white parents in Pontiac perceived discipline and behavior as becoming worse, with Blacks indicating that they perceived little change. On the issue of student behavior, opinions of parents seem to be polarized by race. While indicating a trend, the data reported are not conclusive on the issue of behavior. Further investigation could provide information which might affect the approach that a school system would use in implementing a desegregated program.

It should be clear that the greatest amount of literature on desegregation centers around race and racial
opinions. The literature, while abundant in some areas, is scarce in others. For example, on the issue of supportiveness of the school systems, there is no indication as to where support can be found or from what direction it can be sought. In other areas, such as opinions as to perceived learning differences among the races, and behavior, there seem to be limited data to indicate trends which might be helpful in implementing a desegregation plan. It could be concluded, therefore, that there is a need for further investigation into the area of parent opinions as they relate to race and certain school and community variables.

Hypothesis Three

Statement of Hypothesis Three

The opinions of parents whose child walks to school will be more positive regarding supportiveness of the schools, quality of education their child receives, interracial interaction, learning differences, busing, and their child's behavior in school than those of parents whose child rides the bus to school.

Development of Hypothesis Three

Many believe that the opinions of parents whose children are bused out of their old school areas will be much
more negative toward desegregation because it is forcefully mixing the races. The question which is left unanswered is: How can parents be expected to react toward desegregation and other related variables when students are bused to achieve desegregation?

**Busing as it relates to certain school and community variables**

In this section, the following research will be discussed. The research of Market Opinion Research (1970) reports parental opinions toward busing in Pontiac. Marascuilo and Penfield (1966) and Kellner (1970) discuss parent opinions toward busing and their impact on politics and emotion. In addition, Roessler (1970) reports in his findings that busing has had no problem-causing effects.

The 1954 Supreme Court decision in Brown vs. the Board of Education of Topeka is the precedent from which modern developments flow. For more than 50 years before that decision, public school systems were permitted to operate under law which provided racially separated school systems as long as those systems also were equal.

In the South, this doctrine had resulted in the enactment of laws requiring or sanctioning racially separate or "dual" school systems. Thus, regardless of the proximity of a school to a child's home, children were assigned to schools on the basis of race. Busing was frequently
required, with children in many instances being bused as far as 57 miles to ensure segregation. When this process is reversed, however, and children are bused to achieve desegregation, how can parents be expected to react and feel?

In Pontiac, for example, as reported by Market Opinion Research (1970), "... parents perceived that the school millage vote on April 24, 1972 failed because of school busing and high taxes. Whites blamed busing, blacks blamed people not voting, and both blamed high taxes" (p. 30). In conjunction with these findings, Marascuilo and Penfield (1966) also reported negative opinions of parents toward busing and indicated that these opinions may be related to the socioeconomic level of a family.

In contrast to the above-mentioned research, Roessler (1970) reported that a majority of parents in his study reported that busing produces no additional problems. He also indicated that many parents reported that their children found the bus ride enjoyable. Beker and Cagle (1968) reported in their investigation that 43 of 47 mothers surveyed responded favorably.

The literature, while limited and far from conclusive, seems to indicate a shotgun approach has occurred when exploring the relationship of busing to certain school-related variables. At times the data have even been vague.
and non-directional in nature. To aid in removing some of this uncertainty, there appears to be a clear need for continued research.

Hypothesis Four

Statement of Hypothesis Four

There are systematic effects on the parent's opinion regarding supportiveness of the schools, quality of education his child receives, interracial interaction, learning differences, busing, and his child's behavior in school attributable only to the combination of a particular race of the parent with a particular busing status of the parent's child.

Development of Hypothesis Four

Several studies, including this research, have at times studied desegregation from a single variable or causation point of view. In doing so, one runs the risk of overlooking opinions which may be developed from a combination of events or variables. Moreover, seldom is a problem created by a single event, but rather by a combination of events. For this reason, the investigation of parent opinions, taking into consideration race and busing status of a parent's child, could shed additional light into the problems encountered in desegregation.
The systematic effects of race and busing as it relates to certain school and community variables

The research on parent opinions as affected by the busing status of their children and race is limited. Primarily, available literature addresses itself to the issue of time involved in busing, to the issue of happiness of children riding the bus, and to the issue of busing itself. Dealing with the first two of these issues is the research conducted in Pontiac. Data reported in the Pontiac study indicate that 20 percent of the white parents whose children were bused and 6 percent of the black parents felt that busing was a waste of time. Following this same trend, it was reported that white parents whose children were bused felt their children were unhappier this year as compared to last. Brink and Harris (1964), also dealing with parent opinions, reported that 50 percent of the Blacks were in favor of busing children to another part of town.

The available literature has explored the opinions of parents, but only on the basis of black and white parents whose children are bused. No consideration, at least in these studies, was given to exploring the opinions of parents, both black and white, whose children walk to school. An exclusion of this consideration would render any diagnosis of desegregation problems totally incomplete.
Summary of Related Literature

In summary, a review of the materials presented above finds that, at times and on particular variables, there was an abundance of research. In other variables, however, the availability of materials was extremely limited and in many cases just did not exist. While the availability of related materials may have fluctuated, the need for continued research in the area of parent opinions concerning desegregation did not. It became obvious in reviewing materials that no single piece of research has dealt with desegregation and parent opinions clearly. Instead, there now exist a number of findings, fragmented and sometimes contradictory. Variables such as socioeconomic status and busing status of a parent's child which could help more clearly define a parent's opinion toward desegregation have gone unexplored. Therefore, with the variables mentioned above, the need is even greater for a comprehensive study to be conducted.
CHAPTER III

DESIGN OF THE STUDY

The purpose of this chapter is to make explicit the design of the study and the procedure used to implement it. Specifically, the hypotheses explored, the sample and population, instrumentation, data collection, and the methods of analyzing data are explained.

Overview of Procedure

Participants for the Kalamazoo Phase II Desegregation Study were selected from parents who have children attending the Kalamazoo Public Schools. The instrument used in data collecting was administered to participating parents by a team of 10 trained interviewers in a seven-day period. The data from the Kalamazoo Phase II Desegregation Study were used to determine the relationship, when students are bused for desegregation, between the socioeconomic group and race represented by parents and their opinions regarding selected variables within the community. The accumulation of opinions on these variables will serve as a measure providing information which could be used in desegregating schools. To measure the opinions of parents, the Parent Opinion Questionnaire (Appendix A) was used. This questionnaire measures parental opinions regarding the six
dependent variables of: (1) a parent's willingness to support the school; (2) the quality of education the schools deliver; (3) interracial interaction; (4) racial learning differences; (5) busing; and (6) student behavior. To measure a parent's opinion on a particular variable—for example, a parent's supportiveness of the schools—there were three questions used on the Parent Opinion Questionnaire. The sum of responses to these questions would determine a parent's opinion on the variable. The procedure of using multiple questions to determine an opinion was used with most of the other five variables.

To examine more closely the opinions held by parents, their opinions were stratified according to the independent variables of a parent's socioeconomic group, racial group, and the busing status of a parent's child. The stratification of parents and their opinions according to these three independent variables was obvious and relatively uncomplicated, except in the determination of the socioeconomic group to which a parent belonged. The primary determination of a parent's socioeconomic group was made according to the socioeconomic level of the school a parent's child attended, as measured by the Michigan Assessment Test. The final determination, however, was made by the interviewer through his observations, taking into consideration such variables as the neighborhood and
the condition, size, and construction of the home.

Once the information collected by the interviewers was returned, the one-way and two-way analysis of variance models were used to analyze these data. For the first hypothesis and the six inherent hypotheses, a one-way analysis was used to make comparison between the different socioeconomic groups and their responses to the first dependent variable (supportiveness). In turn, the inherent hypotheses of the second and third hypotheses were analyzed in the same manner. A two-way analysis of variance model was used to analyze the inherent hypotheses of the fourth hypothesis. This model yielded comparisons in the interaction effect of busing status and race on the opinions of parents.

Hypotheses

The main intent of this study was to investigate the relationship of race, socioeconomic status, and whether or not a student is bused for the purpose of desegregation with the opinions of parents as measured on six variables. Specifically, this study will address itself to the following hypotheses, which consist of six research hypotheses inherent in each:

1. Socioeconomic group as related to certain school and community variables
   a. The higher the SES group represented by a parent, the more positive is the
parent's opinion regarding supportiveness of the schools.

b. The higher the SES group represented by a parent, the more positive is the parent's opinion regarding the quality of education his child receives.

c. The higher the SES group represented by a parent, the more positive is the parent's opinion regarding interracial interaction in the schools.

d. The higher the SES group represented by a parent, the more positive is the parent's opinion regarding the belief that there are learning differences among races.

e. The higher the SES group represented by a parent, the more positive is the parent's opinion regarding busing.

f. The higher the SES group represented by a parent, the more positive is the parent's opinion regarding his child's behavior in school.

2. Race as it relates to certain school and community variables

a. The opinions of black parents will be more negative regarding supportiveness of the schools than those of white parents.

b. The opinions of black parents will be more negative regarding the quality of education their child receives than those of white parents.

c. The opinions of black parents will be more negative regarding interracial interaction than those of white parents.

d. The opinions of black parents will be more negative regarding learning differences between the races than those of white parents.
e. The opinions of black parents will be more negative regarding busing than those of white parents.

f. The opinions of black parents will be more negative regarding their child's behavior in school than those of white parents.

3. Busing as it relates to certain school and community variables

a. The opinions of parents whose child walks to school will be more positive regarding supportiveness of the schools than those of parents whose child rides the bus.

b. The opinions of parents whose child walks to school will be more positive regarding the quality of education their child receives than those of parents whose child rides the bus.

c. The opinions of parents whose child walks to school will be more positive regarding interracial interaction than those of parents whose child rides the bus.

d. The opinions of parents whose child walks to school will be more positive regarding learning differences between the races than those of parents whose child rides the bus.

e. The opinions of parents whose child walks to school will be more positive regarding busing than those of parents whose child rides the bus.

f. The opinions of parents whose child walks to school will be more positive regarding their child's behavior in school than those of parents whose child rides the bus.

4. The systematic effects of race and busing as they relate to certain school and community variables
a. There are systematic effects on the parent's opinion regarding supportive-ness of the schools attributable only to the combination of a particular race of the parent with a particular busing status of the parent's child.

b. There are systematic effects on the parent's opinion regarding the quality of education their child receives attributable only to the combination of a particular race of the parent with a particular busing status of the parent's child.

c. There are systematic effects on the parent's opinion regarding interracial interaction attributable only to the combination of a particular race of the parent with a particular busing status of the parent's child.

d. There are systematic effects on the parent's opinion regarding learning differences between the races attributable only to the combination of a particular race of the parent with a particular busing status of the parent's child.

e. There are systematic effects on the parent's opinion regarding busing attributable only to the combination of a particular race of the parent with a particular busing status of the parent's child.

f. There are systematic effects on the parent's opinion regarding his child's behavior in school attributable only to the combination of a particular race of the parent with a particular busing status of the parent's child.
Source of Data

**Population**

The population of this study will be all parents who have children attending the Kalamazoo Public Schools. Once identified, the population was then stratified according to the child's:

1. Grade level: early elementary, upper elementary, junior high, and senior high
2. School: actual buildings
3. Race: black and white
4. Bused and walked
5. Socioeconomic group (determined by building rating on the basis of Michigan Assessment Test)

In stratifying the population for socioeconomic grouping, few young black students were found attending any high socioeconomic schools.

**Description of the sample**

The sample for this study was selected at random from the different strata of the population. In selecting the sample, the number of names chosen from each stratum was determined in part by the distribution of students in the total district. For example, half of the total student population in the Kalamazoo Public Schools is in grades 1-6. Moreover, 80 percent of the students in the schools...
are White, while 20 percent are Black. To reflect these distributions, 200 student names were selected from the elementary levels, 100 from the junior high level, and 100 from the senior high level. Of the 200 selected for the elementary sample, 40 were Black and 160 were White; for the junior high sample, 20 were Black and 80 were White. In making selections from each stratum, names were proportionately selected from each of the schools in Kalamazoo. Table 1 indicates how the population is stratified and the number of names selected from each stratum for the population.

TABLE 1
POPULATION AND SAMPLE STRATIFICATION

<table>
<thead>
<tr>
<th>Early Elementary (100)</th>
<th>Upper Elementary (100)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Black: Students</strong></td>
<td><strong>Black: Students</strong></td>
</tr>
<tr>
<td>Walk (10)</td>
<td>Walk (10)</td>
</tr>
<tr>
<td>Low SES</td>
<td>Low SES</td>
</tr>
<tr>
<td>Bus (10)</td>
<td>Bus (10)</td>
</tr>
<tr>
<td>Low SES</td>
<td>Low SES</td>
</tr>
<tr>
<td><strong>White: Students</strong></td>
<td><strong>White: Students</strong></td>
</tr>
<tr>
<td>Walk (40)</td>
<td>Walk (40)</td>
</tr>
<tr>
<td>High SES</td>
<td>High SES</td>
</tr>
<tr>
<td>Med. SES</td>
<td>Med. SES</td>
</tr>
<tr>
<td>Low SES</td>
<td>Low SES</td>
</tr>
<tr>
<td>Bus (40)</td>
<td>Bus (40)</td>
</tr>
<tr>
<td>High SES</td>
<td>High SES</td>
</tr>
<tr>
<td>Med. SES</td>
<td>Med. SES</td>
</tr>
<tr>
<td>Low SES</td>
<td>Low SES</td>
</tr>
</tbody>
</table>

A stratification on the basis of socioeconomic and busing status was not made in the junior and senior high.
This was not done because these grade levels receive students from numerous feeder schools and with varying modes of transportation, making it beyond the scope of this study. Students, therefore, were selected from these levels in proportion to their representation in the public schools. From each of the 5 junior high schools, 4 black and 16 white students were selected. At the high school level, 10 black and 40 white students were selected from each of the 2 high schools.

In selecting names for the sample, the names were placed on a large master chart. In doing this, it was possible to visually scan the chart in an effort to detect any duplications. When such duplications were discovered, a replacement was drawn.

Instrumentation

The basic instrument on which this study was based was the Parent Opinion Questionnaire (Appendix A) developed by the investigator. Serving as the criterion measure, the instrument was pretested using a sample of 10 white and 10 black parents. The pretest procedure resulted in the rewording and rearrangement of some questions for clarity.

To further refine the instrument, each of the 10 interviewers was instructed to pretest the instrument by soliciting responses from at least 1 parent in Kalamazoo.
From this experience, further refinements were made to the questionnaire.

The arrangement of questions on the criterion measure was very important. Responses to questions on the instrument would determine one's rating or opinion on a particular variable. Table 2 more clearly depicts the variables and questions which determine a person's opinion on a variable.

**TABLE 2**

**VARIABLES AND QUESTIONS ON THE PARENT OPINION QUESTIONNAIRE**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support</td>
<td>8. Do you think that the Board of Education acts in the best interest of the entire community?</td>
</tr>
<tr>
<td></td>
<td>23. What kind of a job do you feel the present school board is doing to improve the quality of education in Kalamazoo?</td>
</tr>
<tr>
<td></td>
<td>26. If an operational millage issue is presented to the public, how would you respond?</td>
</tr>
<tr>
<td>Quality</td>
<td>6. Do you think your child has more friends of the opposite race this year?</td>
</tr>
<tr>
<td></td>
<td>7. Do you believe your child is learning at a satisfactory rate?</td>
</tr>
<tr>
<td></td>
<td>15. Do you think your child has a teacher who is concerned about his education?</td>
</tr>
<tr>
<td></td>
<td>16. Does your child like to go to school this year?</td>
</tr>
<tr>
<td></td>
<td>28. Does your child have more or fewer substitute teachers this year than last year?</td>
</tr>
</tbody>
</table>
TABLE 2—Continued

<table>
<thead>
<tr>
<th>Variable</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interracial</td>
<td>12. Do you believe that children should be educated in schools with children of only their race?</td>
</tr>
<tr>
<td>interaction</td>
<td>21. Do you think that the quality of education your child receives is dependent upon the racial composition of the classroom?</td>
</tr>
<tr>
<td>Learning</td>
<td>25. Do you think that there is a difference in the learning rates of black and white children?</td>
</tr>
<tr>
<td>differences</td>
<td>27. Do you think that the educational needs of black and white children are different?</td>
</tr>
<tr>
<td>Busing</td>
<td>10. Do you think your child should attend a school which he can easily walk to?</td>
</tr>
<tr>
<td></td>
<td>11. Does a student have a greater opportunity to get involved in after-school activities if the school is within walking distance?</td>
</tr>
<tr>
<td>Behavior</td>
<td>20. Would you say that your child has more or fewer behavior problems with other students in school this year?</td>
</tr>
</tbody>
</table>

For example, on the variable supportiveness of the schools, a person's opinion was determined by the sum of responses, on a five-point scale ranging from "strongly agree" to "strongly disagree," to questions 8, 23, and 26. It is important to remember, therefore, that opinions on a particular variable, in most cases, were not determined by a single response, but by a combination of responses. With item arrangement and pretesting completed, the instrument was now ready for the interviewer to solicit responses from the sample.
Data Collection

The data for this study were collected within a ten-day period in the city of Kalamazoo. To gather the data, a team of doctoral students was trained in a community education program. This team received five hours of training in interviewing techniques, public relations, property assessment, and use of the instrument. After completion of this training, each interviewer was given a list of 40 names of parents to interview. Names which comprised each list were selected on the basis of proximity in area and expected compatibility of the interviewer with the person being interviewed. To notify the community about the study which was being conducted, several press releases were issued. In addition, each interviewer was given a letter of introduction, name tag, and a package of "thank-you" notes bearing a verification telephone number.

Once into the community, a total of 428 parents were contacted by the team of interviewers. Of the 428 actually contacted, 396 responded to the questionnaire. Because of time constraints and the inability to contact certain members in the sample, it was necessary to gather responses from 28 parents by telephone. In a limited number of cases, where parents were either not available or would not cooperate, it was necessary to substitute these names with other names drawn at random from the
same stratum.

As the data were collected by each interviewer, they were returned immediately to the Educator Feedback Center at Western Michigan University. Once all the data were returned, they were punched on data cards and verified. With tabulation and punching completed, the data were now ready for analysis.

Data Analysis

Two statistical models were used to analyze the data, a one-way and two-way analysis of variance. Each hypothesis and its inherent hypotheses were analyzed in the following manner:

**Hypothesis One.**—The higher the SES group represented by a parent, the more positive his opinions regarding supportiveness of the schools, quality of education his child receives, interracial interaction, learning differences, busing, and his child's behavior in school.

For the first hypothesis and its inherent hypotheses, a one-way analysis of variance was used. This model yielded comparisons between the three levels of socioeconomic status on each of the dependent variables. Based on the F ratio results and examination of the group means, a determination can be made regarding which group mean is significantly different, if a significant difference is indicated by the F ratio.

As in the case of the first hypothesis, the second
and third hypotheses were also analyzed using the one-way analysis of variance.

Hypothesis Two.--The opinions of black parents will be more negative regarding supportiveness of the schools, quality of education their child receives, interracial interaction, learning differences, busing, and their child's behavior in school than those of white parents.

Hypothesis Three.--The opinions of parents whose child walks to school will be more positive regarding supportiveness of the schools, quality of education their child receives, interracial interaction, learning differences, busing, and their child's behavior in school than those of parents whose child rides the bus to school.

In the second hypothesis, comparisons were generated between two levels of race, Black and White, on the dependent variables. The third hypothesis made comparisons on the dependent variables, as did all the previous hypotheses, but on the basis of a child's busing status. Based on the F ratio results and examination of the group means, a determination can be made regarding which group mean is significantly different, if any difference is indicated.

The fourth hypothesis and its inherent hypotheses were analyzed using a two-way analysis of variance.

Hypothesis Four.--There are systematic effects on the parent's opinion regarding supportiveness of the schools, quality of education his child receives, interracial interaction, learning differences, busing and his child's behavior in school attributable only to the combination of a particular race of the parent with a particular busing status of the parent's child.

Resulting from this analysis was an examination of
the interaction effect of a particular busing status and race upon the dependent variables. Based on the F ratio results and examination of the group means, a determination can be made regarding which mean, if any, was significant.

Traditionally, investigations such as this one have indicated the specific level of statistical significance at which the null hypothesis would be rejected. A recent trend, however, has developed to analyze results and merely report the level at which the null hypothesis would be rejected. This trend, which will be followed in this study, seems to have arisen from the realization that the .05 and .01 levels of significance have little logic or scientific basis.
CHAPTER IV

REPORT OF THE FINDINGS

This chapter presents the evidence which supports, or fails to support, the theoretical hypotheses. In each case, the discussion begins with the hypothesis under consideration and is followed by an explanation of the data.

A summary of results concludes the chapter. The tables which are presented in this chapter contain information in regard to sample number, means, variance, standard deviation, and source of variance. Exact probabilities are reported with asterisks (*) beside those which are significant.

Hypothesis One

Hypothesis One is concerned with the socioeconomic group to which a parent is associated and his opinion on certain school and community variables. Parent opinions on the variables were gathered and reported according to the socioeconomic status of a parent--high, medium, or low. The null hypothesis which is tested states: "There is no difference between the opinions of parents on certain school and community variables in relation to the parent's socioeconomic status."
In reporting whether differences between the variables could be significant, F ratios are shown. Examination of mean trends will indicate in which direction significance can be found, if any significance is indicated.

a. The higher the SES group represented by a parent, the more positive is the parent's opinion regarding supportiveness of the schools.

Presented within Table 3 is a summary of the results of the one-way analysis of variance test used to determine the relationship of the socioeconomic group to which a parent is associated and his opinions concerning supportiveness of the school.

**TABLE 3**

**SUMMARY AND ANALYSIS OF VARIANCE FOR SOCIOECONOMIC GROUP AS RELATED TO SUPPORTIVENESS OF THE SCHOOLS**

(Hypothesis One—a)

<table>
<thead>
<tr>
<th>SES</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>53</td>
<td>9.792</td>
<td>3.938</td>
<td>1.984</td>
</tr>
<tr>
<td>Middle</td>
<td>218</td>
<td>9.311</td>
<td>5.462</td>
<td>2.337</td>
</tr>
<tr>
<td>Low</td>
<td>104</td>
<td>8.798</td>
<td>5.872</td>
<td>2.423</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>2</td>
<td>18.806</td>
<td>3.480</td>
<td>.05*</td>
</tr>
<tr>
<td>Within groups</td>
<td>372</td>
<td>5.404</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From an examination of the results, it is evident that the high socioeconomic group is more supportive of the schools than any of the other two socioeconomic levels. It should be noted, however, that the greatest amount of
difference among the three means exists between the high and the low socioeconomic levels. The differences found between the middle socioeconomic level and the other socioeconomic levels is small. The reported variance between groups or a greater variance could have been expected by chance only five times in 100, if the null hypothesis is true.

b. The higher the SES group represented by a parent, the more positive is the parent's opinion regarding the quality of education his child receives.

Table 4 contains a summary of the results of the one-way analysis of variance used to compute the relationship between the socioeconomic group to which a parent is associated and the parent's opinion concerning the quality of education his child receives.

### TABLE 4

**SUMMARY AND ANALYSIS OF VARIANCE FOR SOCIOECONOMIC GROUP AS RELATED TO THE QUALITY OF EDUCATION A CHILD RECEIVES**  
(Hypothesis One--b)

<table>
<thead>
<tr>
<th>SES</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>51</td>
<td>16.000</td>
<td>6.706</td>
<td>2.5896</td>
</tr>
<tr>
<td>Middle</td>
<td>210</td>
<td>16.662</td>
<td>7.319</td>
<td>2.705</td>
</tr>
<tr>
<td>Low</td>
<td>100</td>
<td>15.750</td>
<td>9.828</td>
<td>3.135</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>2</td>
<td>31.127</td>
<td>3.894</td>
<td>.05*</td>
</tr>
<tr>
<td>Within groups</td>
<td>358</td>
<td>7.994</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
From an examination of the results, it is evident that the opinions of parents in the middle SES group were positive concerning the quality of education their child received, more so than those opinions of the other two SES groups. An observation of the means of the high and low SES reveals little variation. It should be noted that the greatest differences among means occurred between the middle and low SES groups. The variance found in these results was significant at the .05 level.

c. The higher the SES group represented by a parent, the more positive is the parent's opinion regarding interracial interaction in the schools.

Exhibited within Table 5 is a summary of the findings of the one-way analysis of variance test used to test the relationship between the SES group to which a parent is associated and the parent's opinion concerning interracial interaction in the schools.

TABLE 5
SUMMARY AND ANALYSIS OF VARIANCE FOR SOCIOECONOMIC GROUP AS RELATED TO INTERRACIAL INTERACTION
(Hypothesis One -- c)

<table>
<thead>
<tr>
<th>SES</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>53</td>
<td>4.113</td>
<td>1.497</td>
<td>1.223</td>
</tr>
<tr>
<td>Middle</td>
<td>215</td>
<td>4.335</td>
<td>1.804</td>
<td>1.343</td>
</tr>
<tr>
<td>Low</td>
<td>105</td>
<td>4.390</td>
<td>2.314</td>
<td>1.521</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>2</td>
<td>1.418</td>
<td>.739</td>
<td>NS</td>
</tr>
<tr>
<td>Within groups</td>
<td>370</td>
<td>1.919</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
The results of this analysis concerning the opinions of parents in the different SES groups in regard to the interracial interaction in the school were not significant. An examination of the means of the different SES groups reveals that there is little variation between them.

d. The higher the SES group represented by a parent, the more positive is the parent's opinion regarding the belief that there are learning differences among races.

Table 6 offers the results of the one-way analysis of variance test used to test the relationship between the SES group to which a parent is associated and the parent's opinion concerning learning differences among races.

**TABLE 6**

<table>
<thead>
<tr>
<th>Summary and Analysis of Variance for Socioeconomic Group As Related to Learning Differences Between the Races (Hypothesis One—d)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SES</strong></td>
</tr>
<tr>
<td>High</td>
</tr>
<tr>
<td>Middle</td>
</tr>
<tr>
<td>Low</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th><strong>df</strong></th>
<th><strong>MS</strong></th>
<th><strong>F</strong></th>
<th><strong>P</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>2</td>
<td>7.116</td>
<td>2.216</td>
<td>NS</td>
</tr>
<tr>
<td>Within groups</td>
<td>371</td>
<td>3.211</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An examination of this analysis reveals no significant findings. The means of the three SES levels are relatively close in comparison with the greatest differ-
ences found between the low and high levels.

e. The higher the SES group represented by a parent, the more positive is the parent's opinion regarding busing.

Contained within Table 7 is a summary of the results of the one-way analysis of variance test used to test the relationship between the SES group to which a parent is associated and the parent's opinion regarding busing.

**TABLE 7**

**SUMMARY AND ANALYSIS OF VARIANCE FOR SOCIOECONOMIC GROUP AS RELATED TO BUSING**

(Hypothesis One--e)

<table>
<thead>
<tr>
<th>SES</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>52</td>
<td>7.231</td>
<td>4.793</td>
<td>2.190</td>
</tr>
<tr>
<td>Middle</td>
<td>215</td>
<td>7.684</td>
<td>3.453</td>
<td>1.858</td>
</tr>
<tr>
<td>Low</td>
<td>104</td>
<td>7.904</td>
<td>3.645</td>
<td>1.909</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>2</td>
<td>7.853</td>
<td>2.108</td>
<td>NS</td>
</tr>
<tr>
<td>Within groups</td>
<td>368</td>
<td>3.725</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results indicate that there were no significant findings. In fact, an examination of the means of the three SES levels reveals that there is little difference among them. The greatest differences found exist between the low and high SES levels. Although not significant, the mean trend is in the direction of the lowest SES group having the largest mean.

f. The higher the SES group represented by a parent, the more positive is the parent's
opinion regarding his child's behavior in school.

Table 8 contains a summary of the results of the one-way analysis of variance test used to test the relationship between the SES group to which a parent is associated and the parent's opinion regarding his child's behavior in school.

**TABLE 8**

**SUMMARY AND ANALYSIS OF VARIANCE FOR SOCIOECONOMIC GROUP AS RELATED TO A CHILD'S BEHAVIOR IN SCHOOL**

(Hypothesis One—f)

<table>
<thead>
<tr>
<th>SES</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>52</td>
<td>1.962</td>
<td>.383</td>
<td>.619</td>
</tr>
<tr>
<td>Middle</td>
<td>217</td>
<td>1.950</td>
<td>.436</td>
<td>.660</td>
</tr>
<tr>
<td>Low</td>
<td>104</td>
<td>1.923</td>
<td>.494</td>
<td>.703</td>
</tr>
</tbody>
</table>

Source of Variance  | df | MS  | F   | P  | P  |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>2</td>
<td>.034</td>
<td>.075</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>Within groups</td>
<td>370</td>
<td>.448</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An examination of the results suggests that there were no significant differences among the three levels of socioeconomic status. In fact, it should be noted that there is almost no difference among any of the means. The greatest differences found were between the means of the low and high socioeconomic levels.

Hypothesis Two

The second hypothesis is concerned with the race of
a parent and his opinion on certain school and community variables. The null hypothesis which is tested states: "There is no difference between the opinions of parents on certain school and community variables in relation to the parent's race." The one-way analysis of variance test was used to analyze the data in each of the six hypotheses. F ratios which were generated from subsequent comparisons of variables are reported along with levels of significance.

a. The opinions of black parents will be more negative regarding supportiveness of the schools than those of white parents.

Table 9 contains a summary of the results of the one-way analysis of variance used to compute the relationship between the race of a parent and his opinion concerning the quality of education his child receives.

<table>
<thead>
<tr>
<th>TABLE 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMARY AND ANALYSIS OF VARIANCE FOR RACE OF A PARENT AS RELATED TO SUPPORTIVENESS OF THE SCHOOLS (Hypothesis Two—a)</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>RACE</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Black</td>
</tr>
<tr>
<td>Source of Variance</td>
</tr>
<tr>
<td>Between groups</td>
</tr>
<tr>
<td>Within groups</td>
</tr>
</tbody>
</table>

An examination of the results suggests that the
opinions of black parents are more negative regarding supportiveness of the schools than those of white parents. The differences found could have been expected by chance only one time in 1,000. It should be noted that a low mean score indicates an opinion in a negative direction.

b. The opinions of black parents will be more negative regarding the quality of education their child receives than those of white parents.

Exhibited within Table 10 is a summary of the findings on the one-way analysis of variance test used to test the relationship between the race of a parent and his opinion regarding the quality of education his child receives.

**TABLE 10**

<table>
<thead>
<tr>
<th>SUMMARY AND ANALYSIS OF VARIANCE FOR RACE OF A PARENT AS RELATED TO THE QUALITY OF EDUCATION HIS CHILD RECEIVES (Hypothesis Two--b)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RACE</strong></td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Black</td>
</tr>
<tr>
<td>Source of Variance</td>
</tr>
<tr>
<td>Between groups</td>
</tr>
<tr>
<td>Within groups</td>
</tr>
</tbody>
</table>

The results indicate that there was no significant difference between the opinions of black and white parents on the variables of educational quality. It should be noted that a low mean score indicates an opinion in a
negative direction.

c. The opinions of black parents will be more negative regarding interracial interaction than those of white parents.

Contained within Table 11 is a summary of the results of the one-way analysis of variance test used to test the relationship between the race of a parent and his opinion regarding interracial interaction.

TABLE 11
SUMMARY AND ANALYSIS OF VARIANCE FOR RACE OF A PARENT AS RELATED TO INTERRACIAL INTERACTION
(Hypothesis Two--c)

<table>
<thead>
<tr>
<th>RACE</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>306</td>
<td>4.287</td>
<td>1.819</td>
<td>1.348</td>
</tr>
<tr>
<td>Black</td>
<td>65</td>
<td>4.477</td>
<td>2.372</td>
<td>1.540</td>
</tr>
</tbody>
</table>

Source of Variance | df | MS | F     | P   |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1</td>
<td>1.922</td>
<td>.998</td>
<td>NS</td>
</tr>
<tr>
<td>Within groups</td>
<td>369</td>
<td>1.927</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An inspection of the findings indicated that there was no significant difference between the opinions of black and white parents on the variable interracial interaction. It should be noted that a low mean score indicates an opinion in a negative direction.

d. The opinion of black parents will be more negative regarding learning differences between the races than those of white parents.

Table 12 contains the results of the one-way analysis
of variance test used to test the relationship between the race of a parent and his opinion regarding learning differences between the races.

TABLE 12

SUMMARY AND ANALYSIS OF VARIANCE FOR RACE OF A PARENT AS RELATED TO LEARNING DIFFERENCES BETWEEN THE RACES (Hypothesis Two--d)

<table>
<thead>
<tr>
<th>RACE</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>307</td>
<td>5.752</td>
<td>3.163</td>
<td>1.779</td>
</tr>
<tr>
<td>Black</td>
<td>66</td>
<td>6.181</td>
<td>3.451</td>
<td>1.857</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1</td>
<td>10.015</td>
<td>3.100</td>
<td>NS</td>
</tr>
<tr>
<td>Within groups</td>
<td>371</td>
<td>3.232</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From an examination of the data, it was evident that there was no significant difference indicated. Close examination of the means reveals that the opinions of the white parent were more negative regarding the variable of learning differences than those of the black parent.

e. The opinions of black parents will be more negative regarding busing than those of white parents.

Exhibited within Table 13 is a summary of the results of the one-way analysis of variance test used to test the relationship between the race of a parent and his opinion regarding busing.

An examination of the results suggests that the opinions of white parents concerning busing were more negative
than those of black parents. The differences which were found could have been expected by chance only five times in 100. It should be noted that a low mean indicates an opinion in a negative direction.

<table>
<thead>
<tr>
<th>RACE</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>305</td>
<td>7.626</td>
<td>3.913</td>
<td>1.978</td>
</tr>
<tr>
<td>Black</td>
<td>67</td>
<td>8.164</td>
<td>2.107</td>
<td>1.452</td>
</tr>
</tbody>
</table>

Source of Variance df MS F P

Between groups 1 15.897 4.407 .05*
Within groups 370 3.607

The opinion of black parents will be more negative regarding their child's behavior in school than those of white parents.

Presented within Table 14 is a summary of the results of the one-way analysis of variance test used to test the relationship between the race of a parent and his opinion regarding his child's behavior in school.

When the data were analyzed, no differences were found between the opinions of black and white parents on the variable of student behavior. An examination of the means suggests that black parents were more negative concerning this variable than were white parents. It should be noted that a low mean score indicates an opinion in a
TABLE 14

SUMMARY AND ANALYSIS OF VARIANCE FOR RACE OF A PARENT AS RELATED TO A CHILD'S BEHAVIOR IN SCHOOL (Hypothesis Two—f)

<table>
<thead>
<tr>
<th>RACE</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>307</td>
<td>1.958</td>
<td>.438</td>
<td>.661</td>
</tr>
<tr>
<td>Black</td>
<td>64</td>
<td>1.843</td>
<td>.444</td>
<td>.666</td>
</tr>
</tbody>
</table>

Source of Variance | df | MS  | F     | P  |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1</td>
<td>.687</td>
<td>1.557</td>
<td>NS</td>
</tr>
<tr>
<td>Within groups</td>
<td>369</td>
<td>.441</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

negative direction.

Hypothesis Three

Hypothesis Three is concerned with the busing status of a parent's child and his opinion regarding certain school and community variables. The null hypothesis which is tested states: "There is no difference between the opinions of parents on certain school and community variables in relation to the busing status of a parent's child." To analyze the data, the one-way analysis of variance test was used. F ratios which were generated from subsequent comparisons of variables are reported along with levels of significance.

a. The opinions of parents whose child walks to school will be more positive regarding supportiveness of the schools than those of parents whose child rides the bus.

Contained within Table 15 are the results of the
one-way analysis of variance test used to test the relationship between the busing status of a parent's child and his opinion regarding supportiveness of the schools.

**TABLE 15**

<table>
<thead>
<tr>
<th>Busing Status</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bused</td>
<td>249</td>
<td>9.160</td>
<td>5.725</td>
<td>2.393</td>
</tr>
<tr>
<td>Walked</td>
<td>136</td>
<td>9.309</td>
<td>5.302</td>
<td>2.302</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1</td>
<td>1.932</td>
<td>.345</td>
<td>NS</td>
</tr>
<tr>
<td>Within groups</td>
<td>383</td>
<td>5.605</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From an examination of the results, no differences were found. While no differences were found, the mean of those students who walked to school was slightly higher than those who were bused. This suggests that the opinions among those parents whose children walked to school tended to be in a more positive direction.

b. The opinions of parents whose child walks to school will be more positive regarding the quality of education their child receives than those of parents whose child rides the bus.

Presented within Table 16 are the results of the one-way analysis of variance test used to test the relationship between the busing status of a parent's child and his opinion regarding the quality of education his child
TABLE 16

SUMMARY AND ANALYSIS OF VARIANCE FOR BUSING STATUS AS RELATED TO THE QUALITY OF EDUCATION A CHILD RECEIVES
(Hypothesis Three--b)

<table>
<thead>
<tr>
<th>Busing Status</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bused</td>
<td>241</td>
<td>16.124</td>
<td>7.893</td>
<td>2.809</td>
</tr>
<tr>
<td>Walked</td>
<td>133</td>
<td>16.609</td>
<td>8.599</td>
<td>2.932</td>
</tr>
</tbody>
</table>

Source of Variance  df  MS  F  P
Between groups      1   20.121 2.457 NS
Within groups       372 8.188

receives.

The results revealed that there was not a significant difference between the opinions of parents whose children either walked or rode the bus to school on the dependent variable of quality of education. An examination of the means indicates that the parents of children who walked to school had slightly more positive opinions than did the parents of busers.

c. The opinions of parents whose child walks to school will be more positive regarding interracial interaction than those of parents whose child rides the bus.

Exhibited within Table 17 are the results of the one-way analysis of variance test used to test the relationship between the busing status of a parent's child and his opinion regarding interracial interaction.

An inspection of the results indicates that there was
no significant difference between the opinions of parents on the variable of interracial interaction.

**TABLE 17**

**SUMMARY AND ANALYSIS OF VARIANCE FOR BUSING STATUS AS RELATED TO INTERRACIAL INTERACTION**

(Hypothesis Three--c)

<table>
<thead>
<tr>
<th>Busing Status</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bused</td>
<td>345</td>
<td>4.326</td>
<td>1.861</td>
<td>1.364</td>
</tr>
<tr>
<td>Walked</td>
<td>137</td>
<td>4.314</td>
<td>2.055</td>
<td>1.433</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1</td>
<td>.014</td>
<td>.007</td>
<td>NS</td>
</tr>
<tr>
<td>Within groups</td>
<td>380</td>
<td>1.940</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

d. The opinions of parents whose child walks to school will be more positive regarding learning differences between the races than those of parents whose child rides the bus.

Presented within Table 18 are the results of the one-way analysis of variance test used to test the relationship between the busing status of a parent's child and his opinion regarding learning differences between the races.

Table 18 contains a summary of the results which indicate that no significant differences were found in this analysis. Those differences which existed between the two means suggest that the parents of those children who rode the bus had slightly more positive opinions than did those parents whose children walked to school.
TABLE 18
SUMMARY AND ANALYSIS OF VARIANCE FOR BUSING STATUS
AS RELATED TO LEARNING DIFFERENCES
BETWEEN THE RACES
(Hypothesis Three--d)

<table>
<thead>
<tr>
<th>Busing Status</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bused</td>
<td>249</td>
<td>5.847</td>
<td>3.334</td>
<td>1.826</td>
</tr>
<tr>
<td>Walked</td>
<td>136</td>
<td>5.794</td>
<td>3.178</td>
<td>1.783</td>
</tr>
</tbody>
</table>

Source of Variance | df | MS  | F   | P   |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1</td>
<td>.250</td>
<td>.076</td>
<td>NS</td>
</tr>
<tr>
<td>Within groups</td>
<td>383</td>
<td>3.296</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

e. The opinions of parents whose child walks to school will be more positive regarding busing than those of parents whose child rides the bus.

Displayed within Table 19 is a summary of the data regarding the busing status of a parent's child and the parent's opinion on busing.

TABLE 19
SUMMARY AND ANALYSIS OF VARIANCE FOR BUSING STATUS
AS RELATED TO BUSING
(Hypothesis Three--e)

<table>
<thead>
<tr>
<th>Busing Status</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bused</td>
<td>246</td>
<td>7.593</td>
<td>3.778</td>
<td>1.944</td>
</tr>
<tr>
<td>Walked</td>
<td>136</td>
<td>7.926</td>
<td>3.421</td>
<td>1.849</td>
</tr>
</tbody>
</table>

Source of Variance | df | MS  | F   | P   |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1</td>
<td>9.710</td>
<td>2.646</td>
<td>NS</td>
</tr>
<tr>
<td>Within groups</td>
<td>380</td>
<td>3.670</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
An analysis of the results suggests that there was no difference in the opinions of parents based on the busing status of their children. Closer examination of group means suggests that the opinions of those parents whose children walk to school are more positive than those whose children ride the bus.

f. The opinions of parents whose child walks to school will be more positive regarding their child's behavior in school than those of parents whose child rides the bus.

A brief summary of the data regarding parent opinions concerning their child's behavior in school is presented in Table 20.

<table>
<thead>
<tr>
<th>TABLE 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMARY AND ANALYSIS OF VARIANCE FOR BUSING STATUS AS RELATED TO A CHILD'S BEHAVIOR IN SCHOOL (Hypothesis Three—f)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Busing Status</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bused</td>
<td>247</td>
<td>1.968</td>
<td>.428</td>
<td>.654</td>
</tr>
<tr>
<td>Walked</td>
<td>135</td>
<td>1.888</td>
<td>.469</td>
<td>.685</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1</td>
<td>.541</td>
<td>1.216</td>
<td>NS</td>
</tr>
<tr>
<td>Within groups</td>
<td>380</td>
<td>.445</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 20 contains a summary of the results which indicate that differences which existed between the opinions of parents were not significant. A closer examination of the group means suggests the opinions of those
parents whose children were bused to school were slightly more positive than those of the walkers.

Hypothesis Four

Hypothesis Four is concerned with the interaction effects of a particular busing status and race on the opinions of parents regarding certain school and community variables. For this hypothesis, a two-by-two factorial design was used to test the difference between means or the null hypothesis which states: "There is no difference between the opinions of parents on certain school and community variables in relation to the interaction effects of a particular busing status and race." Resulting from this analysis were F ratios which were used to determine levels of significance.

a. There are systematic effects on the parent's opinion regarding supportiveness of the schools attributable only to the combination of a particular race of the parent with a particular busing status of the parent's child.

Presented within Table 21 is a summary of the results of the two-way analysis of variance test used to test the interaction effect of a particular busing status and race on the opinions of parents regarding supportiveness of the schools.

An examination of the results suggests that the differences attributable to the interaction effect of a
particular busing status and race are not significant. It should be noted, however, that differences which were found to exist between races were significant at the .01 level.

TABLE 21

SUMMARY AND ANALYSIS OF VARIANCE FOR INTERACTION OF RACE AND BUSING STATUS AS IT RELATES TO SUPPORTIVENESS OF THE SCHOOLS (Hypothesis Four--a)

<table>
<thead>
<tr>
<th>Race &amp; Transportation</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>White bused</td>
<td>181</td>
<td>9.354</td>
<td>5.278</td>
<td>2.298</td>
</tr>
<tr>
<td>White walked</td>
<td>122</td>
<td>9.460</td>
<td>5.068</td>
<td>2.251</td>
</tr>
<tr>
<td>Black bused</td>
<td>56</td>
<td>8.554</td>
<td>6.283</td>
<td>2.507</td>
</tr>
<tr>
<td>Black walked</td>
<td>11</td>
<td>8.000</td>
<td>6.364</td>
<td>2.523</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between race</td>
<td>1</td>
<td>41.663</td>
<td>7.642</td>
<td>.01*</td>
</tr>
<tr>
<td>Between transportation</td>
<td>1</td>
<td>1.640</td>
<td>.301</td>
<td>NS</td>
</tr>
<tr>
<td>Interaction</td>
<td>1</td>
<td>3.546</td>
<td>.650</td>
<td>NS</td>
</tr>
<tr>
<td>Within groups</td>
<td>366</td>
<td>5.452</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. There are systematic effects on the parent's opinion regarding the quality of education their child receives attributable only to the combination of a particular race of the parent with a particular busing status of the parent's child.

Exhibited within Table 22 is a summary of the results of the two-way analysis of variance test used to test the relationship of the interaction effect of a particular busing status and race on the opinions of parents regarding
TABLE 22
SUMMARY AND ANALYSIS OF VARIANCE FOR INTERACTION OF RACE AND BUSING STATUS AS IT RELATES TO QUALITY OF EDUCATION A CHILD RECEIVES (Hypothesis Four--b)

<table>
<thead>
<tr>
<th>Race &amp; Transportation</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>White bused</td>
<td>179</td>
<td>16.246</td>
<td>7.1575</td>
<td>2.676</td>
</tr>
<tr>
<td>White walked</td>
<td>120</td>
<td>16.592</td>
<td>8.342</td>
<td>2.889</td>
</tr>
<tr>
<td>Black bused</td>
<td>50</td>
<td>15.820</td>
<td>9.548</td>
<td>3.090</td>
</tr>
<tr>
<td>Black walked</td>
<td>10</td>
<td>16.600</td>
<td>12.240</td>
<td>3.499</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between race</td>
<td>1</td>
<td>1.302</td>
<td>.160</td>
<td>NS</td>
</tr>
<tr>
<td>Between transportation</td>
<td>1</td>
<td>9.465</td>
<td>1.166</td>
<td>NS</td>
</tr>
<tr>
<td>Interaction</td>
<td>1</td>
<td>1.407</td>
<td>.1733</td>
<td>NS</td>
</tr>
<tr>
<td>Within groups</td>
<td>355</td>
<td>8.118</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

the quality of education their children receive.

An analysis of the results suggests that there were no significant differences found between the interaction of busing and race on the opinions of parents on this variable. Further examination indicates that existing differences between the races and busing status groups were also not significant.

c. There are systematic effects on the parent's opinion regarding the interracial interaction attributable only to the combination of a particular race of the parent with a particular busing status of the parent's child.

Displayed within Table 23 is a summary of the results
of the two-way analysis of variance test used to test the relationship of the interaction effect of busing and race on the opinions of parents regarding interracial interaction.

**TABLE 23**

**SUMMARY AND ANALYSIS OF VARIANCE FOR INTERACTION OF RACE AND BUSING STATUS AS IT RELATES TO INTERRACIAL INTERACTION**

(Hypothesis Four—c)

<table>
<thead>
<tr>
<th>Race &amp; Transportation</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>White bused</td>
<td>181</td>
<td>4.320</td>
<td>1.809</td>
<td>1.345</td>
</tr>
<tr>
<td>White walked</td>
<td>123</td>
<td>4.228</td>
<td>1.834</td>
<td>1.354</td>
</tr>
<tr>
<td>Black bused</td>
<td>52</td>
<td>4.346</td>
<td>1.900</td>
<td>1.413</td>
</tr>
<tr>
<td>Black walked</td>
<td>11</td>
<td>5.273</td>
<td>3.653</td>
<td>1.911</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between race</td>
<td>1</td>
<td>9.262</td>
<td>4.824</td>
<td>.05*</td>
</tr>
<tr>
<td>Between transportation</td>
<td>1</td>
<td>5.616</td>
<td>2.925</td>
<td>NS</td>
</tr>
<tr>
<td>Interaction</td>
<td>1</td>
<td>8.394</td>
<td>4.372</td>
<td>.05*</td>
</tr>
<tr>
<td>Within groups</td>
<td>363</td>
<td>1.920</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An inspection of the results suggests that the differences attributable to the interaction effect were significant at the .05 level. Further examination suggests that the opinions of black parents whose children walked to school were more positive than those indicated by the other cells. Significant differences were also found to exist at the .05 level between the races on the variable.
interracial interaction.

d. There are systematic effects on the parent's opinion regarding learning differences between the races attributable only to the combination of a particular race of the parent with a particular busing status of the parent's child.

Table 24 contains a summary of the results of the two-way analysis of variance test used to test the relationship of the interaction effect of a particular busing status and race on the opinions of parents regarding learning differences.

### TABLE 24

**SUMMARY AND ANALYSIS OF VARIANCE FOR INTERACTION OF RACE AND BUSING STATUS AS IT RELATES TO LEARNING DIFFERENCES BETWEEN THE RACES**

(Hypothesis Four--d)

<table>
<thead>
<tr>
<th>Race &amp; Transportation</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>White bused</td>
<td>183</td>
<td>5.754</td>
<td>3.290</td>
<td>1.814</td>
</tr>
<tr>
<td>White walked</td>
<td>122</td>
<td>5.730</td>
<td>2.984</td>
<td>1.728</td>
</tr>
<tr>
<td>Black bused</td>
<td>54</td>
<td>6.111</td>
<td>3.062</td>
<td>1.750</td>
</tr>
<tr>
<td>Black walked</td>
<td>11</td>
<td>6.364</td>
<td>5.322</td>
<td>2.307</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between race</td>
<td>1</td>
<td>7.981</td>
<td>2.455</td>
<td>NS</td>
</tr>
<tr>
<td>Between transportation</td>
<td>1</td>
<td>.422</td>
<td>.129</td>
<td>NS</td>
</tr>
<tr>
<td>Interaction</td>
<td>1</td>
<td>.624</td>
<td>.192</td>
<td>NS</td>
</tr>
<tr>
<td>Within groups</td>
<td>366</td>
<td>3.251</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An examination of the results suggests that the differences attributable to the interaction effect of a
particular busing status and race are not significant. Differences between the races and busing groups were also found to be insignificant.

e. There are systematic effects on the parent's opinion regarding busing attributable only to the combination of a particular race of the parent with a particular busing status of the parent's child.

Contained within Table 25 is a summary of the results of the two-way analysis of variance test used to test the relationship of the interaction effect of a particular busing status and race on the opinions of parents regarding busing.

TABLE 25

SUMMARY AND ANALYSIS OF VARIANCE FOR INTERACTION OF RACE AND BUSING STATUS AS IT RELATES TO BUSING (Hypothesis Four—e)

<table>
<thead>
<tr>
<th>Race &amp; Transportation</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>White bused</td>
<td>180</td>
<td>7.439</td>
<td>4.157</td>
<td>2.039</td>
</tr>
<tr>
<td>White walked</td>
<td>123</td>
<td>7.894</td>
<td>3.428</td>
<td>1.851</td>
</tr>
<tr>
<td>Black bused</td>
<td>55</td>
<td>8.073</td>
<td>2.104</td>
<td>1.450</td>
</tr>
<tr>
<td>Black walked</td>
<td>10</td>
<td>8.500</td>
<td>.2050</td>
<td>1.432</td>
</tr>
</tbody>
</table>

Source of Variance | df | MS  | F    | P     |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Between race</td>
<td>1</td>
<td>11.651</td>
<td>3.247</td>
<td>.05*</td>
</tr>
<tr>
<td>Between transportation</td>
<td>1</td>
<td>5.909</td>
<td>1.647</td>
<td>NS</td>
</tr>
<tr>
<td>Interaction</td>
<td>1</td>
<td>.006</td>
<td>.002</td>
<td>NS</td>
</tr>
<tr>
<td>Within groups</td>
<td>364</td>
<td>3.588</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An analysis of the results suggests that differences
attributable to the interaction effect of busing and race are not significant. Significant differences, at the .05 level, are indicated between the races on the variable of busing while no significant differences were found on the busing status.

f. There are systematic effects on the parent's opinion regarding his child's behavior in school attributable only to the combination of a particular race of the parent with a particular busing status of the parent's child.

Displayed within Table 26 is a summary of the results of the two-way analysis of variance test. This test was used to test the relationship of the interaction effect on

<table>
<thead>
<tr>
<th>Race &amp; Transportation</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>White bused</td>
<td>182</td>
<td>1.990</td>
<td>.396</td>
<td>.629</td>
</tr>
<tr>
<td>White walked</td>
<td>123</td>
<td>1.902</td>
<td>.495</td>
<td>.703</td>
</tr>
<tr>
<td>Black bused</td>
<td>53</td>
<td>1.830</td>
<td>.481</td>
<td>.693</td>
</tr>
<tr>
<td>Black walked</td>
<td>9</td>
<td>1.778</td>
<td>.173</td>
<td>.416</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between race</td>
<td>1</td>
<td>.560</td>
<td>1.271</td>
<td>NS</td>
</tr>
<tr>
<td>Between transportation</td>
<td>1</td>
<td>.135</td>
<td>.306</td>
<td>NS</td>
</tr>
<tr>
<td>Interaction</td>
<td>1</td>
<td>.008</td>
<td>.018</td>
<td>NS</td>
</tr>
<tr>
<td>Within groups</td>
<td>363</td>
<td>.440</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
busing and race on the opinions of parents regarding their child's behavior in school.

An analysis of the results suggests that the differences attributable to the interaction effect of busing and race are not significant. Other differences between the races and busing groups were also not significant.

Summary

Hypothesis One

Hypothesis One dealt with the relationship between the socioeconomic group to which a parent belonged and his opinions on certain school and community variables.

A strong, positive relationship was found between the high and low socioeconomic levels and their opinions regarding supportiveness of the schools and the quality of education their child receives. Means indicated that in both cases the high SES group was more positive. The remaining analyses involving the other four dependent variables yield no differences which were significant.

Hypothesis Two

Hypothesis Two is concerned with the race of a parent and his opinions on certain school and community variables. An interpretation of the data analysis suggests that, on the variable of supportiveness of the schools, Blacks were
more negative than Whites. In addition, it was found that white parents tend to be more negative concerning busing than black parents. On the four remaining dependent variables, interracial interaction, quality of education, learning differences, and behavior, no significant differences were revealed.

Hypothesis Three

The third hypothesis, dealing with the busing status of a parent's child and his opinion concerning certain school and community variables, yielded no significant findings. An examination of mean trends suggests that on the dependent variables of supportiveness of the schools, quality of education, and busing, the opinions of parents whose children walked to school were slightly more positive than those whose children rode to school. On the dependent variables of behavior and learning differences, however, the data suggest that the opinions of parents whose children were bused were slightly more positive than those whose children walked to school.

Hypothesis Four

The fourth hypothesis is concerned with the interaction effect of race and busing status on the opinions of parents regarding certain school and community variables. Considering all of the dependent variables, only one
variable—interracial interaction—indicated any significant findings involving the interaction effect of busing and race on the opinions of parents. In addition, significant finds are indicated on this variable and the dependent variables of busing and supportiveness of the schools in regard to differences between the races. In each instance, the findings were significant at the .05 level and consistent with earlier findings where race was treated as an independent variable.
CHAPTER V

SUMMARY, DISCUSSION OF THE FINDINGS, CONCLUSIONS, AND IMPLICATIONS

This chapter will: (1) provide the reader with a brief description of the purposes and design of the study; (2) discuss the findings in regard to the relationship of the independent variables of race, socioeconomic status, and busing status on certain school and community variables; (3) present the conclusions drawn from the findings; and (4) offer a brief discussion of the implications of the findings.

Summary

The busing of students to achieve desegregation within our school systems has become a controversial issue. Communities such as Pontiac, Michigan and Kalamazoo, Michigan have found themselves polarized and divided on the question of busing. Perplexed by the emotionalism which has been generated by two-way busing, school officials have sought to discover solutions to successfully implement busing programs. To more effectively accomplish this task, it will be necessary to clearly focus on the opinions held by various segments of our communities. A precise measure of the opinions held by these segments of
our communities could yield information valuable to successful desegregation. If the measurement of parental opinions in certain school and community was made on the basis of items common to most communities, vis-a-vis race, socioeconomic status, and busing status, it may be possible to infer the findings to larger populations.

Although an extensive amount of literature related to desegregation has accumulated over the years, most of the available research by people such as Dodson (1967), Coleman (1971), Dyer (1971), and Mosteller and Moynihan (1972) has been fragmented. Moreover, the research has primarily concentrated on issues dealing with achievement and environment. Taking into consideration the variables of race, socioeconomic status, and busing status of a parent's child, no single study has probed the opinions of parents.

Accepting the concept that parent opinions are important, the question is raised as to what variables does one consider in an attempt to measure opinions. In polls such as the Harris and the research of Market Opinion Research, parent opinions have been gathered on variables such as the willingness of parents to support the schools, interracial interaction, differences in learning rates of students, the problems of busing, the behavior of students, quality of education, the length of the bus ride, opinions of teachers, and the cost of busing. From these polls, many of the variables mentioned above appear more frequently
than others. For this reason, this study will use the first six above-mentioned variables to measure parent opinion. So far as was known, parent opinions on these six variables have not been measured on the basis of a parent's race, socioeconomic group, and child's busing status.

Therefore, the intent of this study was to investigate the relationship of a parent's race, socioeconomic group, and child's busing status with sociological variables.

The specific purpose of this study was to determine the following:

1. The higher the socioeconomic group represented by a parent, the more positive his opinions regarding supportiveness of the schools, quality of education his child receives, interracial interaction, learning differences, busing, and his child's behavior in school.

2. The opinions of black parents will be more negative regarding supportiveness of the schools, quality of education their child receives, interracial interaction, learning differences, busing, and their child's behavior in school than those of white parents.

3. The opinions of parents whose child walks to school will be more positive regarding supportiveness of the school, quality of education their child receives, interracial interaction, learning differences, busing, and their child's behavior in school than those of parents whose child rides the bus to school.

4. There are systematic effects on the parent's opinion regarding supportiveness of the...
school, quality of education his child receives, interracial interaction, learning differences, busing, and his child's behavior in school attributable only to the combination of a particular race of the parent with a particular busing status of the parent's child.

The sample from the population represented in this study consisted of 396 parents who have children attending the Kalamazoo Public Schools. With regard to the parent's race, socioeconomic status group, and his child's busing status, this study was designed to make comparisons between a parent and his attitude concerning certain sociological variables. The determination of the socioeconomic status group to which a parent is associated was made by an interviewer. Aiding the interviewer in this discussion was information concerning the school's socioeconomic status that the parent's child attended, as measured by the Michigan Assessment Test. The busing status of a parent's child and race was determined by information obtained from the Kalamazoo School System. Information necessary to measure parental opinions was gathered by a team of ten highly trained interviewers, using The Parent Opinion Questionnaire (Appendix A). Once the information was gathered, it was returned to the Educator Feedback Center at Western Michigan University, punched on data cards, and verified. With tabulation and punching complete, the data were ready for analysis.

For each of the dependent variables and the parent's
opinion pertaining thereto, comparisons were made between the parent's race, socioeconomic status group, and his child's busing status. The statistical tests used to analyze the data consisted of a one-way analysis of variance—Hypothesis One, Two, and Three—and a two-way analysis of variance for Hypothesis Four.

General Findings

The first hypothesis and its six inherent hypotheses are generalized in the following statement:

The higher the socioeconomic group represented by a parent, the more positive his opinions regarding supportiveness of the schools, quality of education his child receives, interracial interaction, learning differences, busing, and his child's behavior in school.

A positive relationship was found between the high and low socioeconomic levels and the parents' opinions regarding supportiveness of the schools and the quality of education their child receives. Means indicated that in both cases the high socioeconomic group was more positive. Both of these specific variable findings seem to be in conflict with results of the Pontiac study conducted by Market Opinion Research (June, 1972). For example, Market Opinion Research concluded that "attitudes are independent of socioeconomic status and related to each other and race" (p. 7). In the same report, they also reported that the higher the socioeconomic status group, the more negative
would be the opinions concerning the quality of education in the Pontiac schools. While disagreement was indicated on specific variables, it could be concluded that generally the findings were in agreement with the Pontiac study.

On the other four dependent variables of busing, interracial interaction, learning differences, and behavior, support for the hypotheses was not found. The fact that no support was found for this hypothesis which dealt with the relationship of socioeconomic status levels concerning interracial interaction leads one to question some research of Marascuilo and Penfield (1966). In their research, it was concluded that support for reducing racial imbalance was centered in the low and middle socioeconomic status tracts.

The findings of this study suggested that there was a weak relationship between the socioeconomic status of a person and his opinions on certain school and community variables. Moreover, the findings seemed to depend upon the variable and did not establish a trend across all the dependent variables.

The second hypothesis and its six inherent hypotheses are generalized in the following statement:

The opinions of black parents will be more negative than white parents in regard to supportiveness of the schools, quality of education their child receives, interracial interaction, learning differences, busing, and their child's behavior in school.
No consistent relationship was found between the race of a parent and his opinion regarding certain school and community variables. On the variable of supportiveness of the school, black parents were found to be more negative than white parents. With no apparent comparison data available, this finding stands isolated, while at the same time it serves as an indicator of direction. In addition, on the variable of busing, the opinions of white parents were found to be more negative than those of black parents. This finding was in agreement with those of Market Opinion Research and their research conducted in Pontiac, Michigan.

The data generated on the four remaining variables did not produce support for the corresponding hypotheses. The fact that few differences were observed between the races and their opinions regarding interracial interaction, behavior, busing, learning differences, and the quality of education is unusual in light of research such as Johnson (1968), Jensen (1970), and Hansen (1963), which indicates a distinct polarization on the above variables.

The findings of this study indicate that there is a low relationship between the race of a parent and his opinion on certain school and community variables. More precisely, the findings seem to depend upon the variable and fall short of establishing trends across all the dependent variables.

No relationship was found between the parent's opinion
concerning certain school and community variables with his child's busing status.

The third hypothesis and its six inherent hypotheses are generalized in the following statement:

The opinions of parents whose child walks to school will be more positive than those of parents whose child rides the bus with regard to supportiveness of the schools, quality of education their child receives, interracial interaction, learning differences, busing and their child's behavior in school.

A number of tendencies were noted. On the variables of supportiveness of the schools, quality of education, and busing, opinions of parents whose child walked to school were slightly more positive. On variables concerned with behavior and learning differences, the data suggest that the opinions of parents whose child was bused to school were slightly more positive than those whose child walked to school.

One might postulate that a parent's opinion about certain school and community variables bears no strong relationship with that of his child's busing status. Moreover, the findings suggest that, in regard to identifying pockets of resistance to desegregation, the busing status of a child has little effect upon parent opinion.

The fourth hypothesis and its six inherent hypotheses are generalized in the following statement:

There are systematic effects upon the parent's opinion regarding supportiveness of the school, quality of education his child receives, inter-
racial interaction, learning differences, busing, and his child's behavior in school. These effects are attributable only to the combination of a parent's race with his child's busing status.

No relationship was found which involved the interaction effect of a parent's race with his child's busing status except on the dependent variable of interracial interaction. But on this fact alone, one could substantiate the contention that busing is primarily a racial issue. On the dependent variables of supportiveness of the schools and opinions concerned with busing, the results were significant only on the differences between the races.

The following conclusions in this section are categorized according to the hypotheses.

Hypothesis One conclusions

1. The socioeconomic status of a parent has little effect upon his opinions concerning desegregation.

2. The strongest support for the schools is centered in the high and middle socioeconomic levels.

3. The higher the socioeconomic group of a parent, the more positive are his opinions concerning supportiveness of the schools.

4. The opinions of parents in the middle and high socioeconomic groups are more positive than those of the low socioeconomic group in regard to the quality of education in the schools.

5. No consistent relationship was found between the socioeconomic group of a parent and his opinions in regard to interracial interaction,
learning differences, busing, and student behavior.

**Hypothesis Two conclusions**

1. Black parents are more negative than white parents in regard to the supportiveness of the schools.

2. The opinions of white parents are more negative than those of black parents in regard to busing.

3. No consistent relationship was found between the race of a parent and his opinions concerning the quality of education his child receives, interracial interaction, learning differences, and student behavior.

**Hypothesis Three conclusions**

1. No consistent relationship was found between a child's busing status and his parents' opinions in regard to supportiveness of the schools, the quality of education their child receives, interracial interaction, learning differences, busing, and student behavior.

**Hypothesis Four conclusions**

1. The interaction of race with respect to a child's busing status has an effect on the parent's opinion regarding interracial interaction.

**General Conclusions**

In general, the findings of this study failed to support the contention that parent opinions—with regard to race, socioeconomic level, and their child's busing status—
could yield significant information which might prove beneficial in implementing a desegregation program.

Implications

The findings of this study provide practicing educational leaders with the results of an impartial investigation of parent opinions on certain school and community variables with regard to a parent's race, socioeconomic group, and child's busing status. Such findings should have implications for future directions in the establishment of our educational programs.

Through an awareness of this study, a practitioner might recognize that the opinions of parents in the lower socioeconomic class are more negative than the other classes regarding the quality of education their child receives.

Through an awareness of this study and its results, practitioners might also be better equipped to understand parent opinions in regard to a parent's socioeconomic group. With this knowledge, a practicing leader might generate a more positive attitude and support from his school community constituency by increasing his efforts to reach and inform lower socioeconomic groups, as well as middle- and upper-class socioeconomic groups.

The results of this investigation seem to substantiate the findings of the Pontiac study which suggest that
opinions toward desegregation by busing are independent of socioeconomic status, but related to each other and to race.

This investigation has established the diversity among the races on key community variables. Further observation reveals the close relationship between the variables of a parent's socioeconomic status and his race. The findings on both of these variables, separately and combined, yield consistent results. It is apparent from these findings that there is a need for a program to span the gap in opinions between the races. Program thrust in this direction could aid in achieving a more successful desegregation program.

In regard to the design, this study demonstrated that it is possible to measure parental opinions on certain school and community variables in relation to a parent's race, socioeconomic group, and his child's busing status. This achievement provides an operational base for further investigation.

The results of this study evoke a series of questions which could be investigated. Would different conclusions be drawn if this investigation were replicated in other communities, in parochial schools, or with parents who did not have children attending school? Do the opinions of parents vary according to the popularity of an issue? What variables other than those investigated in this
study are associated with the opinions of parents?
REFERENCES


Flint Journal, School millage soundly defeated, April, 1972.


86

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.


Webster, S. W. The influence of interracial contact on social acceptance in a newly integrated school. Journal of Educational Psychology, 1961, No. 6, 52.
# PARENT OPINION QUESTIONNAIRE

## Face Sheet

**Name**  

**A.** Sex:  
   - Male  
   - Female  

**B.** Racial-Ethnic:  
   1. White  
   2. Black  

**C.** Number of children ______  

**D.** Number of children attending school ______  

**E.** Resident of Kalamazoo last year?  
   1. Yes  
   2. No  

**F.** Did children attend public schools last year?  
   1. Yes  
   2. No  

**G.** Did your child ride a bus last year?  
   1. Yes  
   2. No  

**H.** What percent of Black students were in the high school you attended? ______  

**I.** Approximate size of your high school (number of students)? ______  

## Interview Schedule

1. Does your child ride a bus to and from school?  
   1. Yes  
   2. No
2. Length of trip one way?  
   1. Less than 15 minutes  
   2. 15-30 minutes  
   3. 30-45 minutes  
   4. 45 minutes  

3. How much interracial contact has your child had this year in an actual classroom setting compared to last year?  
   1. More  
   2. Same  
   3. Less  

3a. Do you think such contact is desirable?  
   1. Yes  
   2. No  

4. Do you think that the values and beliefs of black children and white children are significantly different?  
   1. Strongly disagree  
   2. Disagree  
   3. No opinion  
   4. Agree  
   5. Strongly agree  

5. How do you feel about the lunch program?  
   5a. Duration  
      1. Too long  
      2. About right  
      3. Too short  
   5b. Quality of food  
      1. Good  
      2. Fair  
      3. Poor  
   5c. Atmosphere  
      1. Good  
      2. Fair  
      3. Poor  

6. Do you think that your child has more friends of the opposite race this year?  
   1. Strongly disagree  
   2. Disagree  
   3. No opinion  
   4. Agree  
   5. Strongly agree
7. Do you believe that your child is learning at a satisfactory rate?

1. Strongly disagree
2. Disagree
3. No opinion
4. Agree
5. Strongly agree

8. Do you think that the Board of Education acts in the best interest of the entire community?

1. Strongly disagree
2. Disagree
3. No opinion
4. Agree
5. Strongly agree

9. If you child rides a bus to school, does riding the bus create any of the following problems?

1. Does not ride a bus
2. Rides a bus
   9a. Missed bus (number of times per month)
   9b. Bus late (number of times per month)
   9c. Behavior problems on the bus (number of times this year)
   9d. Behavior problems on the bus (number of times last year)
   9e. Child complains about the bus ride (number of times per month)
   9f. Nature of the complaining

10. Do you think your child should attend a school which he can easily walk to?

1. Strongly disagree
2. Disagree
3. No opinion
4. Agree
5. Strongly agree
11. Does a student have a greater opportunity to get involved in after-school activities if the school is within walking distance?  
1. Strongly disagree  
2. Disagree  
3. No opinion  
4. Agree  
5. Strongly agree  

12. Do you believe that children should be educated in schools with children of only their race?  
1. Strongly disagree  
2. Disagree  
3. No opinion  
4. Agree  
5. Strongly agree  

13. Do you think that schools are exercising more control over students this year?  
1. More  
2. Same  
3. Less  

14. How much increased interracial contact has your child had this year after school?  
1. More  
2. Same  
3. Less  

14a. Do you think such contact is desirable?  
1. Yes  
2. No  

15. Do you think your child has a teacher who is concerned about his education?  
1. Strongly disagree  
2. Disagree  
3. No opinion  
4. Agree  
5. Strongly agree
16. Does your child like to go to school this year?  
1. Never  
2. Sometimes  
3. No opinion  
4. Usually  
5. Always  

17. How does your awareness of school activities this year compare with that of last year?  
1. More  
2. Same  
3. Less  

18. How much interracial contact with other parents have you had this year as a result of the school desegregation program?  
1. More  
2. Same  
3. Less  

19. How often has your child participated in after-school activities this year (average per month)?  
19a. Last year  

20. Would you say that your child has more or fewer behavior problems with other students in school this year?  
1. More  
2. Same  
3. Less  

21. Do you think that the quality of education your child receives is dependent upon the racial composition of the classroom?  
1. Strongly disagree  
2. Disagree  
3. No opinion  
4. Agree  
5. Strongly agree  

22. How often have you had the occasion to visit your child's school this year?  
_____ times (approximately)
22a. How does this compare to last year?
1. More
2. Same
3. Less

23. What kind of a job do you feel the present school board is doing to improve the quality of education in Kalamazoo?
1. Very inadequate
2. Inadequate
3. No opinion
4. Adequate
5. Very adequate

24. Does your child's school official keep you informed about what is going on at school?
1. Never
2. Seldom
3. Sometimes
4. Frequently
5. Always

25. Do you think that there is a difference in the learning rate of black and white children?
1. Strongly disagree
2. Disagree
3. No opinion
4. Agree
5. Strongly agree

26. If an operational millage issue were presented to the public, how would you respond?
1. Strongly opposed
2. Opposed
3. No opinion
4. Supportive
5. Strongly supportive

27. Do you think that the educational needs of black and white children are different?
1. Strongly disagree
2. Disagree
3. No opinion
4. Agree
5. Strongly agree
28. Does your child have more or fewer substitute teachers this year than last year?
   1. More
   2. Same
   3. Less

29. How much increased interracial contact has your child had this year during extra classroom activities such as lunch and recess?
   1. More
   2. Same
   3. Less
Name of interviewer

Interviewer Summation

Regarding respondent:
 Approximate age ____
 Approximate socioeconomic status
   ____ high
   ____ middle
   ____ low
 Time of day of interview
   ____ A.M.
   ____ P.M.
 Duration (in minutes) ____

What is your general reaction to the respondent?

What is your opinion regarding this person's attitude toward the schools?
VARIABLES AND QUESTIONS

Supportiveness

Item  
8  Do you think that the Board of Education acts in the best interest of the entire community?  
23 What kind of a job do you feel the present School Board is doing to improve the quality of education in Kalamazoo?  
26 If an operational millage issue were presented to the public, how would you respond?  

Quality of Education

6  Do you think your child has more friends of the opposite race this year?  
7  Do you believe your child is learning at a satisfactory rate?  
15 Do you think your child has a teacher who is concerned about his education?  
16 Does your child like to go to school this year?  
28 Does your child have more or fewer substitute teachers this year than last year?  

Interracial Interaction

12 Do you believe that children should be educated in schools with children of only their race?  
21 Do you think that the quality of education your child receives is dependent upon the racial composition of the classroom?  

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Learning Differences

Item 25  Do you think that there is a difference in the learning rates of black and white children?

27  Do you think that the educational needs of black and white children are different?

Busing

10  Do you think your child should attend a school which he can easily walk to?

11  Does a student have a greater opportunity to get involved in after-school activities if the school is within walking distance?

Behavior

20  Would you say that your child has more or fewer behavior problems with other students in school this year?
TRAINING MANUAL FOR INTERVIEWERS

Introduction

Keep in mind:

It has been found that respondents usually react more to their relationship with the interviewer than to the content of the questions they are asked.

Gather information, do not change or influence responses.

Appear confident.

Increase Respondent's Receptiveness

I. The respondent needs to feel that his acquaintance with the interviewer will be pleasant and satisfying.

A. Favorable reaction if respondent feels he will enjoy talking to you.

B. Be understanding.

II. The respondent needs to see the survey as being important and worthwhile.

III. Barriers to the interview in the respondent's mind need to be overcome.

A. Be aware of doubts (salesperson, bill collector, or casing the place).

B. Neutralize fears:

1. Purpose of study
2. How respondent was selected
3. Confidential nature of interview

102

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Introductory Procedures

Tips:

**Appearance**--aim for simplicity and comfort.

**Avoid**--identification with groups or orders (pins or rings).

**Identification**--easily visible

What you will say and how:

**Pointers**

I. Tell the respondent who you are and who you represent.
   A. Name--employed by University

II. Tell the respondent what you are doing.
   A. Answers are confidential--neither he nor address will be identified in any way.

III. Tell that the respondent is part of a random sample.

IV. Respondent letter--press release will serve this purpose.

V. Doorstep introduction should be brief.
   A. Get into the house--do not say, "May I come in? I would like to come in and talk with you about this."
   B. Avoid: "Are you busy now?"--"Could I take this interview now?"--"Should I come back?"

VI. Adapt approach to the situation.

VII. Rapport is your goal. Remember: small talk helps.
Characteristics of a Good Interviewing Relationship

I. Warmth and responsiveness

II. Permissive atmosphere

III. Freedom from any kind of pressure or coercion

Answering the Respondent's Questions

I. Answer only what is asked.

II. Some of the questions respondents ask:
   A. "How did you happen to pick me?"
   B. "Who gave you our name?"
   C. "I do not know enough about this. Why don't you go next door?"
   D. "What is all this about, anyway?"
   E. "Why are you doing this survey?"

If the Respondent Is Busy or Away

I. If busy or going away, give a brief introduction to stimulate interest and set a future appointment.

Leaving the Respondent

I. Clear up unanswered questions before you leave.

II. Hand him a "thank-you" card, which you have signed.
Questionnaire

Asking the questions

I. Use the questionnaire, but use it informally— not a quiz or cross-examination.

II. Ask the questions exactly as worded in the questionnaire.

III. Ask the questions in the order presented in the questionnaire.

IV. Repeat and clarify questions which are misunderstood or misinterpreted.

V. Use transition statements.

Canned Introduction

"Good (time of day), I'm (name) from the Educator Feedback Center, Western Michigan University, and we are conducting a survey for the Kalamazoo Public Schools. I would like to come in and talk with you about this (show press release).

"Western is conducting a study of parents who have children in the Kalamazoo schools and their opinions regarding desegregation. Your name was one of 400 picked at random to respond to this survey. Your responses to this survey will be confidential—neither you nor your address will be identified in any way.

"How would you respond: (start question) . . . "

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.