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Signature Kenneth Warren Holden

Date August 4, 1978

A STUDY OF PARENTAL ATTITUDES TOWARD PUBLIC
EDUCATION ON THE CROW RESERVATION

by

KENNETH WARREN HOLDEN

A professional paper submitted in partial fulfillment
of the requirements for the degree

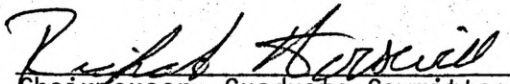
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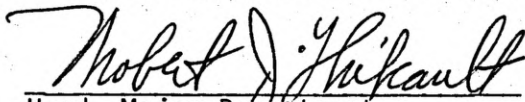
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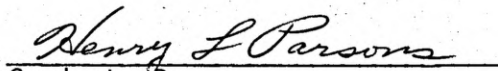
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Guidance and Counseling

Approved:


Chairperson, Graduate Committee


Head, Major Department


Graduate Dean

MONTANA STATE UNIVERSITY
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Abstract

The purpose of this study was to determine if there were differences among four groups of parents in Crow Agency, Lodge Grass, Pryor, and Wyola in their attitudes toward public education on the Crow Reservation in the Spring of 1978.

The data was gathered through the use of a questionnaire, which was delivered in person by the researcher to a randomly selected sample of 100 parents, which included 25 from each of the four groups mentioned above. The instrument was returned through the mail. The 76-item questionnaire was revised by the researcher from an instrument which had previously been used with an Indian population. The instrument used consisted of 61 yes or no response items and 15 open-ended response items. The questions related to seven general categories concerning the local schools: (a) teachers, (b) curriculum, (c) social behaviors of children, (d) school services, (e) school policies, (f) control of schools, and (g) comparisons between types of educational systems on the reservation.

The yes or no response items were compared for differences among the four groups by use of the Chi Square test of independence. The same hypothesis was tested for each of the 61 items. The null hypothesis was rejected 10 times, while being retained in 51 instances, indicating that some differences did occur among the four groups. The open-ended response items were summarized and compared among the groups.

The findings indicate that parents: (a) want quality education for their children; (b) desire well-prepared, dedicated teachers who have the knowledge and skills to communicate with the bilingual, bicultural child; (c) want a program steeped in the language, history, culture, and tradition of the local people; (d) want to be included, consulted and respected as equals in the education process; (e) would like school personnel to come to them and seek out their ideas and opinions; (f) desire a program that is locally controlled, administered, and responsive to their needs; (g) want a program that will build personal and cultural pride in their children; and (h) want an appealing school program which encourages attendance and demands discipline. There did not appear to be any distinguishable differences among the four groups in their attitudes toward their local schools.

The following recommendations were made: (a) local school boards and administrators in Indian communities should attempt to seek out and involve local parents in the planning and functioning of their local schools; (b) attempts should also be made to encourage parent participation and involvement in such matters as classroom visitation and PTA meetings; and (c) further studies need to be conducted in each of these four communities in order to assess the needs and desires of the people in regards to their local educational system.

CHAPTER I

Introduction

Meyer (1972) perhaps best described the education situation of the American Indian in his statement: "In the efforts to provide better schooling in America, one group in the population has been tragically overlooked. The first American, the Indian, is the last American educationally, as he is economically, socially and politically" (p. 18).

Governmental domination of Indians began with the establishment of the Bureau of Indian Affairs in 1824 (Croft, 1977). The Meriam (1928) report was the first extensive and probably the best critical appraisal of Indian affairs ever made. It presented a highly unfavorable evaluation of education for Indians. Among the problems cited were low pupil achievement, high attrition rates, irrelevant programs, and inadequate facilities.

Forty years later, a report by the United States Senate Special Subcommittee, chaired by Senator Edward Kennedy, on Indian Education (1969) was equally unfavorable, repeating many of the same criticisms and making similar recommendations. The members of the committee concluded that Indian education was a national tragedy. The senate subcommittee has been criticized by Coombs (1970), a BIA employee, as being slanted, sometimes inaccurate and intentionally negative, with complete disregard for the dramatic educational advances which are occurring in Indian education. However, Coombs also agreed ". . . that

the Indian Americans are among the most seriously disadvantaged of all American citizens and that their children suffer from a most grievous educational disadvantage" (p. 2).

In 1970, Robert J. Havighurst's National Study of American Indian Education was issued. The overall theme of this study was the need for recognition of Indian authority and responsibility for the education of Indian children and youth. This conclusion was also reached by the United States Senate Special Subcommittee (1969).

The Indian Education Act of 1972 provided federal assistance in education well above the previously limited funds appropriated annually for Indian education programs. This was in hopes of closing the gap which now exists between Indian education and the general educational level of the nation. This new act also created the National Advisory Council for Indian Education to provide policy direction and guidance to Congress and those responsible for implementing the act. The Council is composed of 15 Indian or Alaskan Natives appointed by the President from a select list recommended by Indian tribes and organizations throughout the United States.

All of these signals indicate that this is the time for change in Indian education. Evidence seems to indicate that this change will come from the tribal groups themselves (Croft, 1977). A beginning point to look at might be the attitudes of the Indian parents toward the present method of public education in their communities.

Statement of the Problem

The problem of this study was to determine if there were differences among four groups of Indian parents in Crow Agency, Lodge Grass, Pryor, and Wyola in their attitudes toward public education on the Crow Reservation in the Spring of 1978.

Application to Educational Theory

Social institutions which serve the public should be aware of the need for periodic assessment of the public's attitudes toward their effectiveness. Schools are a social institution and, as such, they must be aware of the attitudes of the people they serve. "Information on parental attitudes should be of vital concern for school administrators because the success of the entire educational enterprise may be dependent on such information" (Maynor, 1974, pp. 21-22).

Many people often forget that the Indians are a part of the public. They have their own ideas and want to be consulted about what concerns them, namely the education system. "They are human beings who have had and have today, varying attitudes towards education" (Biglin, 1971, p. iii). Parental influence can make a school a true expression of the Indian community's hopes and needs. Culture conflicts could be minimized and more importantly, local control of schools will add immeasurably to Indian self-respect (Nader by Meyer, 1972).

Dimensions of problems in Indian schools are indicated by the record absenteeism and drop-out rates. The level of education for Indians is half the national average and their achievement levels are far below the rest of the students, sometimes by as much as three years. The drop-out rate for Indian children is twice the national average (Meyer, 1972).

Parental influence and attitudes can have a tremendous effect on the success of an education system. Successful schools most often have the positive support of the public and the participation of parents in the program. If the desires and needs of parents and students are met, then this most often results in favorable attitudes towards education. One place to begin is by evaluating parental attitudes and desires. This was also suggested by Maynor (1974): "A study should be conducted relative to parental attitudes toward particular aspects of the school program such as curriculum, community, facilities, discipline, social skills and school board relations" (p. 85).

General Questions to be Answered

The questions answered by this study were:

1. What are the parental attitudes in each of the four groups towards various aspects of the school program, including their attitudes toward (a) teachers, (b) curriculum, (c) social behaviors of children, (d) school services, (e) school policies, (f) control of

schools, and (g) comparisons between types of educational systems on the reservation?

2. Do parental attitudes toward various aspects of the school program differ among the four parental groups?

General Procedures

This study involved distributing a questionnaire to a random sample of parents in each of four parental groups on the Crow Reservation. The research instrument consisted of 76 questions involving yes or no responses. The instrument enabled a question-by-question analysis and comparison among the groups. There were also seven subgroups within the 76 items, which allowed for a more generalized analysis and comparison of attitudes toward teachers, curriculum, social behaviors of children, school services, school policies, control of schools and comparison between types of educational systems on the reservation among the four groups of parents.

Limitations

Limitations for this study were the following:

1. This study was limited to Indian parents/guardians on the Crow Reservation in the Spring of 1978.
2. This study was limited to parents/guardians with one or more children enrolled in the Crow Tribe.
3. This study was limited to parents/guardians of children enrolled in public schools on the reservation in the Spring of 1978.

Definition of Terms

Attitude--an emotionalized tendency of acting, feeling, or thinking organized through beliefs, values and experience to react positively or negatively toward an idea or object.

Indian--a person on the tribal roles of a reservation.

Summary

This chapter has provided a brief overview of the problem of this study, how the answers were sought and the data analyzed. The application of this study to the education field can be seen in the many problems that confront Indian students in schools today. Education systems must be aware of the great deal of effect that parental attitudes have, not only on their children, but also on the success of the school. This study was done in order to see if there is a difference in attitudes among parents in different school districts on the Crow Reservation.

Some general questions were presented which, when answered by the data, will give information into the differing attitudes in the groups. The method of obtaining this data was presented along with the limitations of this study and definitions of the terms used herein.

In the following chapter, a review of related literature will be presented dealing with Indian parental attitudes.

CHAPTER II

Review of the Literature

This chapter is divided into six sections. Section I begins by examining the nature and understanding of attitudes. Section II looks into the effect of parental attitudes on children's attitudes and their achievement in school. Section III gives a brief history of Indian education and the goals of Indian education today. Section IV deals with Indian culture as a factor in determining parental attitudes toward public education. Section V presents recent studies concerning Indian attitudes toward education. Section VI concludes with a look at the method which will be used to survey parental attitudes and the results obtained with it in a previous study.

Section I: The Nature and Understanding of Attitudes

Attitudes can be dealt with and understood in a variety of different ways. One way of approaching what attitudes are is by a definition: "An attitude is an emotionalized tendency, organized through experience to react positively or negatively toward a psychological object" (Smith & Hudgins, 1964, p. 464). Thus, an attitude seems to be a nonrational behavior which could be changed by means of additional experiences.

Another approach to defining an attitude is to look at a person's beliefs which compose an attitude: "An attitude is a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner" (Rokeach, 1968,

p. 112). Rokeach goes on to briefly describe the three components of beliefs which make up an attitude: (a) cognitive component which represents a person's knowledge; (b) affective component which represents a person's feelings, positive or negative; (c) behavioral component which oftentimes leads to an action originating from the belief (Rokeach, 1968, p. 112).

Another very important determinant of attitudes is a person's culture. Hemmer (1976) believes that human actions, whether good or bad, stem from attitudes, which reflect the cultural backgrounds of people. Cross cultural differences in attitudes act as sources of conflict between individuals from different societies. The most dangerous attitude is that of prejudice, which results in the judgment of individuals, groups of people, things or situations with little or no factual basis. Prejudicial attitudes always affect the newcomer into a host culture detrimentally for no better reason than the fact that he is an outsider, not conforming to group norms (Condon, 1973).

Section II: Effects of Parental Attitudes on Children's Attitudes and their Achievement in School

It has been the purpose of numerous studies to show that parental attitudes toward public education have a tremendous effect on their children's success in school. Murray Wax (1963) saw the principle cause of failure in school as a difference in norms and attitudes between the school and the home, causing cultural disharmony between

the two. He went on to say that he believes that the technical inadequacy on the part of the school is not the main problem. Therefore, it would seem that parents' negative attitudes toward education have a great impact on their children's inability to succeed in an educational environment.

Parents' positive attitudes likewise have a great deal of effect on their children's success in school. Parents with this positive attitude also seem to have children who exhibit a much more affectionate, rather than hostile, behavior while in school. Students and parents generally tend to agree in their positive and negative attitudes toward education and evaluation of their schools (NSAIE, 1970).

Effects of parental attitudes can be summarized by Condon's (1973) statement: "All attitudes and values are learned through contact with other people who act as agents in the communication of these beliefs. Such agents are: the family (the most influential in the formation of an individual's life style)" (p. 10).

Section III: A Look at Indian Education Yesterday and the Goals for Indian Education Today

Education for the Indian in this country has been one of almost inhumane treatment in the past. This is perhaps best described by the following: "The history of the white society in regard to Indian education reflects the drama of the inexorable peopling of this continent by those unwilling to establish and maintain a humane,

fraternal and consistently respectful relationship with the prior residents of the land" (Fuchs & Havighurst, 1972, p. 1). In 1960, almost two out of every three Indian adults (25 years old and over) had no education beyond the elementary school grades and over one in four had less than five years of formal schooling. People with less than five years of schooling are usually regarded as functionally illiterate as far as the white educational system is concerned (Aurbach & Fuchs, 1970).

Today, the goals of Indian education are becoming much more adjusted to the needs of the Indian. Goals are being directed toward the need of the Indian to live in two cultures. Indian people are being given the chance to direct their schools, and more clearly define their own educational policies. Fuchs and Havighurst (1972) best described the direction in which the goals are now moving:

Today the goals of American Indian education are moving away from a narrow assimilationist goal and are generally agreed upon by Indians and others when they are stated broadly. Essentially, the goals are to enlarge the area of choice and self-determination of Indian people and to respect the values of cultural diversity (p. 20).

Section IV: Indian Culture as a Factor in Determining Parental Attitudes Toward Public Education

Cultural values are more generalized than attitudes. Cross cultural differences in values, attitudes and beliefs act as sources of conflict between individuals from different societies. There are

no right and wrong values and attitudes but only appropriate or inappropriate ones, so determined by one's cultural situation (Condon, 1973).

There are a number of factors which influence the attitudes and behavior of an Indian child in school. One of the most important is that of the Indian tribal culture as it is taught to the child by his family and tribe. This includes language, life style, ways of cooperating or competing with others, attitudes toward male and female teachers and definitions of rewards and punishments (NSAIE, 1970).

Indian culture differs from that of the dominant society in a number of important ways. The following list includes some of the more important ones: (a) they are less conscious of time; (b) they have closer interpersonal relationships; (c) they set less value on property rights; (d) their society is cooperative rather than competitive; (e) they are reticent rather than articulate; (f) they are less habituated to a work schedule; (g) they are less concerned about saving for the future; (h) they value placidity and are slow to anger; (i) they seek harmony with nature, rather than control; (j) they reject a scientific explanation of the cosmos in favor of a supernatural one; (k) they honor age over youth; (l) illegitimacy bears no stigma; (m) they have a low ego level and strive for anonymity; and (n) they are more at home with the concrete than the abstract (Nix, 1962). With the forementioned ideas in mind, one can see how

parental attitudes originate toward the dominant society's competitive, time-oriented school system.

Since most Indian parents have limited contact with the contemporary school, their attitudes toward it have been shaped to a large degree by memories of their own school experiences. Parents can vividly recall personal humiliation inflicted upon them for their Indian ways. Indian parents' general resentment of the white's threatened or actual dominance in their community strengthens their resistance to the school. The white teacher in the dominant society's school is only another symbol of white authority. Since white authority has always been directed toward changing Indian ways, opposition becomes a strategy in which Indian parents and children can affirm their Indian identity (Kleinfeld, 1971).

An idea not commonly expressed outside an Indian's community is the great parental pride in their children's graduation from high school and continuing on in further education. However, once those children are educated, they often leave reservations to find jobs. Therefore, school success brings great pride to parents, but also brings disintegration of the family, which is especially tragic in a culture where familial ties are strong. Indian parents are caught in a double bind. If school brings a good job, the Indian student is lost to his community and disappears into the white world. And, if the Indian student remains in the community, he has no need for school

achievement. The price of school achievement is perceived as the loss of culture identity and sense of community (Kleinfeld, 1971).

Section V: Recent Studies Concerning Indian Attitudes Toward Public Education

This section will be concerned with presenting the results of two studies carried out in various parts of the country dealing with parental attitudes toward public education.

Maynor (1974) found in his study with Lumbee Indians in Pennsylvania that these Indian parents had the least favorable attitudes toward public education when compared with the black and the white population in the same school district. They were also the most negative toward desegregated schools of the three races being compared. Maynor also arrived at the conclusion that these Indians were less favorable toward a multi-cultural school than they were of a totally Indian culture school.

The National Study of American Indian Education (1970), which included tribes from throughout the country, tended to show that Indian attitudes are probably no different from those of parents and students in rural white communities. Three overall results from this study were as follows: (a) 82% of Indian parents said that the school was meeting the needs of their children, while only 18% were unfavorable; (b) only 14% of the parents were critical of the school curriculum, leaving 86% agreeing that it was okay; and (c) in rating performance of teachers in

Indian schools, 87% of the parents were positive, with only 13% expressing negative attitudes. In other words, most Indian parents accepted their schools as adequate. The majority had some criticisms or suggestions, but only 10% to 20% of these respondents indicated general and serious dissatisfaction with the schools. In general, the less favorable parents had children in school where the majority were non-Indians. This report also indicated that part of the reason for favorable responses could have come from the parent's lack of involvement in the school. It was clear from the results of the interviews that the majority of parents were not very involved with their schools.

Section VI: Origination of Research Instrument

James Biglin and Jack Wilson (1972) conducted a study of parental attitudes toward public education among the Navajo and Hopi Indians in Arizona in 1971. A 97-item questionnaire was devised specifically for this study. A revision of this instrument was used by the investigator in this study.

The conclusions of this study can be summarized in a few generalized ideas. Indian parents wanted quality education for their children which would prepare them to live on and off the reservation. They desired a program steeped in the language, history, culture, and tradition of the local people. They wanted to be included in the educational process but were reluctant to come to the school. They preferred having school personnel come to them. They desired a program

that was locally controlled, administered, and responsive to their needs. As a final summary, Indian parents believed that it is through education that their children would have a better life.

Summary

This chapter was concerned with a review of the literature and related research and was divided into six sections. Section I dealt with the nature and understanding of attitudes. The definition and some possible determinants of attitudes were included. Determinants mentioned were values, beliefs, and cultural differences. Section II contained information relating the effect of parental attitudes on children's attitudes and their achievement in school. Conclusions seemed to indicate that both positive and negative parental attitudes were mirrored in their children's attitudes and behavior in school. Section III included a brief look at the inhumane treatments that Indians have been subjected to in education in the past. Also current, more favorable goals of present Indian education were contained here. Section IV looked at the Indian culture as a factor in determining parental attitudes toward education. Indian culture differs from that of the dominant society in a number of ways. This tends to greatly influence Indian parental attitudes toward an education for their children. Section V presented results of recent studies concerning Indian attitudes toward public education. Indian parents seem not to favor a school with a majority of non-Indian students. They

also showed a more negative attitude toward education than did other races in a comparison of a tri-racial district. Section VI concluded this chapter by presenting the origin of the research instrument and the results obtained with it in a previous study. In general, parents believed that an education for their children was the only way to ensure a better future for them.

CHAPTER III

Procedures

The problem of this study was to determine if there were differences among four groups of Indian parents/guardians in their attitudes toward public education on the Crow Reservation in the Spring of 1978 by examining questionnaire responses of Indian parents/guardians. In this chapter, the research procedures for this study are presented. The population, method of collecting data, organizing data, questions to be answered, how data was analyzed and precautions that were taken to ensure accuracy of the study are examined.

Population Description and Sampling Procedure

In this study, there were four separate populations coming from four different school districts on the Crow Reservation. Each population consisted of all Indian parents/guardians in the district with at least one child enrolled in school in that particular district. A sample of 25 was drawn from each of the four populations. The sampling procedure employed was the simple random sampling method.

Investigation Categories

This study included four separate populations which resulted in four sample groups. Each of these sample group's attitudes was then determined in relation to seven major categories of educational operation. These categories included parental attitudes toward the following: (a) teachers, (b) curriculum, (c) social behavior of children, (d) school services, (e) school policies, (f) control of

schools, and (g) different types of educational systems on the reservation. Included in each of these seven categories was a number of questions pertaining to that particular aspect of the educational system.

In order to limit the effect of one variable which could have contaminated the data, one adult Indian accompanied the investigator to the homes in each of the districts. In each case, this person was familiar with the purpose of the study and the questionnaire. This was an attempt to eliminate any language barriers which might have occurred.

Method of Collecting Data

A 76-item questionnaire involving 61 yes or no responses and 15 open-ended questions was administered to each of the four sample groups. This instrument was a part of a similar but more in depth study conducted in 1971 by Biglin on the Navajo and Hopi Reservations. Having already been used with an Indian population, this instrument was appropriate to use with this study.

The questionnaire was delivered to the parents personally by the investigator who was also accompanied by an adult Indian. Included with each questionnaire was a self-addressed, stamped envelope. Some return visits were necessary. They were also done accompanied by the same Indian adult.

Method of Organizing Data

The data obtained from the 61 items involving yes or no responses on the questionnaire is presented in tables. Each item is listed with percentages of each response indicated for each of the four groups, and also the total percentage for all four groups. A chi square value is listed for each question to determine if there are significant differences among the four groups' responses to an item. Open-ended responses are summarized and compared among the groups.

Statistical Hypotheses

The null and alternative hypotheses for the 61 yes or no response items on the questionnaire were the same:

Null hypothesis--There are no significant differences in the attitudes of Indian parents/guardians in each of the four different groups.

Alternative hypothesis--There are significant differences in the attitudes of Indian parents/guardians in each of the four different groups.

General Questions to be Answered

The following question was considered in reaction to the open-ended questions:

1. What are the relationships among the parent's/guardian's responses to the open-ended questions in the four groups.

Analysis of Data

All the null hypotheses were tested by applying a Chi Square test of independence. The percentages of yes and no responses was tabulated for each group and then examined for significant differences among the groups.

The $\alpha = .05$ level of significance was used as a basis for retaining or rejecting the null hypothesis. The reason for this was to limit the possibility of making either a Type I or Type II error. The significance level of .05 represents a 5 in 100 probability of the Type I error occurring due to chance alone.

The open-ended questions were analyzed descriptively. The responses were summarized in each of the four groups and then compared to one another for likenesses and differences.

Precautions Taken for Accuracy

Tabulation of the responses to the questionnaire items were double checked. All computations of percentages were done on a calculator to ensure accuracy. Chi square values were obtained by use of a computer.

Summary

This chapter has presented the procedures that were used in answering the questions posed in Chapter I.

The population has been described and the method of selecting the samples has been presented. It has been explained that the information

concerning attitudes toward various parts of the educational system was obtained by means of a questionnaire. A portion of the data is presented in table form showing percentage of yes and no responses. The Chi Square test of independence was used to analyze the results. The investigator then discussed the results from the tables along with summarizing the results of the open-ended response items.

CHAPTER IV

Analysis of the Data

Introduction

This chapter presents the results of the analysis of the data. The data was collected by means of a survey which had been delivered in person by the investigator to a random sample of 100 Indian parents/guardians, including 25 in each of four different school districts on the Crow Indian Reservation. The surveys were returned through the mail.

The survey was designed to compare the attitudes of Indian parents/guardians in the four school districts toward seven areas of the educational system. One hypothesis was tested statistically for each of the 61 yes or no response items. The 15 open-ended questions were summarized for each group and compared for likenesses and differences.

The results of the yes or no items are presented in tables. The percentage of yes and no responses is shown for each of the four, along with the total of the four groups. In some cases, all parents did not respond to an item; therefore, some percentages do not add up to 100. No response to a particular item is indicated by N/R. The total number of respondents for each item is denoted by the letter N and included below the percentage information on the tables. In addition, the Chi Square test of independence was used to determine significant differences in responses of the four groups to each of the 61 yes or no items.

This value is included at the end of each table and denoted with an asterisk if a significant difference appears.

Following each of the tables is an interpretation and discussion of the results. The 15 open-ended response items are summarized and discussed following the completion of all the tables.

Instrument Response Tables

Table 1

Chi Square Analysis of the Two Items Relating to Knowing the Child's Teacher

Question 1: Do you know your
child's teacher?

	Yes	No
Crow Agency	78%	22%
Lodge Grass	86%	14%
Pryor	94%	6%
Wyola	<u>85%</u>	<u>15%</u>
Total	85%	15%

N = 62

Chi Square = 1.891 df = 3

Question 2: Would you want
to know your child's teacher
better?

	Yes	No
Crow Agency	83%	17%
Lodge Grass	100%	N/R
Pryor	76%	12%
Wyola	<u>100%</u>	<u>N/R</u>
	89%	8%

N = 60

Chi Square = 4.581 df = 3

Discussion. Parents responded with favorable attitudes toward the teachers. Over 80% of the parents reported that they knew their child's teacher, while almost 90% indicated they would like to know them better. Pryor showed the highest percentage (94%) of parents knowing their

child's teacher. Lodge Grass and Wyola both responded 100% in favor of wanting to know their child's teacher better.

Table 2

Chi Square Analysis of the Two Items Relating
to Home Visitation by the Teacher

Question 3: Has the teacher
ever visited you at home?

	Yes	No
Crow Agency	N/R	89%
Lodge Grass	N/R	100%
Pryor	6%	94%
Wyola	<u>15%</u>	<u>85%</u>
Total	5%	92%

N = 60

Chi Square = 4.558 df = 3

Question 4: Would (or did)
you like the teacher to
visit your home?

	Yes	No
Crow Agency	44%	56%
Lodge Grass	71%	29%
Pryor	65%	35%
Wyola	<u>85%</u>	<u>15%</u>
Total	65%	35%

N = 62

Chi Square = 5.754 df = 3

Discussion. Parents showed a desire to know their child's teacher better by the response of over 64% who wished the teacher would visit them at home. Only parents from Pryor (6%) and Wyola (15%) indicated that a teacher had ever visited their home.

Table 3

Chi Square Analysis of the Two Items Relating
to Visiting a Child's Classroom

Question 5: Have you ever
visited your child's
classroom?

	Yes	No
Crow Agency	89%	11%
Lodge Grass	86%	14%
Pryor	59%	41%
Wyola	<u>85%</u>	<u>15%</u>
Total	79%	21%

N = 62

Chi Square = 5.867 df = 3

Question 6: Would you like
to visit your child's class-
room (again)?

	Yes	No
Crow Agency	94%	6%
Lodge Grass	100%	N/R
Pryor	94%	6%
Wyola	<u>85%</u>	<u>15%</u>
Total	94%	6%

N = 62

Chi Square = 2.717 df = 3

Discussion. Over 93% of the parents indicated that they would like to visit their child's classroom, while slightly less than 80% had already done so. Pryor responded with 59% of the parents who had already visited the classroom, which was the lowest of the four groups. Crow Agency, with 89%, was the highest.

Table 4

Chi Square Analysis of the Four Items Relating
to Attitudes Toward Teachers

Question 7: Does the teacher
do a good job of teaching?

	Yes	No
Crow Agency	89%	6%
Lodge Grass	86%	14%
Pryor	53%	23%
Wyola	62%	38%
Total	73%	19%

N = 57

Chi Square = 5.849 df = 3

Question 15: Does the teacher
treat your child fairly?

	Yes	No
Crow Agency	100%	N/R
Lodge Grass	86%	14%
Pryor	82%	12%
Wyola	77%	23%
Total	87%	11%

N = 61

Chi Square = 4.181 df = 3

Question 16: Should the
teacher have a college degree?

	Yes	No
Crow Agency	72%	28%
Lodge Grass	100%	N/R
Pryor	100%	N/R
Wyola	100%	N/R
Total	92%	8%

N = 62

Chi Square = 13.294* df = 3

Question 17: Would you want
your child to become a teacher?

	Yes	No
Crow Agency	44%	39%
Lodge Grass	43%	57%
Pryor	53%	29%
Wyola	62%	38%
Total	50%	40%

N = 56

Chi Square = 1.563 df = 3

*Significant beyond .05 level

Discussion. Seventy-three percent (73%) of the parents indicated that the teacher was doing a good job of teaching their children. Parents from Pryor responded with 53% agreeing with the above, which was the lowest favorable response; but Pryor also had the highest percentage (24%) of non-respondents to this item.

Over 85% of all parents responded that the teacher treats their child fairly.

Crow Agency was the only one of the four groups whose parents did not agree 100% that the teacher should have a college degree. Twenty-eight percent (28%) of their responses indicated that teachers don't necessarily have to have such a degree.

One-half of the parents showed a desire to have their child become a teacher, while 40% responded negatively; and 10% did not respond to the question.

Table 5

Chi Square Analysis of the One Item Relating
to Teacher Interest in the Crow Tribe

Question 8: Is the teacher
interested in the tribe and
its culture?

	Yes	No
Crow Agency	50%	28%
Lodge Grass	57%	43%
Pryor	47%	29%
Wyola	<u>69%</u>	<u>31%</u>
Total	55%	32%

N = 54

Chi Square = .444 df = 3

Discussion. Slightly over half of the parents believed that their child's teacher was interested in the tribe and its culture. Wyola, with 69% of the parents agreeing with the above, was the highest of the four groups.

Table 6

Chi Square Analysis of the Two Items Relating
to the Teacher Speaking the Crow Language

Question 9: Does your child's
teacher speak Crow?

	Yes	No
Crow Agency	28%	72%
Lodge Grass	36%	64%
Pryor	24%	76%
Wyola	<u>31%</u>	<u>69%</u>
Total	29%	71%

N = 62

Chi Square = .586 df = 3

Question 10: Do you think
the teacher should speak
Crow?

	Yes	No
Crow Agency	44%	50%
Lodge Grass	36%	57%
Pryor	29%	71%
Wyola	<u>46%</u>	<u>54%</u>
Total	39%	58%

N = 60

Chi Square = 1.365 df = 3

Discussion. Over 70% of the parents stated that their child's teacher did not speak the Crow language, while 39% indicated that this would be a desirable quality for the teacher to have. Pryor showed the strongest indication that it was not necessary for the teacher to speak Crow, with 71% of the parents responding in this manner.

Table 7

Chi Square Analysis of the Three Items Relating
to Grading of Students

Question 12: Do teachers
grade your child at school?

	Yes	No
Crow Agency	100%	N/R
Lodge Grass	93%	7%
Pryor	100%	N/R
Wyola	<u>100%</u>	<u>N/R</u>
Total	98%	2%

N = 62

Chi Square = 3.485 df = 3

Question 13: If YES . . .
Do you think the grades help
your child learn?

	Yes	No
Crow Agency	89%	11%
Lodge Grass	80%	15%
Pryor	88%	12%
Wyola	<u>77%</u>	<u>23%</u>
Total	85%	15%

N = 61

Chi Square = 1.031 df = 3

Question 14: Should children
be given a failing grade if
they don't study?

	Yes	No
Crow Agency	67%	28%
Lodge Grass	93%	N/R
Pryor	100%	N/R
Wyola	<u>77%</u>	<u>23%</u>
Total	84%	13%

N = 60

Chi Square = 9.487* df = 3

*Significant beyond .05 level

Discussion. Of the 98% of the respondents who indicated that teachers graded their children, 85% of them believed that grades help their children learn. There was some disagreement among the four groups of parents as to whether or not a child should be given a failing grade if he or she doesn't study. Parents from Pryor (100%) and Lodge Grass (93%) agreed that such a grade should be given in that circumstance. However, those from Crow Agency and Wyola responded with some negative responses here. Twenty-eight percent (28%) from Crow Agency and 23% from Wyola were opposed to giving a child a failing grade for not studying.

Table 8

Chi Square Analysis of the Five Items Relating to Teaching
Crow History, Religion, and Way of Life

Question 18: Does the school
teach the Crow way of life?

	Yes	No
Crow Agency	72%	28%
Lodge Grass	57%	43%
Pryor	59%	35%
Wyola	<u>62%</u>	<u>38%</u>
Total	63%	35%

N = 61

Chi Square = .863 df = 3

Question 19: Do you want
them to?

	Yes	No
Crow Agency	83%	11%
Lodge Grass	100%	N/R
Pryor	65%	29%
Wyola	<u>62%</u>	<u>38%</u>
Total	77%	19%

N = 60

Chi Square = 8.255* df = 3

*Significant beyond .05 level

Table 8 continued

Question 20: Does the school
teach your child Crow religion?

	Yes	No
Crow Agency	N/R	100%
Lodge Grass	29%	71%
Pryor	N/R	94%
Wyola	<u>38%</u>	<u>62%</u>
Total	15%	84%

N = 61

Chi Square = 13.819* df = 3

*Significant beyond .05 level

Question 21: Would you
like them to?

	Yes	No
Crow Agency	56%	44%
Lodge Grass	64%	36%
Pryor	53%	47%
Wyola	<u>62%</u>	<u>38%</u>
Total	58%	42%

N = 62

Chi Square = .517 df = 3

Question 22: Does the school
teach your child about Crow
history?

	Yes	No
Crow Agency	56%	33%
Lodge Grass	50%	50%
Pryor	53%	35%
Wyola	<u>62%</u>	<u>38%</u>
Total	55%	39%

N = 58

Chi Square = .586 df = 3

Discussion. Sixty-three percent (63%) of the parents indicated that the schools were teaching the Crow way of life, while 77% believed that this should be taught in the schools. Lodge Grass parents agreed 100% that this should be included in the schools, while the other three groups showed some parents opposed to this idea.

Only two groups of parents, those from Lodge Grass (29%) and Wyola (38%) believed that the Crow religion was being taught in the schools. However, over 55% of all the parents desired to see this in the school curriculum. All groups of parents responded with 50% or better that Crow history was being taught in the schools at the present time.

Table 9
Chi Square Analysis of the One Item Relating
to a Child's Past

Question 23: Do you think the school has taught your child to be ashamed of his/her past?

	Yes	No
Crow Agency	6%	94%
Lodge Grass	14%	86%
Pryor	6%	88%
Wyola	18%	82%
Total	10%	89%
N = 61		
Chi Square = 1.368		df = 3

Discussion. Eighty-nine percent (89%) of the parents agreed that the school was not teaching their children to be ashamed of their past. All groups responded in a similar manner to this item, with Wyola (18%) having the largest percentage of parents responding in the opposite manner.

Table 10

Chi Square Analysis of the Four Items Relating to
Reading, Writing, and Speaking the Crow Language

Question 24: Do you want the schools to teach your child to read and write the Crow language?

	Yes	No
Crow Agency	50%	50%
Lodge Grass	57%	36%
Pryor	71%	24%
Wyola	<u>62%</u>	<u>38%</u>
Total	60%	37%

N = 60

Chi Square = 2.240 df = 3

Question 25: Does your child speak Crow at home?

	Yes	No
Crow Agency	61%	39%
Lodge Grass	86%	14%
Pryor	71%	29%
Wyola	<u>46%</u>	<u>54%</u>
Total	66%	34%

N = 62

Chi Square = 5.067 df = 3

Table 10 continued

Question 26: If NO . . . Do you feel badly about your child not speaking Crow at home?

	Yes	No
Crow Agency	29%	71%
Lodge Grass	50%	50%
Pryor	40%	60%
Wyola	<u>29%</u>	<u>71%</u>
Total	33%	67%
N = 21		
Chi Square = .493 df = 3		

Question 27: Do you think the school discourages your child from speaking Crow at home?

	Yes	No
Crow Agency	22%	61%
Lodge Grass	14%	78%
Pryor	6%	88%
Wyola	<u>31%</u>	<u>69%</u>
Total	18%	74%
N = 57		
Chi Square = 3.498 df = 3		

Discussion. Sixty percent (60%) of the parents expressed the desire to have their child learn to read and write the Crow language in school, with the strongest response in favor of this coming from Pryor (71%).

Over 65% of the respondents indicated that the Crow language was spoken at home. Of those 34% indicating a negative response, only 33% responded that they had bad feelings about their child not speaking the Crow language at home. Only 18% of all the parents believed that

the school discouraged their child from speaking Crow at home. Wyola felt the strongest about this, with 31% responding that the school did discourage speaking Crow at home.

Table 11

Chi Square Analysis of the One Item Relating
to Vocational Education

Question 28: Do you want the
schools to teach your child
some vocational trade?

	Yes	No
Crow Agency	100%	N/R
Lodge Grass	86%	14%
Pryor	100%	N/R
Wyola	<u>100%</u>	<u>N/R</u>
Total	97%	3%

N = 62

Chi Square = 7.086 df = 3

Discussion. Parents responded with an almost unanimous 97% in favor of teaching some vocational trades in school. Lodge Grass, with 14% responding negatively, was the only group with such a response.

Table 12

Chi Square Analysis of the Four Items Relating
to Children's Behavior in School

Question 30: Does the school
teach your child to behave
properly?

	Yes	No
Crow Agency	89%	11%
Lodge Grass	79%	21%
Pryor	53%	29%
Wyola	<u>31%</u>	<u>69%</u>
Total	65%	31%

N = 59

Chi Square = 12.655* df = 3

*Significant beyond .05 level

Question 33: Do you think
they should?

	Yes	No
Crow Agency	67%	28%
Lodge Grass	71%	29%
Pryor	71%	29%
Wyola	<u>62%</u>	<u>38%</u>
Total	68%	31%

N = 61

Chi Square = .415 df = 3

Question 32: Does the
school ever punish (or
spank) your child?

	Yes	No
Crow Agency	44%	50%
Lodge Grass	36%	64%
Pryor	59%	41%
Wyola	<u>54%</u>	<u>46%</u>
Total	48%	50%

N = 61

Chi Square = 1.792 df = 3

Question 34: Do you think
the school is too easy on
the child and lets him/her
misbehave?

	Yes	No
Crow Agency	22%	72%
Lodge Grass	71%	29%
Pryor	53%	47%
Wyola	<u>77%</u>	<u>23%</u>
Total	53%	45%

N = 61

Chi Square = 10.827* df = 3

*Significant beyond .05 level

Discussion. The behavior of children in school brought out some differences in attitudes among the four groups. Sixty-nine percent (69%) of the parents from Wyola indicated that the school did not teach their children to behave properly. The other three groups were in general agreement that the school did teach proper behavior. However, three of the four groups of parents responded with over 50% in each group agreeing that the school is too easy on their children and lets them misbehave. Parents from Crow Agency were the ones to respond with the strongest belief (72%) that the school was not letting their children misbehave.

Over 67% of all the parents indicated that the schools should punish their children for misbehaving. All groups responded similarly in favor of this policy.

Table 13

Chi Square Analysis of the Three Items Relating to
Parental Permission for Student Participation

Question 35: Does the school get your permission for your child to participate in extra-curricular activities (such as social and athletic events at the school)?

	Yes	No
Crow Agency	83%	17%
Lodge Grass	71%	29%
Pryor	82%	18%
Wyola	<u>100%</u>	<u>N/R</u>
Total	84%	16%
N = 62		
Chi Square = 4.135 df = 3		

Question 36: Should they?

	Yes	No
Crow Agency	89%	11%
Lodge Grass	79%	14%
Pryor	82%	6%
Wyola	<u>100%</u>	<u>N/R</u>
Total	87%	8%
N = 59		
Chi Square = 2.228 df = 3		

Question 71: Do you attend school activities such as sporting events, etc?

	Yes	No
Crow Agency	72%	22%
Lodge Grass	71%	14%
Pryor	82%	12%
Wyola	<u>77%</u>	<u>23%</u>
Total	76%	18%
N = 58		
Chi Square = .850 df = 3		

Discussion. Over 80% of the parents indicated that the schools obtain parental permission for participation in extra-curricular activities. Nearly 90% agreed that this permission should be obtained from parents in order to participate. There was little disagreement among the groups pertaining to these items. Over 75% of the parents indicated that they attend these activities.

Table 14

Chi Square Analysis of the Two Items Relating
to School-Sponsored Activities

Question 37: Do you approve of weekend and after-school social functions such as dances, parties, and field trips.

	Yes	No
Crow Agency	72%	28%
Lodge Grass	100%	N/R
Pryor	82%	18%
Wyola	<u>85%</u>	<u>15%</u>
Total	84%	16%

N = 62

Chi Square = 4.532 df = 3

Question 38: Do you think the school has too many such activities?

	Yes	No
Crow Agency	N/R	100%
Lodge Grass	14%	78%
Pryor	6%	88%
Wyola	<u>15%</u>	<u>85%</u>
Total	8%	89%

N = 60

Chi Square = 3.419 df = 3

Discussion. Eighty-four percent (84%) of the parents approved of weekend and after-school activities. Crow Agency, however, had 28% of the parents disapproving of these activities and then was the only group of the four who responded with a 100% opinion that the school did not have too many such activities. Overall, nearly 90% of the parents agreed that the schools did not have too many of these activities.

Table 15

Chi Square Analysis of the One Item Relating
to the School Lunch Program

Question 39: Is the school
lunch program adequate?

	Yes	No
Crow Agency	78%	17%
Lodge Grass	64%	36%
Pryor	82%	6%
Wyola	<u>62%</u>	<u>38%</u>
Total	73%	23%
N = 59		
Chi Square = 5.431		df = 3

Discussion. Over 70% of the parents believed that the school lunch program was adequate for their children. Lodge Grass and Wyola showed the largest negative responses toward the program. Lodge Grass had 36% and Wyola 38% of the parents agreeing that the lunch program was not adequate.

Table 16

Chi Square Analysis of the Four Items Relating
to School Attendance

Question 41: Do you think your
child should have to attend
school every day?

	Yes	No
Crow Agency	100%	N/R
Lodge Grass	100%	N/R
Pryor	100%	N/R
Wyola	<u>100%</u>	<u>N/R</u>
Total	100%	N/R

N = 62

Chi Square = 0 df = 3

Question 44: Has someone ever
visited your home about your
child's attendance?

	Yes	No
Crow Agency	N/R	94%
Lodge Grass	43%	57%
Pryor	6%	94%
Wyola	<u>23%</u>	<u>77%</u>
Total	16%	82%

N = 61

Chi Square = 12.281* df = 3

*Significant beyond .05 level

Question 42: Should your
child be suspended from
school after he/she has five
unexcused absences?

	Yes	No
Crow Agency	50%	50%
Lodge Grass	57%	43%
Pryor	71%	24%
Wyola	<u>69%</u>	<u>31%</u>
Total	61%	37%

N = 61

Chi Square = 2.682 df = 3

Question 45: Was he/she
helpful?

	Yes	No
Crow Agency	N/R	N/R
Lodge Grass	67%	33%
Pryor	100%	N/R
Wyola	<u>67%</u>	<u>33%</u>
Total	70%	30%

N = 10

Chi Square = .476 df = 3

Discussion. The four groups responded 100% in agreement of the principle of compulsory school attendance, indicating that they believe that their child should have to attend school every day. However, 37% of the parents opposed suspending their children after five unexcused absences. Crow Agency was most opposed to this with 50% of the parents against this policy.

Only 16% of the parents indicated that someone had ever visited their home concerning their child's attendance. However, this figure was largely influenced by the 43% of the parents from Lodge Grass who responded yes to this item. Six percent (6%) from Pryor and no responses from Crow Agency were the two factors lowering the overall percentage. Of those parents who had someone visit their home, 70% believed that it was a helpful visit with 30% responding negatively.

Table 17

Chi Square Analysis of the One Item Relating
to Child's Choice of School

Question 47: Do you let your
child choose the school he/she
wants to attend?

	Yes	No
Crow Agency	28%	67%
Lodge Grass	14%	86%
Pryor	41%	59%
Wyola	<u>38%</u>	<u>62%</u>
Total	31%	68%
N = 61		
Chi Square = 3.001 df = 3		

Discussion. Nearly 70% of the parents indicated that their child attends the school preferred by the parent, while 31% responded that the child makes his or her own decision as to which school to attend.

Table 18

Chi Square Analysis of the One Item Relating to
Preparing Children to Live Off the Reservation

Question 48: Should the
schools prepare your child
to live OFF the Reservation?

	Yes	No
Crow Agency	61%	33%
Lodge Grass	71%	21%
Pryor	71%	24%
Wyola	<u>85%</u>	<u>15%</u>
Total	71%	24%
N = 59		
Chi Square = 1.604 df = 3		

Discussion. Over 70% of the respondents desired the schools to prepare their children to live off the Reservation. Thirty-three percent (33%) from Crow Agency were opposed to this type of preparation.

Table 19

Chi Square Analysis of the Two Items Relating
to Post-Secondary Education

Question 49: Do you want your
child to go beyond high school?

	Yes	No
Crow Agency	100%	N/R
Lodge Grass	100%	N/R
Pryor	100%	N/R
Wyola	<u>100%</u>	<u>N/R</u>
Total	100%	N/R

N = 62

Chi Square = 0 df = 3

Question 51: Would you want
your child to attend an all-
Indian College?

	Yes	No
Crow Agency	61%	33%
Lodge Grass	36%	50%
Pryor	12%	65%
Wyola	<u>38%</u>	<u>62%</u>
Total	37%	52%

N = 55

Chi Square = 7.454 df = 3

Discussion. A response of 100% showed the parents' desire to have their children continue in education beyond high school. Crow Agency had 61% of the parents favoring an all-Indian college for their children, while Pryor had 65% of the parents opposing this type of college. Wyola and Lodge Grass were about half-way between these figures.

Table 20

Chi Square Analysis of the Two Items Relating
to Existence of a School Board

Question 52: Does your school
have a school board?

	Yes	No
Crow Agency	89%	N/R
Lodge Grass	100%	N/R
Pryor	100%	N/R
Wyola	<u>100%</u>	<u>N/R</u>
Total	97%	N/R

N = 60

Chi Square = 0 df = 3

Question 53: If NO . . .
Should it have a school
board?

	Yes	No
Crow Agency	N/R	N/R
Lodge Grass	N/R	N/R
Pryor	N/R	N/R
Wyola	<u>N/R</u>	<u>N/R</u>
Total	N/R	N/R

N = 0

Chi Square = 0 df = 3

Discussion. All those parents responding to this item indicated that a school board did exist at their school. Three percent (3%) did not respond to this question.

Table 21

Chi Square Analysis of the Five Items Relating
to Control of Schools

Question 54: Does the school
board control the school?

	Yes	No
Crow Agency	67%	6%
Lodge Grass	79%	21%
Pryor	94%	N/R
Wyola	<u>77%</u>	<u>23%</u>
Total	79%	11%

N = 56

Chi Square = 4.911 df = 3

Question 57: If YES . . .
Should they?

	Yes	No
Crow Agency	12%	88%
Lodge Grass	33%	67%
Pryor	20%	80%
Wyola	<u>N/R</u>	<u>100%</u>
Total	20%	80%

N = 30

Chi Square = 2.031 df = 3

Question 56: Do you think
that non-Indians run the
school?

	Yes	No
Crow Agency	44%	39%
Lodge Grass	64%	36%
Pryor	59%	35%
Wyola	<u>23%</u>	<u>77%</u>
Total	48%	45%

N = 58

Chi Square = 5.917 df = 3

Question 64: Does the tribe
control what goes on at the
school?

	Yes	No
Crow Agency	N/R	100%
Lodge Grass	N/R	100%
Pryor	N/R	100%
Wyola	<u>23%</u>	<u>77%</u>
Total	5%	95%

N = 62

Chi Square = 11.883* df = 3

*Significant beyond .05 level

Table 21 continued

Question 65: Should the
tribe control the schools?

	Yes	No
Crow Agency	22%	78%
Lodge Grass	36%	64%
Pryor	18%	82%
Wyola	<u>23%</u>	<u>77%</u>
Total	24%	76%

N = 62

Chi Square = 1.457 df = 3

Discussion. Nearly 80% of the parents believed that the school board was in control of the school. Forty-eight percent (48%) also indicated that they thought non-Indians were the ones running the school as compared to 45% who disagreed with this idea. Of those parents believing that non-Indians ran the school, 80% thought they should while 20% were opposed to the idea.

Wyola, with 23%, was the only group who believed that the tribe controlled the schools. However, 24% of all the parents indicated that the tribe should control the schools.

Table 22

Chi Square Analysis of the Four Items Relating
to School Board Members

Question 58: Have you ever
talked with a school board
member?

	Yes	No
Crow Agency	39%	61%
Lodge Grass	64%	36%
Pryor	94%	6%
Wyola	<u>77%</u>	<u>23%</u>
Total	68%	32%

N = 62

Chi Square = 12.847* df = 3

*Significant beyond .05 level

Question 62: Are all the
school board members Crow?

	Yes	No
Crow Agency	N/R	100%
Lodge Grass	N/R	100%
Pryor	N/R	100%
Wyola	<u>N/R</u>	<u>100%</u>
Total	N/R	100%

N = 62

Chi Square = 0 df = 3

Question 60: Do you think
they are interested in your
ideas and opinions?

	Yes	No
Crow Agency	50%	28%
Lodge Grass	50%	36%
Pryor	65%	24%
Wyola	<u>54%</u>	<u>46%</u>
Total	55%	32%

N = 54

Chi Square = 1.276 df = 3

Question 63: Should they
be?

	Yes	No
Crow Agency	44%	50%
Lodge Grass	29%	64%
Pryor	24%	76%
Wyola	<u>15%</u>	<u>85%</u>
Total	29%	68%

N = 60

Chi Square = 4.021 df = 3

Discussion. Nearly 70% of all the parents stated that they had talked to a school board member. This ranged from Crow Agency with 39% to Pryor with 94% indicating contact with a board member. Parents responded with 55% believing that board members were willing to listen to them and showed an interest in their opinions.

None of the school boards consisted of all Crow members; however, 29% of the parents believed that all board members should be Crow.

Table 23

Chi Square Analysis of the Two Items Relating
to the Superintendent

Question 66: Is your school
superintendent a Crow?

	Yes	No
Crow Agency	N/R	100%
Lodge Grass	N/R	100%
Pryor	N/R	100%
Wyola	<u>N/R</u>	<u>100%</u>
Total	N/R	100%

N = 62

Chi Square = 0 df = 3

Question 67: Should he/she
be a Crow?

	Yes	No
Crow Agency	44%	44%
Lodge Grass	36%	57%
Pryor	18%	76%
Wyola	<u>62%</u>	<u>38%</u>
Total	39%	55%

N = 58

Chi Square = 6.092 df = 3

Discussion. There were no Crow superintendents in any of the schools, but nearly 40% of the parents believed the superintendent of the school should be Crow. Parents from Pryor expressed the strongest belief for a non-Crow superintendent with 76% favoring one and 18%

desiring a Crow superintendent. Wyola felt the strongest the other way with 62% favoring a Crow for the position, and 30% favoring a non-Crow.

Table 24

Chi Square Analysis for the One Item Relating
to PTA Meetings

Question 69: Have you ever
attended a PTA meeting?

	Yes	No
Crow Agency	72%	28%
Lodge Grass	21%	71%
Pryor	71%	29%
Wyola	<u>31%</u>	<u>69%</u>
Total	52%	47%

N = 61

Chi Square = 12.012* df = 3

*Significant beyond .05 level

Discussion. Over 70% of the parents from Crow Agency and Pryor indicated they had attended a PTA meeting. Lodge Grass and Wyola both responded close to 70% that they had not attended such a meeting.

Table 25

Chi Square Analysis of the One Item Relating
to Private Versus Public Schools

Question 72: Do private schools
prepare children for college
better than public schools?

	Yes	No
Crow Agency	39%	44%
Lodge Grass	57%	29%
Pryor	47%	35%
Wyola	<u>38%</u>	<u>46%</u>
Total	45%	39%

N = 52

Chi Square = 1.478 df = 3

Discussion. Forty-five percent (45%) of all the parents believed that private schools are better preparation for college than a public school. Lodge Grass (57%) indicated the strongest response in this direction.

Table 26

Chi Square Analysis of the One Item Relating
to Quality of Local Public Schools

Question 75: All in all, do
you think your child is
attending one of the better
schools on the Reservation?

	Yes	No
Crow Agency	78%	22%
Lodge Grass	50%	50%
Pryor	71%	29%
Wyola	<u>62%</u>	<u>38%</u>
Total	66%	34%
N = 62		
Chi Square = 2.990 df = 3		

Discussion. Sixty-six percent (66%) of the parents believed that the school their child was attending was one of the better schools on the Reservation. The highest group in agreement with this was Crow Agency with 78% of the parents believing this. The group feeling the strongest in the other direction was Lodge Grass with 50% indicating their child was not attending one of the better schools on the Reservation.

Open-Ended Response Discussion

Thirty-eight percent (38%) of the parents favored Indian teachers for their children, with 41% favoring non-Indian teachers. This left 23% writing in that both Indians and non-Indians were good teachers for their children. Parents from Pryor showed the smallest percentage (19%) favoring Indian teachers and the largest percentage (50%) favoring non-Indians. Lodge Grass parents reported the most (50%) in favor of Indian teachers and Wyola, the smallest (31%), in favor of non-Indian teachers.

Every group of parents stated a favorable desire to include teaching of vocational trades in school. The favorite level for starting this was the ninth grade. The next most desirable grade to begin this education was the seventh grade. Responses varied all the way from starting vocational education in Kindergarten to not including it at all in the curriculum.

Parents from each of the groups responded with one general concern. That concern dealt with the need for better discipline in the schools. Parent responses indicated a desire to have the school play a major role in teaching their children to behave properly. Examples of areas of concern to parents were: discourteous children, too much teasing, fighting, lack of respect for other, and table manners. The overall response here was the need for more discipline in the schools.

Parents expressed two main concerns dealing with the lunch program. The first centered on a better balanced diet. They indicated a need for more protein and less sugar and starches. The second concern dealt with the manner in which kitchen workers treated their children. They indicated more pleasant and polite people should be employed in this capacity.

In the majority of instances where parents were opposed to suspending children from school, they stated that parents should be visited. They placed the responsibility on the family for seeing that their children were in school.

Sixty-six percent (66%) of the parents desired to have their children attend a four-year college, while 18% desired attendance at a two-year vocational school. This is strong evidence that parents want a good education for their children.

Parents from Lodge Grass and Wyola expressed the belief that the superintendent and principal controlled the schools instead of the school board.

Parents from Crow Agency indicated that they have never had the opportunity to speak to board members. They also expressed a desire to have board members visit them at their school.

Lodge Grass and Wyola parents expressed the belief that there was no PTA in existence in their school, but they would be interested in attending such a meeting.

Despite the fact that parents previously expressed the belief that private schools prepare children for college better than public schools, 66% of all the parents picked the public school as the best school for their child. The difference among the four groups ranged from 85% in favor of public schools in Wyola to 41% in favor in Pryor. Parents from Pryor also indicated an equal belief (41%) that a Mission School was the best school for their child. Parents from Crow Agency (72%) and Lodge Grass (71%) also favored public schools.

Some reasons for parents picking private schools as better preparation for college included: smaller classes, more individualized help, and students who don't study are not allowed to continue.

Suggestions as to changes to improve school were offered in each of the four groups:

Crow Agency:

1. More Indian input on the school board
2. More local input and control of the school
3. More stress on bilingual education
4. More Indian teachers

Lodge Grass:

1. Improve relationship between Indian and non-Indian factions in the community
2. More discipline in the schools and better attendance
3. More concentration on Crow culture

Pryor:

1. More bilingual education
2. More interest shown in the students by the teachers
3. Better discipline in the schools

Wyola:

1. Improve the attendance and discipline
2. Dissatisfaction with some members of the staff
3. More activities to include parents in the school
4. Better control over general funds

Summary

This chapter has presented the data which was gathered on the questionnaire instrument. The researcher has presented percentages for each of the 61 yes and no responses for each group and the total for all groups in the tables. The total number of responses to each item is included following each table.

The statistical hypothesis was tested for each of the 61 items and included below each table. The Chi Square test of independence was used which resulted in 10 of the null hypotheses being rejected indicating a significant difference among the four groups' responses to these 10 particular items.

Following the tables, the researcher has interpreted and summarized the findings. Included after the tables and discussions are summaries of responses to the 15 open-ended questions.

CHAPTER V

Summary, Conclusions, and Recommendations

Summary

The problem of this study was to determine if there were differences among four groups of Indian parents in Crow Agency, Lodge Grass, Pryor, and Wyola in their attitudes toward public education on the Crow Reservation in the Spring of 1978.

The review of literature was conducted to present an overview of past and present Indian education and a rationale for investigating Indian parental attitudes toward education. The literature revealed that Indian culture greatly influences Indian parental attitudes toward education. The literature also pointed out that there is a relationship between parental attitudes and children's attitudes, achievement, and behavior in school. Results from recent studies dealing with Indian parental attitudes toward education were presented, which showed a need for more research to be done in this area.

The procedures explained that a sample of 25 parents was randomly selected from four different school districts on the reservation. It also stated that a questionnaire was delivered by the investigator to each of the parents and returned to the investigator through the mail. The instrument was a 76-item questionnaire, including 61 yes or no responses and 15 open-ended questions. The general questions to be answered by the data were presented along with the hypothesis to be tested in each of the 61 yes or no response items. It was also

stated that the Chi Square test of independence was to be used to test the hypothesis.

The data was presented in Chapter IV along with a summarization and discussion of the results provided by the researcher. The hypothesis for the 61 yes or no response items was tested at the .05 level, which resulted in the null hypothesis being rejected 10 times. The open-ended responses were summarized and compared among the four groups.

Conclusions

The conclusions gained from this study reflect those ideas from the literature dealing with recent studies concerning Indian attitudes toward education.

Generally speaking, the Crow Indian parents have a favorable attitude toward their schools. There are some complaints, criticisms, and suggestions for improvement; but the majority of the parents appear to have a positive attitude toward the schools in their communities. One of the reasons for disapproval appears to stem from lack of involvement of Indian parents in their local education system.

The attitudes toward specific aspects of the school program are suggestive of the following general conclusions:

1. Parents want quality education for their children.
2. Parents desire well-prepared, dedicated teachers who have the knowledge and skills to communicate with the bilingual, bicultural child.

3. Parents want a program steeped in the language, history, culture, and tradition of the local people.

4. Parents want to be included, consulted, and respected as equals in the education process.

5. Parents are reluctant to come to school. They would like school personnel to come to them and seek out their ideas and opinions.

6. Parents desire a program that is locally controlled.

7. Parents want a program that will build personal and cultural pride in their children.

8. Parents want an appealing school program which encourages attendance and demands discipline.

There appears to be no distinguishable differences among the four groups of parents in their attitudes toward their local schools. The null hypothesis was rejected 10 times and retained in 51 instances. This reflects that some differences do occur amongst the four groups. However, from the results of other studies, these differences are no more than would exist in four groups of non-Indian parental attitudes toward local school in other areas of the country.

Recommendations

Indian communities must quit waiting for their local schools to seek out their opinions and ideas. If changes need to be made in schools, they will only come about through the actions taken by the

local people. Indian communities must be willing to volunteer their ideas and come forward to accept the responsibilities of actively participating in the functions of their local schools.

The following recommendations are made:

1. Local school boards and administrations in predominately Indian communities should attempt to seek out and involve local parents in the planning and functioning of the local schools.
2. Since parents are reluctant to come to schools, efforts should be made by local schools to encourage parent participation and involvement. This could range from encouraging classroom observation to attending PTA meetings.
3. Further studies need to be conducted in each of these four Indian communities in order to assess the needs and desires of the people in regard to their local educational system.

APPENDICES

APPENDIX A

Letter to Principals

April 21, 1978

Dear

I would like to ask for your assistance in a study I am conducting for a Master's thesis study. I am interested in comparing the attitudes of Indian parents on the Crow Reservation toward the public education being offered to their children. I would like to compare the results among four public education districts on the Reservation: Pryor, Wyola, Lodge Grass, and Crow Agency.

I am presently a Math-Science teacher at Plenty Coups High School. In the past two years, I have become keenly aware of how extremely important it is to be cognizant of the parental feelings and attitudes toward the education system in their community. I feel that a study such as this would greatly benefit each education district. This would not only allow each district to get a broad idea of local parental attitudes, but would also allow a comparison between education districts as to favorable or unfavorable ideas to implement into their own programs.

I have already consulted the Crow Central Education Commission concerning this study and visited personally with the Executive Director, Joe Medicine Crow. They have given me the authority to conduct this survey, which now hinges on gaining your approval to use this small amount of information which I am hoping you will supply from your school district.

I would like to conduct this study by taking a random sample of 25 Indian parents or guardians from a list of all Indian parents or guardians supplied by each school district. This is where I am asking for your assistance. If you would be able to supply me with such a list of Indian parents or guardians of those students of one-quarter or more Indian blood, it would be of great assistance to me. It would also be greatly appreciated if you might supply me with the names of one or two school personnel that might be willing to help me distribute the surveys to the individual homes in your community.

I will be in contact with you in the next few days to discuss any questions you might have concerning this study. Please feel free to call me at Plenty Coups High School (259-8011) or at my home (252-4899 collect) if you have any questions.

Thank you very much for taking the time to read this letter. I will be extremely appreciative of any assistance you will be able to give to me.

Sincerely,
Ken Holden

APPENDIX B

Questionnaire Cover Letter

Dear Parents/Guardians:

You have been selected at random from a list of all parents and guardians of school-age children in your local public school to complete the following survey. This will be used on a strictly confidential basis. No one will see results of your responses except those concerned directly with this study.

These results will be combined with others from your community. These overall results will then be compared with the results obtained from four school districts on the Crow Reservation.

This study has been discussed with Joe Medicine Crow, the Executive Director of the Crow Central Education Commission, and also with your local superintendent.

I would greatly appreciate your cooperation in completing this survey. Thank you.

Sincerely yours,

Ken Holden

APPENDIX C

Questionnaire Instrument

DIRECTIONS: If you have two or more children in the local public schools, answer the questions in terms of the one who is the OLDEST. Answer only for the one oldest child in the Public School and PLEASE ANSWER ALL QUESTIONS.

Child's Name _____ Grade _____

1. Do you know your child's teacher? Yes No
2. Would you want to know your child's teacher better? Yes No
3. Has the teacher ever visited you at home? Yes No
4. Would (or did) you like the teacher to visit your home? Yes No
5. Have you ever visited your child's classroom? Yes No
6. Would you like to visit your child's classroom (again)? Yes No
7. Does the teacher do a good job of teaching? Yes No
8. Is the teacher interested in the tribe and its culture? Yes No
9. Does your child's teacher speak Crow? Yes No
10. Do you think the teacher should speak Crow? Yes No
11. Who do you think would make the best teacher for your child?
_____ Indian _____ non-Indian
12. Do teachers grade your child at school? Yes No
13. If YES . . . Do you think the grades help your child learn? Yes No
14. Should children be given a failing grade if they don't study? Yes No
15. Does the teacher treat your child fairly? Yes No

- | | | |
|--|-----|----|
| 16. Should the teacher have a college degree? | Yes | No |
| 17. Would you want your child to become a teacher? | Yes | No |
| 18. Does the school teach the Crow way of life? | Yes | No |
| 19. Do you want them to? | Yes | No |
| 20. Does the school teach your child Crow religion? | Yes | No |
| 21. Would you like them to? | Yes | No |
| 22. Does the school teach your child about Crow history? | Yes | No |
| 23. Do you think the school has taught your child to be ashamed of his/her past? | Yes | No |
| 24. Do you want the schools to teach your child to read and write the Crow language? | Yes | No |
| 25. Does your child speak Crow at home? | Yes | No |
| 26. If NO . . . Do you feel badly about your child not speaking Crow at home? | Yes | No |
| 27. Do you think the school discourages your child from speaking Crow at home? | Yes | No |
| 28. Do you want the schools to teach your child some vocational trade? | Yes | No |
| 29. At what grade should this begin? _____, | | |
| 30. Does the school teach your child to behave properly? | Yes | No |
| 31. If NO . . . In what ways does your child misbehave? _____ | | |
| _____ | | |
| _____ | | |
| 32. Does the school ever punish (or spank) your child? | Yes | No |
| 33. Do you think they should? | Yes | No |

34. Do you think the school is too easy on the child and lets him/her misbehave? Yes No
35. Does the school get your permission for your child to participate in extra-curricular activities (such as social and athletic events at the school)? Yes No
36. Should they? Yes No
37. Do you approve of weekend and after-school social functions such as dances, parties, and field trips? Yes No
38. Do you think the school has too many such activities? Yes No
39. Is the school lunch program adequate? Yes No
40. If NO . . . In what way? _____
-
41. Do you think your child should have to attend school every day? Yes No
42. Should your child be suspended from school after he/she has five unexcused absences? Yes No
43. If NO . . . What should the school do after five absences? _____
-
44. Has someone ever visited your home about your child's attendance? Yes No
45. Was he/she helpful? Yes No
46. If NO . . . Why not? _____
47. Do you let your child choose the school he/she wants to attend? Yes No
48. Should the schools prepare your child to live OFF the Reservation? Yes No
49. Do you want your child to go beyond high school? Yes No

50. What type of school? _____ two-year vocational school
 _____ four-year college
51. Would you want your child to attend an all-Indian college? Yes No
52. Does your school have a school board? Yes No
53. If NO . . . Should it have a school board? Yes No
54. Does the school board control the school? Yes No
55. If NO . . . Who does? _____
56. Do you think that non-Indians run the school? Yes No
57. If YES . . . Should they? Yes No
58. Have you ever talked with a school board member? Yes No
59. If NO . . . Why Not? _____
-
60. Do you think they are interested in your ideas and opinions? Yes No
61. If NO . . . Why not? _____
-
62. Are all the school board members Crow? Yes No
63. Should they be? Yes No
64. Does the tribe control what goes on at the school? Yes No
65. Should the tribe control the schools? Yes No
66. Is your school superintendent a Crow? Yes No
67. Should he/she be a Crow? Yes No
68. Who is the superintendent of your school? _____

69. Have you ever attended a PTA meeting? Yes No
70. If NO . . . Why not? _____
71. Do you attend school activities such as sporting events, etc.? Yes No
72. Do private schools prepare children for college better than public schools? Yes No
73. If YES . . . Why? _____

74. Of the following, which school is best for your child?
____ Private School ____ Public School ____ Mission School
____ Other
75. All in all, do you think your child is attending one of the better schools on the Reservation? Yes No
76. If NO . . . What changes need to be made to make it better? _____

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