REVIEW OF RELATED STUDIES
CHAPTER II

REVIEW OF RELATED STUDIES

A careful survey and exploration of the literature related to the present study is necessary before working on the problems. However, it appears from the survey of the scant literature in most of the countries very little research work has been carried out in the field of the problems of educational administration concerned with community and learning environment of primary school.

1. IMPORTANCE OF LINKS BETWEEN COMMUNITY, LEARNING ENVIRONMENT AND EDUCATION

So long as and wherever there exist publicly financed and controlled schools, education cannot be considered to be entirely separated from or independent of the society that supports it. From the point of view of educational objectives, however, the fact that community needs and activities can or should be reflected in public school ideals and practices is of relatively recent origin.

1.1 Community and Education

A community is interpreted by Cook (1939) as:

"a population aggregate, inhabiting a contiguous territory, integrated through past experiences, possessing a number of

basic service institutions, conscious of its unity and able to act in a corporate capacity in meeting recurring life crises." Geographical proximity, similarity of interests and traditions, co-operativeness of institutions and of services, and awareness of the inter-relations that exist among its members constitute some of the major characteristics of a community. The concept of a community has enlarged with the progress of civilization and the consequent increase of interdependence among the peoples of the world. The small, relatively independent rural community of the past gradually but surely is being superseded by a world community whose members are drawn together by an increasing similarity of ideals, interests, and interdependence, as well as by increasingly rapid means of communication and transportation.

Community factors as related to education. Every part of the world may exercise direct or indirect influence upon an individual's ideas, attitudes and behaviour. Present emphasis upon internationalism as opposed to nationalistic isolationism gives evidence of a growing consciousness on the part of many persons of the great degree of interdependence that exists among all people of all nations. UNESCO has accepted as one of its major objectives the development of an educational programme that will make available to all the children of the world certain basic educational advantages which shall serve as instruments of greater communal understanding and equality.
The educational aims, objectives, and practices of any school or school system reflect certain inherent characteristics of the community which it serves. The economic status of the community is an important directive of the educational ideal that it is likely to achieve. A community can obtain for its people no more in the way of educational advantages than it is able or willing to pay for. The cultural level of a community influences to a marked degree its general attitude toward the kind or amount of education that it considers to be necessary or desirable. The political ideology of a community is reflected in the extent to which educational opportunities are offered to all its members and in the responsibility assumed by its political leaders for the educational progress of the citizens of the community.

The Role of the School in the Community

(a) Preserving the culture of the Community. One of the chief functions of formal education is to guide young people toward an appreciation of the traditional culture of their community. Since the school owes its very existence to the community it serves it is the duty of school administrators and teachers to acquaint their pupils with all the factors which comprise their social, economic, and political heritage.

(b) Utilizing Community resources. Since the function of organized education is to prepare young people to become constructively active members of society, all learning
cannot take place within the narrow confines of a classroom. It is not enough for school pupils to talk about their community; they need to experience direct contacts with the many agencies and institutions responsible for its progress.

As mentioned earlier, book study does not constitute the whole of education. Although this idea is beginning to influence curriculum planners, the use of the community as an educational laboratory is hampered by the traditional belief on the part of teachers in the great value of the mastery of textbook material. The teachers themselves are not entirely to blame, since they are expected to complete in each term or year a certain course of study. They are fearful that any time devoted to outside activities may interfere with their "covering" the content of the prescribed course.

Another factor that limits the extent to which many schools avail themselves of community resources is a traditional adherence to strict recitation schedules.

A keener appreciation of the community as an enlarged classroom and greater flexibility of school time schedules eventually should result in personally experienced education for all. Through the co-operation of community leaders and school administrators, learners should be able, from the elementary level upward, to become acquainted at firsthand with all phases of community life. According to Chisholm:

"Every school should have a definitely planned programme of civic education. Furthermore, the fact that
the learning experiences of pupils in civic education should be both incidental and organized and that the experiences also should include both instruction and a wide range of activities does not mean that civic education should be unplanned or haphazard. Rather, the need calls for well-planned, coordinated, comprehensive measures in which each part of civic education is fitted into a total programme. This means that each phase of citizenship education programme should add its contribution regularly in arriving at that point in the education of each boy and girl where there is real insight into democracy and its operation, together with a sustaining desire to enrich and preserve the best in the democratic way. That is the high water mark in education for citizenship; for without insight, information becomes academic and experience is superficial.\(^2\)

The use of these principles is possible on all school levels and necessitates the inclusion in school organization, administration, and school-community co-operation. Olsen (1945)\(^3\) suggests ten major approaches to community life, which he arranges in ascending order, as "bridges" between the school and the community:

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Documentary Materials | Surveys
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Audio-visual Aids | Extended Field Study
Resource Visitors | Camping
Interviews | Service Projects
Field Trips | Work Experience

The ways of utilizing community resources are as follows:

1. **Utilizing current literature.** Printed material that can serve as valuable teaching material usually can be obtained at little or no cost from government and civic agencies and from business organizations. Such material includes pamphlets, official records, bank statements, tax receipts, bills of lading, and the like. Through the study of forms actually used and of official facts and figures, the learner is made acquainted with the activities of his community and is preparing himself for later participation in them. It is almost self-evident that the teacher who utilizes current documentary materials as teaching aids himself must know what to use, where to obtain it, how to use it, the degree to which this or that particular material is authentic, and the extent to which it is comprehensible to the pupils.

2. **Meeting community leaders.** Another way of bringing the community and its activities into the school is to invite representatives of civic, social, religious, industrial, business, labour and governmental organizations
to the school as assembly speakers or as classroom leaders of discussions concerning interesting and educational phases of their respective activities. The parent who discusses with a group of pupils some of the problems of the home, the newspaper editor who describes the making of a daily newspaper, or the theater manager who brings the pupils certain valuable suggestions concerning film selection and appreciation - these and a host of others have it in their power to vitalize young people's understanding and appreciation of their community.

It often is desirable to have selected pupils meet and interview outstanding members of the community in their own places. Although only a few student can actually participate in these interviews, the entire school can benefit from their schoolmates' experience when the latter give reports of their interview through the school newspaper, at assembly programmes, or during recitation periods.

(3) Taking the pupils into the local community. A School project that is growing in popularity is the organized survey of community institutions and conditions. Young people are encouraged thereby not only to obtain a realistic picture of conditions as they exist but also to be of service to the community by bringing their findings to the attention of its members. To plan and carry out a worth while survey requires careful, co-operative work on the part of teachers and pupils. It may include studying written material,
holding interviews, and taking field trips. The publicizing of the summarized findings and conclusions through exhibits, assembly programmes, feature stories, radio broadcasts, and television programmes provides practical training for the young people and serves as an excellent motivator of school-community co-operation.

(4) Becoming acquainted with the larger community. Although it is important that learners become thoroughly acquainted with their local community, they need also to broaden their horizon by extending their study beyond the limits of their own school environment. Whenever or wherever it is feasible, extended field trips should be arranged, lasting several days, weeks, or months.

(5) Serving the community. One of the best ways of arousing among pupils an interest in their community is the organization of service projects through which the young people give assistance to their community. To be effective as an educational aid, these projects must be more than a kind of sporadic "busy work". They must be organized carefully and must be directed at the achievement of actual service to the community. Otherwise, the children who participate in the activities may become nuisances rather than helpers. Although the pupils should be encouraged to enjoy their service project, the activity should not be regarded by them as a kind of "lark". Youthful enthusiasm
and immaturity of judgement need careful guidance if constructive ends are to be achieved.

(6) Part-time work. The value of work experience as an educational medium already has been referred to. As an aid to bringing the school and the community into closer co-operation, this practice is most effective. Since the boy or girl who goes out into the community as a paid worker on a part-time basis is a representative of his school in the business life of the community, his degree of efficiency and his general attitude become to his employer a measure of the school's effectiveness.

The school as a community centre. In rural areas and small towns, the school building is often used as the centre of community activities to a much-greater extent than large city school buildings are. Since it is the property of the taxpayers, the school building should be made available for the use of the citizens at all times except during regular school hours. Even then it might be possible for small civic groups to meet in available offices or vacant class-rooms.

After school recreational projects, study or forum discussions and meetings of parents' organizations and of other civic groups should find their way into neighbourhood school buildings. More than that, the school officials and the student body should participate in these activities. School co-operation of this kind is almost certain to
stimulate community interest and pride in school activities. The school becomes, in fact as well as in word, a community school. The home, the church, the school, and the community thus are combined into one integrated whole, and as such they are enabled to serve the educational needs of all the people, whatever their age and educational level.

Through effective community education work the school gradually develops into community centres to study the urgent and immediate problem affecting the community and conduct objective analysis of various solutions and preparing community action projects. Thus the school would play an important role in the life of the community service. "In due course it would be a buzzing community centre in the evenings and holidays. For identifying important community problems and their possible solutions the use of Group Discussion Methods is found useful and effective."4

According to Olsen,5 the community school attempted to:

1. Evolve its purposes out of the interests and needs of the people.

2. Utilize a wide variety of community resources in its programme.

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3. Practice and promote democracy in all activities of school and community.

4. Build the curriculum core around the major processes and problems of human living.

5. Exercise definite leadership for the planned and co-operative improvement of group living in the community and larger areas.

6. Enlist children and adults in co-operative group projects of common interest and mutual concern.

Olsen's six principles of community-school relationships read easily and present a concept of education that appears to be reasonable and worthy of achievement. Practical application of the principles, however, necessitates not only an intelligent understanding of the connotation of the term community but also leadership skill that is born of objectivity of attitude and experience in organization if there is to be maintained an equitable balance between purpose and programme. There is danger of defining the community too narrowly or too broadly or of detracting from the achievement of important educational values by placing overemphasis upon certain community-stimulated goals.

Communication between School and Community.

It is clear that if a school system is to serve the community with maximum effectiveness, there must be conti-

6 Olsen, Loc. cit.
nuous communication between school and community.' Furthermore, this communication must be of a two-way nature. It is just as important that the school bear from the community as it is that the community receive the message of the school. Too many schools have been satisfied with one-way communication getting the programme of the school before the people. Little attempt has been made in such schools to look at the other side of the communication coin. Thus even information which might be very helpful in facilitating the process of presenting the school programme to the people is not secured.

The importance of effective communication in the context of the school community can hardly be overestimated. Communication is the nervous system of the school community. Through this system impulses are received, messages sent out, and reactions stimulated. If the network of communication nerves breaks down in any area of the school-community body, the whole complex suffers.

The Role of the Community in Education

A community cannot expect something for nothing. If it wishes its young people to serve their community well, it must provide whatever educational advantages are needed by the young people, individually and collectively to prepare themselves for that service. Although the people

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probably are accepting their financial responsibility for the furthering of education.

(a) Control of formal education.

Tax payers are agreed generally that public schools should reflect democratic ideals in their objectives and practices. It is therefore the privilege of the community, as it finances its schools, to direct the kind of education that shall be provided by the administrators and teachers of these schools. Hence it is the responsibility of community leaders to determine what shall constitute the basic curriculum and the general organization of the community school system.

To ensure the carrying out by school people of community-determined educational ideals and objectives is not always easy. The influence of administrators and teachers upon the life and progress of a community is tremendous. Over a quarter of a century ago it was stated that "The school is an instrument for modifying the character of society. Whether this modification is in the direction of social improvement depends upon the ideas and ideals of those who handle the instrument."8

It is not enough that the community finance education and maintain high standards of educational philosophy. It

also must select as its school personnel those men and women who are well qualified to administrator the practical details of school keeping in such a way that the ideals and the behaviour standards of the community may rise, through education; to progressively greater heights. More than that, all the citizens of the community, whether or not they are parents of school children, should co-operated specific educational responsibilities.

(b) Provision of informal educational media.

As much, if not more, of an individual's education is achieved outside the walls of a school building as in the regular classroom, no matter how excellent the school offerings are. It is the function of the community to provide for its people whatever is financially possible in the way of out-of-school educational stimulation.

Museums, art galleries, libraries, and music and drama centres are some of the educational media that are being made available to the people of many communities. Some excellent educational programmes have been put into operation by community health centres and other departments and organizations. Moreover, the current books, periodicals, magazines, and daily newspapers wield a powerful influence over the attitudes and ideals of those who are stimulated by them. In fact, the power of the press is rivaled only by the power of the radio. Local newspapers reflect not only the educational level of the mass of the people who read them but also the ideals of community leaders.
Indirectly and to some extent directly, professional, business, and industrial organizations, serve as educational agencies, influencing the thinking and the behaviour of the community by the standards they set for their workers, the in-service training they provide, the kind of advertising they sponsor, and their degree of co-operation with the schools of the community. The home, the church, and all the many social, civic, and vocational agencies that can be found in any organized local, state, or national group share with the formal agencies of education.

1.2 The Learning Environment

The physical and psychological setting of the classroom and school in which the learning experience take place in the learning environment. Within the classroom it is created and planned by the teacher for her class group in terms of subject content to be taught, basic purposes to be achieved, and the maturational levels, needs, and interests of the children. It can and should be made a most effective aid in the learning process through effective planning and use.

The aspects of learning environment consists of:

(1) The Physical site, school building, and other buildings.

The first aspect covers such factors as the determination of site, kind of building, the location of rooms within the building, exposure, window space and location,
indoor and outdoor play space, storage areas, lockers, bulletin boards, display areas, use of room dividers, and so on. It includes consideration of all the factors of safe and healthful living such as safety measures, ventilation, and heating.

The educational programme in the planning of the site and buildings are very important work to be prepared for pupils, teachers, as well as the members of community to use them.

The site for a school plant should be selected so that it is located in correct relationship to the other physical facilities of a community, such as parks, health centres, libraries, streets, highways, and residential housing. The site for a plant should be located near the present and probable future centre of the school population to be served. It is always desirable to have an elementary school located within walking distance of the pupils.

The school site, its location, playground should be adjacent to the building, and all of the land upon which the building is located. The importance of the school site as an aspect of planning an educational programme for the primary school is a phase of the school building programme. It needs to be studied in order that the optimum advantages may be derived from the educational environment of remodeled and new school buildings. The requirements of site and available space available, and with the other community
facilities and agencies. School plant refers not only to the building as a whole, but to the classrooms, special purpose rooms and the administrative room, etc.

(2) Material and Equipment

Resources of materials and equipment include furniture, e.g., tables, chairs, lockers, storage bins, shelving, and rugs; playground equipment, e.g., standard and sculptured; play materials, e.g., playhouse, games, toys, and dolls; blocks, e.g., indoors, building, and hollow outdoor; materials for exploring, experimenting, and studying science, music, art, rhythms, woodwork, etc.; books; and audio-visual equipment.9

The objectives of education give direction to the learning process. The resources of materials and equipment are the tools that help the teacher in the realization of these objectives and as such are an important facet in the learning process.

Community Resources

Extensive and rich resources are available to all teachers in their immediate communities. In the community centred school of today the curriculum draws heavily upon the community for firsthand, enriching experiences for children. Facilities and businesses such as those concerned

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9 Teacher Workshop, Tallahassee, Florida: 1956.
with the harbours, health of the community, dairies, forestry, manufacturing, services including police, fire, stores, and post offices available to the children. In addition, each community has many persons of varied backgrounds who are happy to serve as resource persons.

(3) The psychological environment and emotional climate

The psychological environment is directly concerned with the emotional climate of the classroom and the school. It involves the establishment of good rapport between the teacher and her pupils, the interaction processes in effective group and peer work, and the stimulation and challenge to child development through the use of centres of interest and varied materials within the room. It involves the children in the planning of the room environment through exhibits and displays of their work, and through co-operative planning of centres of interest. Thus, it views the development of the learning environment as an educational process as well as an educational setting.

Such a wholesome emotional climate is a most important factor in the learning environment. As the understanding of children and how they develop and learn widens and deepens, the learning environment itself becomes more definite. It can be established in any school or classroom under a capable teacher, but it is helped greatly by such physical factors as are being planned and constructed in newer schools.
The Emotional Climate

The emotional and social climate of the young child's classroom is one of the most important factors in the learning situation. Young children need a free, spacious, and wholesome environment where they can find personal security and satisfaction in achievement at the same time that they are liked and respected as individuals. This implies:

1. Guidance of a friendly, understanding teacher who has a deep, personal interest in each child.

2. Programmes encouraging controlled freedom "to do" and "to be" and "to learn" in activities paced to child needs in spacious areas.

3. Peer relationships fostering appreciation for each child's individuality and encouraging socially acceptable behaviour.

4. Opportunity for the child to be his natural, growing self rather than conforming to a rigid pattern of "good"; this implies teacher understanding of surface and causal behaviour and guidance in how to handle feelings and relationships.

The teacher is the key to creating such a climate in the classroom.

A good classroom climate, while helped greatly by good physical factors, is possible in any environment. Anybody can find it in beautiful, ultra-modern schools.
which are ideally located, in well built and well equipped schools in any area, in meagerly furnished and neglected schools in underprivileged localities, and even in drab and colourless, poorly equipped schools. It is the teacher's understanding and values that determine it—resources alone can't produce it.

(4) The promotion of curricular experiences and co-curricular activities.

The most commonly accepted definition of curriculum is "all the learning experiences which children and youth have under the direction of the school." The curriculum is more specifically indicated through a greater amount of preplanning, and the purposes of the curriculum are more carefully and more specifically indicated. The degree of preplanning usually depends upon the attitude of the planner.

In the experience curriculum, the curriculum represents all of the activities engaged in by pupils, teachers, supervisors, principals, parents, and others that are in any way affected by study in and through the school. This means that the curriculum goes on, both in and outside the school. Thus the curriculum should be prepared for needs of community or society.

(5) Safety, health, food service, and physical education facilities.

(a) Safety. Safety education has become an accepted part of public school education from kindergarten through college. In elementary education, safety must become part of the curriculum involving the activities of children. Elementary science experiments as well as the physical education and industrial arts activities must be taught with safety as an important objective of the lesson. As the child progresses through school, activities become more complex and safety procedures must parallel similar activities of society.

(b) Health. Health is considered that condition, mental and physical, in which the individual is functionally well adjusted internally as concerns all body parts and externally as concerns with environment.

Health teaching and physical education are necessary parts of a sound programme to develop fitness and well-adjusted personalities. A desirable foundation of health habits and attitudes is built in the elementary grades.

(c) Food service. The main objective of the school lunch programme is to provide wholesome and sufficient food at the lowest possible cost. In a larger sense, however, the goal is that of the entire school health programme. The creation and maintenance of a healthy pupil organism
which is capable of profiting to the optimum degree from the educational instruction offered. The term "school lunch programme" in itself is becoming a misnomer; more and more, food is being made available to pupils at intervals throughout the school day, not merely at noon time. Early morning nutrition for children who come to school with little or no breakfast is increasing, as is the custom of offering mid-morning "snacks", especially for children in the primary grades.

In any sound programme of school organization the local principal is held directly responsible for the operation of the cafeteria. This requires a knowledge of what the elements of an adequate food service programme are and a disposition to see that the educational benefits and possibilities of the cafeteria and related services are realized.

To sum degree pupils can become partners in the actual operation of the cafeteria and thereby learn to assume responsibility as well as acquire useful skills. So far as their maturity will permit, the cooperation of pupils should be enlisted. Children in the upper elementary grades can be given some responsibility in supervising the lunch period. They can serve as hosts and hostesses and can help create and maintain a pleasant atmosphere in the cafeteria.
(d) Physical education facilities. The absence of adequate physical education facilities poses a problem in many schools, particularly older buildings. In former years, it was assumed that youngsters could take care of their own physical activity in after school and weekend play. But the current emphasis on physical fitness has brought general agreement that there should be a daily period of supervised physical education for elementary pupils. When the elementary school lacks a gymnasium, showers, and lockers, the school's dilemma is not easy to resolve - either no physical education programme or children engaging in vigorous physical activity in their school clothes and without showers. Ideally, all elementary schools should be provided with adequate physical strictures operating in many places this condition will not prevail in all schools for many years. Many elementary schools have all-purpose room they use for physical education, but even such facilities, the best school should use its outdoor playground area to best advantage in fair weather and confine physical education activities to moderate exercise which does not overheated children so that they will be uncomfortable unless they take a shower. There is the possibility that the school may use other physical education facilities in high schools, or other buildings in the community near the end of the school day.

2. HOW TO ORGANIZE EDUCATION TO SERVE THE COMMUNITY AND PUPILS IN THE SCHOOLS

It is a very important role of the administrator,
2.1 Community and Education

(1) Operate a good and friendly school.

Someone has described good public relations simply as "Do well and tell people about it". Both elements are important. No matter how well the school does, it is important for the community to know about it. Conversely, no matter how slick the publicity is, if the school does not do a good job, its relations with the community will not be satisfactory.

(2) Know the Community well.

A modern life-centred curriculum required that the staff be familiar with the nature of both the child and the community. It requires that the staff of the school know well those conditions, surrounding the lives of the children, which are important to the educational programme. What kind of community is it in which the children are living and learning? What kinds of problems are they meeting daily in their living? What kinds of ethnic groups and intercultural problems are there in the community? What are the occupations and economic situations of their families? What are the recreational opportunities and limitations for children? What are the mores and behaviour
patterns of the pupils' peer culture in the community? What are their parents' attitudes about child raising and education? What is the pattern of the educational level of parents and other community members? What kinds of activities make demands on the time of the children outside school hours, and how much time do these activities require? These and other similar questions need to be answered if the programme of learning and growing that boys and girls are doing outside school. It can be studied by the following:

(a) **Community Survey.** The community survey has been used extensively by schools to compile information about the community. In some cases a team of visiting experts in community analysis study the community and its schools and make recommendations for the improvement of both. Some school systems find value in involving their own students, teachers, and citizens in a somewhat less ambitious study of the community and its schools, often with the counsel of an expert consultant. Their procedure has the obvious advantage of permitting citizens, students, and teachers to learn more by participating in the process.

(b) **Membership in Community Organizations.** It is important that the principal and staff know the community not only "from the outside" but from the "inside" as well. For this reason, it is desirable for them to be real community members in every sense of the world. Service clubs, veterans' organizations, fraternal orders, business and professional organizations, cultural groups, etc.
(c) Visit Pupils' Homes. One of the most effective means of developing community support is to maintain close contact with the homes of the pupils. Naturally, the parents are those most interested in the schools. From eighteen to twenty hours daily of the child's life during the school year is spent in home and school. Contacts with homes of the children should therefore be frequent and systematic.

These latter considerations, however, are correlative to the problem of getting to know the community. In discussions with parents, the teacher and principal can obtain insights into community living conditions that could be obtained in no other way. The information thus gathered should be most valuable in suiting the educational programme to the children's needs, lives, and problems, and in planning educational projects for the improvement of community life.

(3) Service to the Community

Among the most obvious means of serving the community is to make the facilities of the school plant available for community project and activities. In fact, it has been puzzling to many that communities will invest large sums of money on a community institution, the school, and then permit school authorities to deny them its use when school is not in session. Why should a school plant, with meeting rooms, library, shops, gymnasium, auditorium, playground, and perhaps other facilities, lie idle afternoons, evening, weekends, and
all summer? Communities that have utilized their school buildings for community recreational, cultural, educational, and civic purposes value their school much more. The school is then considered an integral part of the community and not simply that institution for keeping children under control five hours a day.

A second type of community service common among community conscious schools is their participation in such community projects as clean-up campaigns, safety campaigns, beautification project, patriotic celebrations, and the like. These are some of the relatively obvious service possibilities. Some schools, however, have gone beyond these simple but effective forms of community service. They have made constructive studies of race relations in the community and of housing conditions fostering juvenile delinquency, and have been successful in bringing about civic action on their recommendations to rectify undesirable conditions.

Public school sponsored adult education programmes also provide magnificent opportunity for all of the people of the community to profit from the use of the school and its faculty. Adult education programmes should provide not only general education but also courses addressed to the particular needs of the community. It is true that much of this adult education will be located in the high school, but the unique resources of the elementary school should not be overlooked. Elementary school teachers may teach
adult classes in child growth and development, play therapy, or new instructional method in the elementary school. Some nursery schools and kindergartens are used as demonstration centres for community programmes in home and family-life education.

Such projects as these make the school a vital force in the community. They improve the "public relations" of the school, serve as life-centred content for the school curriculum, and contribute to the improved quality of living, thus serving the goals of school community relations proposed earlier.

(4) Using the Community as an Educational Resource

The school staff should become familiar with the resources in the community which may supplement the school programme. If one views the community as a laboratory for learning, then one must know what the facilities of that laboratory are. Points of historical interest, industries and businesses, government agencies, civic institutions, libraries, museums, galleries, fairs, and many other local or nearby resources are often infrequently and ineffectively utilized by schools. Topics such as transportation, communication, water purification, safety, flora and fauna, housing, and conservation are often studied in the abstract when within a few miles of the school these problems could be observed and discussed directly with the people who deal with them in their work.
The school should be cognizant of institutions, organizations, and agencies which can cooperate with the school in the interests of children's welfare. The police may inspect their bicycles and instruct them in bicycle safety. The Lions Club may provide glasses for indigent children with poor vision. The YMCA may provide courses in swimming, life-saving, or first-aid. The Chamber of Commerce may provide materials relevant to the community's resources and problems. The possibilities are practically endless if they are but explored. Almost invariably these organizations and agencies are most willing to cooperate with the schools in giving attention to the welfare of children.

Educators should be alert to those community resources which can be enlisted to enrich the educational programme and lend supporting services to the school. Citizens of the community are usually interested in education and often regard it as an honour to be asked to assist the school. They constitute a vast reservoir of intelligence and experience that can be utilized. Some schools have made surveys of the specialized abilities and talents of community members and catalogued them in a file. New information is continuously sought to keep the file up-to-date. When the school needs assistance in music, dancing, certain aspects of science, costuming, customs and articles of other lands, or hobbies, it simply consults its file and requests community members who have the abilities or backgrounds needed to help out. They usually get an enthusiastic response. People like to have their special talents abilities recognized and made use of.
(5) Seek Out Groups Interested in Children and the Community

In every community there are organized groups seeking many of the same objectives as the schools. Unless their efforts are coordinated, these schools have established contact with some of these groups, but it is safe to say that few schools have realized the full possibilities of coordinated planning and effort with these institutions and agencies. The Parent Teachers Association and the local teachers association are especially interested, and because of their close understanding of the school can be quite valuable in collaborating with other community agencies interested in school and community improvement. The Junior Red Cross, Boy Scouts, the health department, child welfare agencies, and many other community groups can also contribute effectively.

Going a step further, however, some communities have formed "Coordinating councils" which serve to integrate and systematize the work of these agencies in working on community problems. It behooves the school, as the institution whose influence and function in the community is most pervasive, to ally itself with such a coordinating organization. In doing so, it is but taking its rightful part as one of the important community serving agencies.
(6) **Keep the Community Informed About the School**

Educators are currently much concerned about the problem of "public relation". Schools that have achieved close community integration have found that little attention had to be given separately to "public relations". In those schools the problem of public relations is placed in a broad setting, and all aspects of the school programme have public relations significance. Publicity techniques become a part, and only a part, of the entire plan for informing the public and securing better public understanding and support for the schools.

(a) **Observe the Principles of Democratic Group Process.** Professional members of the school staff should be conversant with the methods of group work on problems. If care is taken to observe democratic principles, including, above all, consideration and respect for the opinions, rights, abilities, and feelings of others, it is more than likely that fine relationships between school and community will result.

(b) **Use School Visits Effectively.** Visits can effectively help the public understand its schools. Fairs, exhibits, assembly programmes and other special events in the life of the school are also occasions for visits to the schools by the public.
2.2 Learning Environment

(1) Administering the School Plant

The administration of this plant includes prudential considerations of public property and human considerations of its occupants. It is well known that the physical nature of the school environment has a substantial impact on the entire learning climate. School buildings and education are inextricably related. Children cannot work effectively in an inefficient building, and are unlikely to develop regard for cleanliness and tidiness in a disordered school setting, will not acquire aesthetic tastes in a drab school environment, and may have their health and safety jeopardized in an unclean and unsafe building.

(2) Material and Equipment

The so called revolution in education has caught up with the school desk. The great variety of designs and materials used in school furniture today makes the problem of selection almost staggering. One important factor affecting any selection is the philosophy of education held by those making the choice.

A number of generalizations may be suggested to help the principal in selecting school furniture and equipment:

(a) All those who regularly use school equipment should be involved in the selection process.
(b) School furniture and equipment should be in harmony with the pupil's interests, his maturity, and his needs.

(c) The furniture should be the right size for the pupils it is designed to serve.

(d) Emphasizing variety. Tables of different sizes and shapes make a room more interesting and, if wisely chosen, more adaptable for classroom use where one single size and shape is selected.

(e) All classrooms should not be furnished exactly alike.

(3) The Psychological environment and emotional climate

The primary school ought to provide the psychological environment and emotional climate for pupils such as the following:

1. Teachers have good rapport and good cooperating in doing some works of the school.

2. Pupils have good friendship and good rapport together.

3. Teachers and pupils have good fondness and rapport together, and participate well.

4. Teachers and pupils have security from the threat of terrorists during the time they attend school.
5. Space around the school is suitable to learning-teaching.

6. Teachers consider the principle of individual differences and psychology of perception and learning in their teaching.

7. The classrooms' atmosphere motivate pupils eager to learn.

8. To provide latrines and urinals for pupils to be tidy, without bad smelling, and to be convenient to use them.

9. To provide the activities of guidance for pupils to be got for suitable and necessary service.

10. Teachers employ the principle of democracy to proceed learning-teaching and administrating for pupils.

(4) The Curriculum

Each curriculum type has a number of important implications which are frequently not recognized. There are implications for the time schedule, the process of curriculum development, the instructional materials used, the teaching methods and kinds of teachers, the grouping of children, evaluating procedures, the policy of pupil progress (promotions), the philosophy and practice of discipline, the nature of staff relationships, and home-school-community relationships.

(5) Safety, health, food service, and physical education facilities

(a) Safety education. In carrying out the administrative aspects of the school safety programme, the superintendent should do as follows.

1. Employ teachers with safety training and conduct in-service safety training for all school personnel to meet the needs of their job functions.

2. Provide for co-operative, democratic participation of all school employees and students in the conduct of safety instruction and activities. Define authority and responsibilities of each person.

3. Provide a centralized structure for organization and administration of the programme.

4. Establish a programme of accident records and reports to gather data on safety hazards and unsafe practices with the school's operation.

5. Provide a safe school environment.

6. Conduct a continuous programme of evaluating safety instruction and activities within the school, and revise the school safety programme when necessary to meet changing needs as revealed by these data.

(b) Health. The aim of all health programmes is to improve the level of health. This may be accomplished
through health service; prevention of disease by vaccination and other means; examinations to detect defects and disabilities; correction of remediable defects; and improvement of the environment through sanitation, good housing, adequate welfare services, and programmes of education, physical education and recreation. It is essential to human welfare that specific and positive efforts be made to help people live longer and better. People must show how to develop lifelong habits and attitudes toward health.

(c) Food service. Since there is no single index of nutritional status which is practical for use in school health appraisal work, the teacher must direct his attention to recording data on height, overweight, failures to gain weight, underweight, poor habits of eating, colour and texture of skin, and the way children respond in numerous class activities. Data thus recorded can be used by the school physician and nurse, or made the basis for a teacher-parent conference to discuss corrective measures.

The problem of educating parents on the relationship of diet to health, happiness, and scholastic attainment, represents one of the biggest tasks to be undertaken. "Spot" checks of children's lunches prepared at home but eaten at school have repeatedly revealed how little many parents know about dietary standards. One meal per day in the cafeteria, even if provided to all children, will not alone insure
a balanced diet. The cooperation of the home in giving attention to the total daily food consumption of children in relationship to their needs is essential if the best results are to be obtained.

(d) Physical education facilities. The primary schools ought to provide the physical education facilities for their pupils as follows:

1. Playground and its equipment to be security and good condition.

2. Rooms or some buildings for particularly teaching of physical education.

3. The bathroom or basin of hand washing for pupils to use them after classes of physical education.

4. Rooms for dress changing and lockers for pupils to use them during the time of their physical education training.

5. Drinking water, and pure water which are healthful for pupils to drink and consume it sufficiently.

3. SOME COUNTRY CASES/EXPERIMENTS

The available researches relating to the present study are briefly mentioned below.

3.1 Physical Site, Building, and Play-ground of a primary school

The approach to school planning should be in terms
of the purposes and activities of the educational programme.

The Indiana and Midwest School Planning Conference: Proceedings states:  

Three basic principles should be the basis of all school building planning.

1. The whole child goes to school. He goes to school socially, emotionally, physically and mentally.

2. The environment must require the expenditure of a minimum of bodily energy for mer adaptation.

3. The educational spaces must be functional both in size and in relation one to another, yet be adaptable to change.

Implied in this kind of planning are provisions for group work, class work, dramatization, dramatic play, hand work and construction work, free play, creative activities in art, music and rhythms, rest periods and snack periods for pre-primary children, gardening, and use of all types of audio-visual equipment and aids; space for the development of exhibits, displays, centres of interest, and indoor and outdoor activities; and space and equipment for storage and work rooms. Implied also are provisions for the necessary administrative, health, library, cafeteria, auditorium, and playground units for a well-rounded programme.

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An excellent help in school plant planning has recently been developed by Hefferman and Bursch. It states, regarding building design:

Just as the curriculum worker uses the purposes of education accepted by the local school system as a springboard into curriculum design, so may the entire staff of a school use its statement of purposes as a springboard into the task of designing the kind of school building, classrooms, equipment and play areas which provide the most effective setting for realizing these purposes for the particular children and the particular community the school serves.

All members of the staff will seek the best solution to common problems, while the members of the staff primarily engaged in school planning will be concerned with the technical problems of translating educational specifications into school facilities.

Through a nationwide school facilities survey, the United States Office of Education defined the characteristics of a good school plant as including:

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1. Construction and educational adequacy sound enough to last twenty years or longer.

2. Fire-resistive corridors, walls, and ceiling or roof in multi-storied buildings.

3. Space large enough for activities as recommended in modern school programmes.

4. Space sufficient to encourage programme changes when needed.

5. Sites that are good and reasonably free from traffic hazards.

6. Well developed school grounds with space for outdoor activities.

7. Adequate provision for lighting and ventilation.

8. Light, heat, water, and toilet systems that will meet reasonable standards for twenty years or more.

9. Furniture and equipment satisfactory for the programme.

3.2 Curriculum Programme Consensus Study

In 1952-53 the Illinois school systems carried on a Curriculum Programme Consensus Study\(^{16}\) that had been planned and developed by professional educators from the State University, the State Department of Education, and

the various levels of the school system personnel along with lay representatives from the State Association of School Boards and the State Congress of Parents and Teachers.

The purpose of the study was: 17

...to help parents and teachers accomplish three things:

1. To come to an agreement concerning what parents and teachers should be doing together in the development of a better school programme.

2. To come to an agreement concerning the things parents and teachers want to start working upon together in order to better the school's programme.

3. To work out their own plan for cooperation and to devise ways that parents and teachers may work together most effectively in the development of better school programmes.

The Study consisted of three separate questionnaires:

(1) "What do they think about parents, and teachers working together for better schools?"

(2) "What kind of parent-teacher co-operation should they strengthen in their schools?"; and

(3) "How can parents and teachers organize to improve the school's programme?"

17 Ibid., Inventory A., p.3
Teachers were specifically defined in the Study as:¹⁸

Teacher: any school person who is directly and professionally concerned with the education of children. Besides classroom teachers, it should be taken to include such persons as principals, superintendents, supervisors, counselors, and school psychologists.

Teacher also includes those directly concerned with the education of children and youth regardless of the level of that education, whether nursery, kindergarten, elementary, secondary, or post-secondary as long as they are a part of the school system.

The Study defined the phrase "working together":¹⁹

The basic idea in this study is that parents and teachers should work together in building the understandings and relationships that will lead to a better school programme. It is an attempt to help them find ways of working together more effectively in a cooperative approach to the problem of improving the local school system. This study will help them in making decisions concerning the things that parents and teachers might work upon cooperatively in improving the school’s programme. It may help them in making these decisions to keep in mind the distinction

¹⁸Ibid., p.4
¹⁹Ibid., p.5
between (1) what schools do to help young people and the community and (2) how they do it. Parents are intimately concerned with what the school should be doing — the purposes, objectives, extent, etc. of the school programme. Decisions about how these purposes and objectives are to be accomplished (how they are to be put into action) are, of course, the professional responsibility of the teachers and other school persons.

The inventories were filled out by parents and teachers but not signed. Inventories A, when completed, was tabulated and used by each local group in its discussion of whether the school felt teachers and parents should work together. Then Inventory B was completed and followed by group discussion regarding what problems were to be selected to begin the work. Inventory C concerned possible ways of working together on problems selected in B. Suggested ways included: panel discussion, interview meetings, demonstration meetings, debates, open forums, symposium meetings, lectures, meetings using audio-visual aids, parent-teacher discussion groups, and parent-teacher action study groups. Operating rules\(^{20}\) were set for parent-teacher co-operation.

Citizen commissions and councils also participate with the profession in the improvement of schools. One

\(^{20}\text{Ibid., Inventory C, Pp.8-9.}\)
important group is the National Citizens Commission for the Public Schools, organized to develop "popular interest in the public schools". State and local organizations exist as commissions co-operating with those on the national level.

More familiar to most student, however, will be parent participation through Parent-Teacher Associations; these too, have local, state and national groups. They also publish a journal for parents.

3.3 Some Studies

The Study of Bequer (1977)\(^2\) was prompted by an interest in exploring the extent of alienation from schools among black, white and Spanish-origin parents whose children attend tri-ethnically integrated schools. Specifically, the purpose of the study was to identify and explore any relationships that might exist between ethnic alienation from school and the following: (1) Parental knowledge of school instructional programme, (2) parental knowledge of services rendered by the school, (3) parental knowledge of special education programmes in the school, (4) parental participation in selected school activities, and (5) parental attitudes toward the school.

The data for the study were gathered from questionnaires submitted to a sample of 679 randomly selected

parents in three tri-ethnically integrated schools in Dade County, Florida. Of the three schools, one had a plurality of Spanish students, one a plurality of white students, and one a plurality of black students. The three schools were located in geographic areas having similar socioeconomic compositions. A response rate of 61% was obtained. The data were treated by use of cross tabulations, descriptive statistics, chi square analyses, and Pearson re-correlations. Ethnic and school factors served as analysis controls. Results were reported both ways.

Analysis of the findings produced a number of significant results: (1) Spanish parents showed a consistent pattern of positive reactions toward school regardless of their majority or minority status in the school. They also showed more knowledge of school programmes and services, had a more positive attitude, and participated more than either black or white parents. (2) All three ethnic groups showed a favourable attitude toward the school their children attended regardless of their majority or minority condition. (3) In spite of a very favourable attitude, parents showed little interest in participating in school activities. This was true for all three ethnic groups involved in the study. (4) A large majority of all parents, 60% or more in each ethnic group, were satisfied with the information they received about their children's school. (5) With regard to the learning taking place in the schools, more than 60% of
the blacks, almost 70% of the whites, and more than 90% of
the Spanish considered it to be either average or good.

(6) Discipline in the schools, rated as the top concern in
a nationwide public opinion poll, was not regarded as being
a problem by the three ethnic groups in the three schools
reporting.

The findings regarding the three ethnic groups in the
study seem to be in conflict with the opinions educators
have voiced of parental attitudes toward school. This
apparent contradiction may be due either to the limited
size of the population in the present study or to a lack
of scientific evidence in the previous studies.

The recommendation is made that educational researchers
interested in the field of school-community relationships
investigate the influence tri-ethnic school populations may
have upon educational programmes, parental attitudes, and
parental participation in school activities. Studies of
this nature are needed especially in their large urban
school districts.

Nolin (1977),

22 designed a study to determine the
perceptions of parents with elementary school age children,
 elementary school teachers, school administrators and school
board members from small cities and rural areas with regard

to the roles of the elementary schools. In addition to the basic problem, this study sought to determine differences among and between the perceptions of respondents with regard to school roles. Furthermore, the study sought to determine if respondent information of parents affected their perceptions of elementary school roles. The statement of the problem was expanded into seven specific questions.

A survey instrument consisting of four sections was designed to obtain respondent information, perceptions of elementary school roles, perceptions of the five most important roles and perceptions of selected current educational issues and reform proposals. The data were collected from parents, teachers, school administrators and school board members in Ottertail County, Minnesota. This was accomplished by requesting the respondents to complete and return the survey instrument to the schools. The elementary school principals collected the survey instruments from the respondents and forwarded them to the researcher. The data from the survey instrument were analyzed using CROSSTABS. This statistical package included the chi-square test of significance. The .05 level was utilized to establish significant differences. The conclusions of this study are as follows:

1. The predominant conclusion in this study is that parents, teachers, school administrators and school board members were in agreement regarding most elementary school roles. These roles were:
develop desire for learning
develop basic reading, writing and spelling skills
develop basic English, speaking and listening skills
develop basic math skills
develop the ability to think.

It is further concluded that parents and the school associated personnel (teachers, administrators, and school board) concur with respect to these important roles.

2. It can be concluded that people in small-city rural areas have similar priorities for the important roles of the elementary schools as those roles found in the current literature.

3. The four respondent groups agree that teaching children the ability to get along is very important.

4. Parents and school personnel (teachers and school administrators) who deal in instructional programmes consider religious study to be of marginal importance.

5. All respondent groups agree that pride in work is the most important of the four economic efficiency roles for elementary schools.

6. The study concluded that parents, teachers, school administrators and school board members were equally concerned about discipline in the elementary schools. The literature also showed that school discipline is a major concern of the public.
7. Each respondent group agreed that all four respondent groups should be involved in curriculum decisions, school budgeting, determining school roles and determining school facilities. School associated personnel (school board, administration and teachers) agreed that citizens should not be involved in the selection of school personnel.

8. Parents, teachers, school administrators and school board members disagreed with any form of school consolidation.

9. Parents, teachers, school administrators and school board members did not believe that public schools should provide or house preschool, welfare or community services.

10. Parent characteristics, except for sex and level of education in limited instances, do not influence how they view elementary school roles.

Sorbello (1977),\(^23\) was to study parental roles with respect to certain areas of school-community relations as perceived by elementary teachers, elementary principals, parents of elementary children and non-parents of elementary children. The research was designed to determine to what extent there existed significant differences in the way

parents of elementary children, elementary teachers, elementary principals and non-parents of elementary children perceive the parent's role as it actually is, and how they believe it ideally should be. The areas of school-community relations examined included: (1) administration, (2) pupil personnel, (3) curriculum, (4) school facilities, and (5) public relations.

A pilot study was conducted to determine reliability and validity of the instrument. The instrument used in the pilot study and subsequent research was a modification of the parent role instrument developed by Dr. Newton Fink.

In the research study, representative samples of elementary teachers, elementary principals, parents of elementary school children and non-parents were randomly selected from seventeen school districts of Oneida County in New York State. The school districts ranged from large city school districts to school districts with populations of less than forty-five hundred.

The responses of the four participating groups were submitted to Principal Axis Factor Analysis. In each of the four participating groups frequency distributions (percentages) were obtained for each item and for items within each factor. The Chi Square statistical test was performed in all cases to test for statistical significance.

The study indicates that elementary teachers, elementary
teachers, elementary principals, parents of elementary children and non-parents feel that parents are not actually involved in any of the areas covered in this study. Some of the ideal responses reveal that all the groups perceive that parents should participate in the areas of textbook and curriculum selection, teacher evaluation, school discipline plans and determination of school rules and regulations. Other ideal responses reveal that parents and non-parents generally favour parent involvement in the areas of school goal determination and student evaluation, whereas teachers and principals did not strongly favour this involvement. Finally, ideal perceptions of principals and teachers reflect that they feel parents should not be active and responsible in the school, whereas parents were not sure of their role in this area. The non-parents generally disagreed that parents should be active and responsible in the school.

Willers (1977) presented his study concentrating more on the relationships of philosophies of human nature to learning environment preferences. This study was an exploratory investigation of the relationships between teachers' basic beliefs about the nature of man and their

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indicated preferences for three distinct learning environments: (1) the open learning environment; (2) the traditional learning environment; (3) the individual progress learning environment.

The data for this study were secured from a group of seventy-five elementary and seventy-six secondary teachers in the Metropolitan Nashville-Davidson County Public Schools. Teachers completed the Philosophies of Human Nature Scale which was used to determine their beliefs concerning the nature of man. Teachers also completed a Teacher Learning Environment Preference Questionnaire, designed by and for this study, which was used to determine their preferences for the open, the traditional, or the individual progress learning environment.

A single factor analysis of variance (ANOVA) was employed to investigate differences in mean scores on the various subscales of the Philosophies of Human Nature Scale for teachers indicating a preference for the open, the traditional, or the individual progress learning environment. Results indicate that: (1) There are no significant differences between teachers' views regarding the trustworthiness of man and their preferences for the open, the traditional, or the individual progress learning environment. (2) There are no significant differences between teachers' view of the altruistic nature of man and their preferences for the open, the traditional, or the individual progress
There are no significant differences between the views of teachers who indicate a preference for the open, the traditional, or the individual progress learning environment regarding man's independence from or his need for assistance from others in making decisions. (4) There are no significant differences between teachers' view regarding man's willpower to determine his own life and their preferences for the open, the traditional, or the individual progress learning environment. (5) There are no significant differences between views of the nature of man held by teachers and their preferences for the open, the traditional, or the individual progress learning environment.

While the data show no differences between teachers' view regarding the basic nature of man and their preferences for open, the traditional, or the individual progress learning environment, it has been indicated that teachers have a neutral view of man, and that this neutral view of man has not changed significantly over the past thirteen years.

The study of Tamblyn (1977) investigated the methods and procedures used in the development of an elementary school safety education programme. The study sought to

evaluate the safety programme's effectiveness to increase student knowledge and decrease student accident involvement.

The purpose of the study was to gather the best information available for development of such a programme easy access for others to the completed programme and information as to the programme's effectiveness.

A curriculum was adopted (State of Illinois) and programmes were developed suitable for elementary schools. In-service training was conducted for all teachers in experimental schools. Printed and audio-visual materials were made available to these same teachers. Pre-testing and post-testing was conducted in both experimental and control schools in the Community Unit School District No.5, Sterling, Illinois. A student accident survey form was sent home with each student to determine accident involvement by district students.

Two hypotheses had been formulated relative to the problem of the study. They were concerned with (1) the amount of increase in experimental students' safety knowledge compared to control students, and (2) the amount of change in experimental students' accident involvement compared to control students.

The first hypothesis was testing for significance at the .05 level using t-test. The per cent of change in accident involvement was computed for the second hypothesis.
It was found that it was possible to develop and implement an elementary school safety programme in the Community Unit School District No.5. It was also found with regard to the effectiveness of this particular programme that (1) elementary school students in the experimental schools scored significantly higher on post tests than did the students in control schools and (2) elementary school students in the experimental schools had fewer accidents than did students in control schools.

Conclusions of the study, based on the findings, were that (1) a well-developed elementary school safety education programme could be implemented within Community Unit School District No.5; (2) Students exposed to this elementary school safety programme did score better than students not exposed to the programme on tests of their safety knowledge, and (3) students exposed to this elementary school safety programme did have fewer accidents than students not exposed to the programme.

George (1978), the purpose of this study was to construct a Curriculum Assessment Survey (CAS) within a domain referenced frame-work for the Venezuelan Preschool Curriculum (VPC) based on a Paradigm for a Measurement/ Curriculum Correspondence developed by Donald Miller and

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extended by Thomas J. Johnson to include: (1) outcome domains; (2) subject matter content; and (3) discrete teaching methodologies which link instructional activities to test items. Six outcome domains, seven subject matter areas and twelve teaching methodologies were identified. The states of structural equivalences of the CAS to the VPC was established by examining the correspondence of the items to the curriculum objectives and activities.

A two hundred item assessment test was constructed based on a procedure where generic forms were developed for generating items by determining: (1) content domains or subdomains, (2) testing methodologies and (3) grammatical formats.

A multistage nested stratified random sampling plan was employed consisting of districts, schools, classes and students. Teachers provided information on curriculum coverage within classes.

Conventional test analysis indicated similar patterns of performance between public and private schools pupils across curriculum divisions.

According to outcome domains students performed highest in Gross Motor Skills and lowest in Basic Concepts and Sensory Perception. According to subject matter Physical Education and Arts were highest and lowest was Language and Literature in public schools and Music in
private schools. According to testing methodologies, students performed highest in Physical Reproduction, Matching and Classification and lowest in Ranking and two types of Definition. Curriculum coverage varied across subject matter, but was generally higher in the private schools, with one exception. However, this was not reflected in increased performance.

The discussion focuses on public and private school differences of ten percent or greater, and on the utility of the Curriculum Assessment Survey technology.

The doctoral study in Thailand, by Sukontasap (1978) was to investigate the relationship between participation in community schools and school effectiveness. Specifically, participation was considered in the areas of decision-making, programme support, and clientele participation. Participation in these areas was related to school effectiveness, considered in terms of dropout rate, repeater rate, and student achievement. Principals' experience, teachers' load, teachers' experience, community size, and community wealth were used to test the relationship between participation and effectiveness.

The study used total population consisting of 48 community schools in Thailand. The instruments employed for data

collection were: (a) questionnaire, (b) school documents, (c) central government documents, and (d) standardized Achievement Tests. Descriptive statistics, Pearson product-moment correlation, multiple regression, and partial correlation were employed in data analysis.

Some major findings were:

1. Participation by community school members and related agencies in all areas of decision-making, programme support, and clientele participation was moderate, except for clientele participation in the literacy programme which was low.

2. Participation was lowest among lay citizens and their elected representatives and highest among school personnel.

3. There was a need for more participation by related government agencies and the need for more activities and services to be provided.

4. The problems that hindered participation were mainly related to community characteristics, in particular poverty, and school characteristics, especially lack of facilities and personnel trained in the community school concept and vocational skills.

5. Dropout rate showed a moderate relationship with decision-making and programme support, and substantial relationship with clientele participation; repeater rate and student achievement showed a moderate relationship with
decision-making and clientele participation but low relationship with programme support.

6. The results revealed a low positive relationship between participation and dropout rate but a negative negligible relationship with repeater rate and clientele participation.

7. Only the number of years that principals and teachers have been working in the community schools showed an effect on the relationship between participation and student achievement but the strength of the relationship after controlling the two variables was still low.

Some of the conclusions were: (1) popular participation was still limited because of both community and school problems; (2) participation in community schools tended to be professional-dominated; (3) there was a need for more participation by related government agencies and a need for provision of more school activities and services but the schools tended to be incapable of doing so; (4) there seemed to be no direct relationship between participation and effectiveness as measured by dropout rate, repeater rate and student achievement.

It was recommended that: (1) the selection of the school to participate in the Community School Project be based on a systematic study of school and community characteristics; (2) the project be implemented as a joint project in order to gain adequate commitment from related agencies; (3) the preparation stage be a prerequisite part of project planning and
include: (a) goal agreement by the parties concerned, especially project evaluators; (b) commitment from related parties; (c) preparation of personnel, especially teachers and supervisors; and (d) modification of administrative structure, especially the control and support systems to facilitate the project.

It was also recommended that a further study be made concerning the relationship between participation in community schools and school effectiveness, but using different almost 20 percent of federal expenditures from 1965 to 1975, from 1972 funding for such programs remained relatively static, preventing expansion.

Recommendations were made regarding the future direction of child care expansion and major issues for future study were discussed.

The study of Ingram (1978) examined the relationship between effective school-community relations and student achievement. An interview protocol was developed which gathered the perceptions of 64 parents of students in grades 4-6 regarding effective school-community relations utilizing the five variables of communication, involvement, participation, resolution, and access. The research represented a case study of the school-community relations program at an

inner-city school serving a population of 628 Black students.

Data for the study were collected utilizing field methodology.

Using a conceptual framework developed at the Wisconsin Research and Development Centre the study described activities at the school in terms of the five variables. Relevant findings growing out of the data resulted in concluding statements regarding the variables' impact on effective school-community relations.

Much of the existing literature indicated that the relationship between school-community relations and achievement was positive. The research appeared to contain some conceptual confusion in the interchangeable use of the concepts of involvement and participation.

Three statistical techniques were utilized in the study; namely, Pearson product moment correlations, forward stepwise regression, and path analysis.

Truman School carried on a wide variety of activities which involved staff, students, parents, former students, and senior citizens. A friendly atmosphere prevailed at the school. Teacher aides served as vital communication links between the school and the community. Other nonteaching staff members contributed significantly to the general open-door policy of the school.
The telephone provided the most widely used method of communication. Many parents volunteered their time and made donations. Participation activities for parents revolved around three Parent Advisory Committees. Parents made few significant contributions toward the formulation of policy. Resolution was handled in a friendly manner usually concerning individual problems. Most parents felt that they made significant contributions toward problem solving by having many of their suggestions adopted by school personnel. Access was gained through the principal; although, parents seldom availed themselves of this perceived entree to the school.

Communication explained 49% of the variance accounted for of effective school-community relations. Resolution explained from 8% to 18% of the variance accounted for of the eight measures of student achievement, namely Iowa Basic Skills achievement test scores and grades for reading, language, mathematics, and cumulative. Path analysis was utilized to confirm the tentative findings and suggested that resolution served as an intervening variable which mediated the effects of the remaining four variables on the measures of student achievement. Parent perceptions of effective school-community relations were only significantly correlated with language grades and cumulative grades.

The principal set the tone for the resolution of conflict at the school. Staff members appeared to follow
this lead as they sought to resolve conflict. Two-way communication was achieved through the telephone and through notices sent to parents with a detachable portion for parental comments. Parents seldom utilized their perceived access to the school. Involvement and participation activities served as legitimating vehicles for the presence of parents in the school.

Future research should replicate this study by varying socio-economic factors to determine if such factors significantly alter the findings of this study. Future research should also explore the possible existence of multiple models and the possible difference in the inter-action patterns of the variables as the goals of the programme change.

Brophy's (1978)\textsuperscript{29} study focused on homework as an informal encounter which combined both school and parent involvement. The amount of homework, who initiated it, the nature of the activity, and attitudes of parents and children concerning homework were some concerns. In addition, parent involvement, attitudes, and support for non-school activities may also influence a child's views concerning attainment and expectations for achievements. Information on non-school activities was obtained from parents and children and their relationship to school activities was assessed.

Twenty-eight parents and their sixth grade children were involved in the study. Thirteen families came from a rural farm community and fifteen families were from a university town. An interview of one and one-half hours was given separately to parents and their child. The areas questioned included: attitudes to school, involvement in school activities, homework, and non-school activities. The participants discussed their values, beliefs, and involvement in school and non-school activities. Trends were assessed and contrasts were seen between the values, attitudes, and involvement of urban and rural parents and children. Contrasts between parent values and attitudes and those of their children were also assessed.

In general it was found that both parents and children viewed school as providing an opportunity for the future, particularly through development of the three "E's". Children also recognized and tended to share the value that their parents attached to achievement in school. Parental involvement in school was viewed positively by both parents and children as a means of determining what was happening with their child in school. However the involvement level of most parents was that of bystander or audience, with PTA and parent-teacher conferences having the major attendance.

On the question of homework, most children reported being given homework by their teachers and also receiving
assistance from their parents in completing the work. The request for such assistance was generally initiated by the child and was usually provided by the mother in two basic forms, explanation and example. However the need for such assistance was interpreted differently by parents, with some identifying the problem as content-based and others relating it to the child's attitude toward work. In addition, parents viewed homework as a vehicle for learning perception that was consistent with the view of homework reported by children.

It was proposed that future research be directed toward the circumstances which encourage a child to request assistance from his or her parents in dealing with homework problems, or discourage him. Rather than treating homework as a single entity as has been done in past research, it was further suggested that the nature of homework problems be evaluated and strategies for offering assistance be developed to meet the specific problems. In this regard, the development of training programmes to teach parents how best to assist their children with homework problems was identified as of particular relevance for the future. In conjunction with this suggestion was the need to investigate the more informal patterns of parental involvement and the extent to which these patterns contribute to a child's progress in an attitude towards school and homework.
The study of Walsh (1978)\textsuperscript{30} was to determine and analyze perceived adult alienation in selected elementary school attendance areas. In order to achieve this purpose, five preliminary questions were posed:

1. Is there less perceived adult alienation in community education attendance areas than in non-community education areas?

2. Among the various age groups studied in community education areas, is there a difference in perceived adult alienation?

3. Among the various age groups studied in non-community education areas, is there a difference in perceived adult alienation?

4. Is there less perceived adult alienation between community education areas and non-community areas comparing young adults, early middle aged adults, late middle aged adults and senior citizens?

5. Are parents or non-parents more alienated in either the community education attendance areas or the non-community education areas?

To gather the data, a two part instrument was employed. The Dean Alienation Scale and the Hearn Alienation Prom.

School Scale were combined to assess the level of alienation. Residents from six selected community education elementary school attendance areas and a random sample of six non-community education attendance areas in Austin, Texas, participated. Questionnaires were mailed to 480 participants in community education and non-community education attendance areas, thus totalling 960 instruments.

Programmes DISTAT, ANOVAR and the Scheffe test were used to analyze the data collected. All tests were performed at the .05 level of significance unless otherwise noted.

Based on the data analyzed the following conclusions were drawn:

1. A much higher level of adult alienation was found in community education elementary school attendance areas than in non-community education areas. But those residents in community education areas who were aware of the community education were not more alienated than residents in the non-community education areas. Consequently, this finding indicated that the more alienated residents were those unaware of community education.

2. In community education attendance areas more alienation was demonstrated by senior citizens than any other group. Seniors were more alienated than early and late middle aged adults; however, senior citizens were not more alienated than young adults. Also, young adults were
more alienated than early middle aged adults at the .10 level of significance.

3. In non-community education attendance areas there was no difference reported regarding alienation among any and all age groups. But the mean scores of the alienation level among the various age groups showed an important trend, namely, young adults and senior citizens were found more alienated than middle aged adults.

4. Adult alienation in community education attendance areas and in non-community education areas according to age groups showed young adults to be more alienated in community education areas than in the non-community education areas. There was no difference indicated for the other age groups, that is, early middle aged adults, late middle aged adults and senior citizens.

5. Parents and non-parents were more alienated in community education attendance areas than in non-community education areas. Within the community education and non-community education attendance areas parents were less alienated than non-parents.

In summary, this study concluded that there was more alienation in community education areas than in non-community education areas. However, those residents aware of community education were not more alienated. And, more alienation was found among low income residents, young adults, non-parents
and senior citizens while middle and upper income residents, middle aged adults and parents were less alienated.

Howard's (1978) \textsuperscript{31} study attempted to determine to what degree elementary school principals perceived the general wishes of a community relating to selected categories of a good elementary school programme.

The study was limited to all Council Bluffs Community elementary school principals, and randomly selected parents whose children attended the Council Bluffs Community School District, in Council Bluffs, Iowa.

The primary focus of the study was an item analysis in which comparison was made between principals and parents concerning school-community factors for the purpose of discovering the principals' perception of the community.

The researcher anticipated that the results from this study would: (1) provide local school principals information concerning the improvement of their school-community relationship, and (2) provide the Council Bluffs community School District with information to help develop guidelines concerning school-community relations.

The following procedures were utilized in the conduct of this study:

1. The researcher reviewed selected literature concerning:
   a. The importance of community thinking related to specific school-community factors.
   b. The importance of the principals' perception related to the community and school-community factors.
   c. The synthesis of past studies concerning school-community factors.

2. The researcher secured through the Central Office administration a rank order of elementary principals concerning school-community factors.

3. A questionnaire designed to survey community attitudes among parents and principals regarding factors that affect elementary education was developed.

   A panel of experts in the field of school-community relations reviewed the questionnaire.

   The researcher distributed the community attitude questionnaire to sixteen elementary principals and 126 elementary school parents in the Council Bluffs Community School District.

   The researcher compiled the questionnaire data and administered appropriate statistical equipment. Based upon data secured, the researcher developed a summary, conclusions and recommendations.
Based upon an analysis of the data found within the study, the conclusions are as follows:

1. Parents and principals showed a similarity in their perception of the selected school-community factors.

2. Parents and principals were in agreement in supporting all of the questions according to their ratings on the Likert Scale. Opinions, however, on most questions were not marked at the highest point, which indicates a lack of overwhelming support of most items included in the questionnaire.

3. Individual principal and all-principals' opinions in the area of perception of importance of selected school-community factors were very similar.

4. Individual parent and all-school parents' opinions in the area of perception of importance of selected school-community factors were very similar.

5. The Central Office administrative ranking of principals was not in harmony with the parent-principals' difference in ranking.

Based upon the data within the study, the recommendations are as follows:

1. A similar study could be conducted in the junior and senior high schools in the Council Bluffs Community School District.
2. The Central Office could incorporate the parent-principal questionnaire in addition to principal performance objectives and Central Office administrative opinion based on parent input. The questionnaire could be used for evaluating the principal's perception concerning school-community factors.

3. The procedure of the study could be made available to school systems interested in determining the perception of school principals and school parents concerning school-community factors.

The study by Doli (1979) was to investigate the importance fulfillment, and frustration of five levels of needs of the educator in one public school environment.

The following major research hypotheses were the bases for this study:

I. Demographic. (A) It is hypothesized that there will be an increase in the importance of security needs and decrease in the fulfillment of these needs with age, independent of the job position of the subject, (B) It is hypothesized the female educators will report more need fulfillment deficiencies than male educators in similar job positions.

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II. Professional. (A) It was hypothesized that educators with advanced graduate training will report more need fulfillment at all need levels. (B) It is hypothesized that need fulfillment increases and need fulfillment deficiencies decrease as a function of years of teaching experience.

III. Organizations. (A) It is hypothesized that need fulfillment increases and need fulfillment deficiencies decrease from lower to higher positions with the differences greater in the higher order need category. (B) It is hypothesized that primary classroom teachers will report greater need fulfillment than corresponding secondary classroom teachers.

IV. Need System. (A) It is hypothesized that all groups will place greater importance on higher order needs. (B) It is hypothesized that all groups will report less expectancy to fulfill higher order needs.

Procedure. The subjects in their study were full-time educators employed by a small suburban public school system in Greater St. Louis Country, Missouri, Demographic, individual and organizational variables were obtained from a biographical data sheet and used as independent variables in the study.

The primary instrument administered to these subjects was the Management Position Questionnaire developed by
Lyman Porter (1961) to measure operationally a Maslow-type need hierarchy in a work setting.

Results. All data were treated by analysis of variance in order to determine whether mean differences between educators within need categories were significant. The specific statistical techniques used were the analysis of variance and covariance computer programmes described in Statistical Package for the Social Sciences (1975).

The following hypothesis were supported: (I-B) Female educators reported more need satisfaction than male educators; (II-B) Need satisfaction increased and need frustration decreased as a function of teaching experience. (III-A) Need fulfillment increased with position in the organizational hierarchy. (III-B) Elementary teachers reported more need fulfillment than secondary teachers. (IV-A) All groups placed greater importance on the higher order needs of esteem, autonomy, and self-actualization.

Conclusions. (1) Male educators tended to place more importance on lower order needs while female educators emphasized higher order needs. (2) The oldest groups of educators showed significantly more need fulfillment than younger educators. (3) Marital status and educational level of the respondents showed no significant effect. (4) Teaching experience only marginally affected the need importance dimension. (5) Non-tenured groups placed significantly more importance on and reported less fulfillment
of security needs than did tenured groups. (6) Job level was the most influential of the seven predictors.

The investigation of Mbuqua (1980)\textsuperscript{33} was undertaken as a survey of the use teaching aids and media in Kenya Primary Schools. The literature has indicated that there is a need for additional emphasis upon and planning of the use of teaching aids and media so that an adequate development of curriculum will occur in this area. The diverse background of the Kenya population underscores the need for the assessment of the use of teaching aids in primary schools.

The major instrument used in this survey was a questionnaire, one version of which was presented to teachers who are now residing in the United States of America. Included within the sample were both men and women primary school teachers from both urban and rural areas. In addition to these questionnaires there also was a follow-up visit to twenty schools for observation of the teaching aids and discussion with teachers concerning their use.

Both groups who were presented with the questionnaire agreed that more teaching aids are needed in Kenya and that the Ministry of Education does not supply enough of these

materials. Although there is official approval of the use of aids, according to the respondents, encouragement in that use by the Ministry of Education was minimal, as reflected in the slight emphasis given to the aids in the official syllabus. Teachers therefore had to become very involved with constructing these materials themselves, having their pupils construct them, or finding them in the surrounding environment. A listing of those materials which are used by the teachers is included as part of their study.

Additional data were obtained through the series of follow-up observations and interviews. Along with conforming the accuracy of the data obtained in the questionnaire, it was also found that poor conditions in many of the schools had a negative effect upon the use of teaching aids. Some teachers, for example, noted that the demands placed upon teachers in Kenya are such that they have little time to involve themselves with the gathering or making of teaching aids.

Rohr (1980) indicates that local school districts throughout the country are experiencing declining enrollment, frequently resulting in the need to close elementary schools. Often, the decision on which school to close is

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dependent on the size (enrollment) of the relationship between size of elementary school and academic achievement.

The sample used in this study was composed of grade 3 and 5 students in the Montgomery County (Maryland) Public Schools who were administered the Iowa Tests of Basic Skills and cognitive Abilities Test during the 1977-78 school year and attended an elementary school with grade K-6 (approximately 17,000 pupils).

Variables which have been found in previous studies to have a relationship with achievement were employed in this study as control variables. These were aptitude, percentage of low-income pupils, race, sex, highest degree, status of professional staff, years of experience of teachers, and class size.

The statistical methodology employed in this study was multiple regression analysis. This technique was selected to evaluate the contribution of a single variable, school size, to academic achievement while controlling for other, confounding variables. Twelve multiple regression analyses were conducted, one for each of the five Iowa Tests of Basic Skills major skill areas (vocabulary, reading, comprehension, language skills, work-study skills, and mathematics skills) and composite scores for both grades 3 and 5.

It was found, for all the analyses, that elementary
school size did not make a significant contribution to the variance in academic achievement. Also, on the basis of the data available and for the students tested, it was concluded that there is no elementary school size which maximizes academic achievement, nor is there a minimum or maximum elementary school size beyond which academic achievement is adversely affected.

Therefore, it was recommended that the decision on which elementary school(s) to close should not rest on a perceived relationship between school size and academic achievement. Other factors, such as financial considerations, transportation implications, and utilization and condition of the school plant, should be of primary concern.

Rice (1980)\(^{35}\) points out that it has been more than a decade since community control of schools was the dominant issue in urban education. The concept that developed was as varied as the cities that tried to apply the idea. In Washington D.C., where two different experiments were tried, one was the Anacostia Community School Project. This study is an attempt to assess the aspect of the Project which deal with: (1) providing community boards to insure parent involvement; (2) developing exciting

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new curriculum; (3) utilizing community members, and through schools providing job, raising income levels of families, and developing career training in human services.

In order to develop the proper perspective for the Anacostia experiment, Chapter I is devoted to a history of communities' efforts to control their schools. Beginning with the turn of the century attention is given to the political climate and how it affected schools. Efforts made by "Progressives" to remove schools from unsavory political influence is voted, as is the establishment of a bureaucracy that eventually controlled the public schools. Some attention is devoted to immigration and its effect on schools and to the effect of blacks migrating to urban areas. Discussed, also, is the Supreme Court's decision outlawing segregation and the federal government's attempt to achieve equality through the Antipoverty programmes. Events related in Chapter I were significant in causing blacks, in their quest for improved lifestyles, to turn to community control of schools as a possible solution.

Chapter II focuses on two experiments... the Adams-Morgan single school effort in Washington and the three experimental districts in New York City. These efforts served, more or less, as models that would guide cities bent on trying the concept, hoping that they would profit by earlier mistakes. Problems, successes and failures of these experiments are discussed. Chapter III is concerned
with Phase I of the Anacostia Project which was monitored by the U.S. Office of Education. After examining the structure and organization of the Project, attention is given to problems, successes and failures. There follows an account of the attempt by the Office of Education to close down the Project, and the resulting response from the total community. A discussion of the reaction to and result of this dilemma follows in Chapter IV. There is also a discussion of Phase II of the Project which was reorganized under and monitored by the National Institute of Education. This phase is currently being studied by consultants engaged by the Institute.

Chapter V consists of the most recent research conducted by the writer. Included are surveys and interviews involving the adult participants in the Project, as well as, the perusal of hundreds of materials and documents on file and in the writer's possession. The attempt is made to analyze the data in order to ascertain what progress has been made in eight years toward achieving what is considered an acceptable lifestyle.

Chapter VI discusses the impact community control of schools has had on the Anacotia area. Insight is provided into two successful programmes initiated by the community which have become models for Washington and for the nation. Pointed out, also is the recognition by
the community of its limitations in performing certain functions.

Finally, the ramification concerning the restructuring of the urban school hierarchy involving city-wide school boards is discussed, with a suggestion for change.

It is hoped that this study made after a period of eight years, will provide information and give hope to those who still have confidence that parent involvement in the school decision-making process makes a difference in the performances of parents and their children.

Available related studies and literature were reviewed and included for supplement as well as supportive purposes.