

173

ISSUES, PRACTICES AND PROBLEMS OF SCHOOL- COMMUNITY
RELATIONS IN THE SENIOR
SECONDARY SCHOOLS OF REGION THREE

Tadele

A Thesis submitted to
The School of Graduate Studies
Addis Ababa University

In Partial Fulfillment of the
Requirements for the Degree of Master of Arts in
Educational Administration

By
Tadele Zewdie

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ABSTRACT



This study attempted to determine the status of school-community relations in the senior secondary schools of Region Three. In order to meet this objective, performance of schools was rated in light of Davis's six school-community relations levels and information was gathered and analysed using percentages, chi-square tests, t-tests and rank orders.

The results indicated that the status of the school-community relations is at low level and of one-way communication. There is a limited flow of information from schools to their communities. Thus, the school-community interaction in the schools studied is at its rudimentary stage. Celebrating school days and involving parents concerned in correcting severe misbehaviors of their children are the typical practices of the schools. Parents rarely go to schools to make recurrent follow-up of school activities and progress of their children. Besides, schools do not design mechanisms to receive feedbacks and suggestions from the publics concerned. These findings reveal that schools are adapting a less integrated approach in the process of educating children and the youth and, do not seem to be in a position to secure public and parental support.

The shortcomings of the school-community relations programs are found to be: the public feeling that "the education of children is the sole responsibility of educators," lack of parents' interest to participate in school affairs, lack of know-how of the school personnel and public relations workers, absence of system-wide activities to back-up efforts of individual schools, and high formalization in the educational hierarchy to consider desires and suggestions of the public.

Strategies for offering trainings, educational radio program aimed at awareness raising, basic research for assessing opinions of "informed" and "elite" publics, involving prominent educators in educational policy formulation, introducing an Education Committee at "wereda" level, parent-teacher and parent-principal conferences at school level have been forwarded with the intention of improving the practice.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

A school is a leading social institution in charge of the education of children of a community. Basically education is a social function. It requires the joint effort of teachers, children, parents and the community at large (Musaazi, 1982: 240). According to Campbell and Ramseyer (1955: 55) the school, as a formal institution, is concerned with creating opportunities to realize the potentials of its clientele in its total setting. Yet a considerable portion of the people's experience is acquired outside the school. To this end, the family, youth organizations, religious and other community institutions have to contribute their share in an attempt to cultivate and socialize children and the youth.

Accordingly, Mbamba (1992: 50) proposed that so as to achieve its purpose successfully, the school should not isolate itself from its environment. In expressing the inevitability of the relationship, Knezevich (1969: 482), too, wrote that "Schools are part of the community in which they are located. They serve the educational needs of the community and in turn, draw support and strength from the community."

As is seen from the quotation, the school needs to relate itself with the community it serves. This is helpful to learn about concerns of the community and to inform the community about its progresses and needs. In turn, this is vital to secure support from the community. The support is mainly in the form of finance and morale. Finance is essential for overall operations of schools whereas morale support sets the general conditions of success in the teaching-learning process. It encourages students to see the importance of their engagement and helps teachers to develop confidence, thereby facilitating achievement of the school. Lack of these basic ingredients would result in unintended and/or inert outcomes.

Consequently, the failure that emanates from lack of these necessary prerequisites cannot be attributed to the school alone; beyond that it goes to parents and the community at large. Therefore, the school, the home and the community are supposed to coordinate their efforts and work together for better results. In this manner, continuous and regular school-community relations is recommendable.

Musaazi (1982: 240) confirmed this necessity when he said:

In this institution [the school] the interest of both adults and children within the school converge with those of parents and citizens outside it. Thus, a school system must have public relations. Unavoidably, the public holds certain convictions about schools. When the word 'school' is pronounced, it conjures up a particular image. These convictions, opinions and images are the product of public relations, planned or otherwise.



The leadership in planning and implementation of a program for school-community relations, by and large, requires the effort of the school personnel. The school principal, teachers and other employees should be in a position to mobilize students, parents and non-parent community members to work together for a better school (Reeder, 1953:9). However, the school personnel seem reluctant to play this role. In spite of the crucial role teachers ought to play, for instance, either some fail to perceive the link between good education and public-parental support or others consider it as the responsibility of school administrators alone (Anderson and Van Dyke, 1963: 473). So as to help teachers to play the expected role, the school principal should correct such misconceptions and cultivate staff appreciation (Otto, 1954: 564).

Parents do possess an inherent concern on the education of their children (Musaazi, 1982: 240). But most of them do not recognize that they should share responsibility in accomplishing this task. They assume that they are buyers of education to their children and forget the fact that they also have to participate in producing it (Rao, 1966: 156).

In order to increase the participation of parents, they must be helped to recognize the vital role they ought to play.

1.2 Statement of the Problem

In principle, the issue of school-community interaction has been given due concern in our educational system. The Ministry of Education has established the organizational set-up through proclamation 260 of 1984 and School's Internal Management and Administration Guide (SIMAG), Volumes I and II. These guidelines insist on organizing a school committee, parents' committees (at section, grade and school levels) and school public relations and educational information service committee in each institution. The Ministry has also issued guidelines entitling the organization of public relations services at zone and "wereda" levels (MOE, 1990: 61).

In practice, however, our schools seem unable to form successful school-community link. In this regard, the Ministry of Education has reported poor school-community relations and acute shortage of resources for running schools (MOE, 1983). It has also reported worse student discipline problem and calls for the integrated actions of all responsible bodies (MOE, 1989: 54). These are some of the factors which intensify stress in the teaching profession. As Iwanicki (1988: 284) declared:

Insufficient instructional resources, large class size, student discipline problems, the lack of public and parental support and the need to serve a more diverse student population were cited as factors contributing to the increased stress associated with teaching.



According to this author teaching has been a strainful occupation but now educators recognize that stress in teaching is increasing and putting a harmful effect on their personal well being (Iwanicki, 1988: 284).

In order to minimize the stress associated with teaching thereby improving quality of education, it is necessary, as Rao (1966: 156) put it,

... to excite the interest of the teacher, make him think that he is doing something big, give him a sense of belonging. This can best be done, not only by giving national awards or presidential awards, but, by making the community, parents and pupils, think highly of the teacher.

Moreover, in an investigation on "Community Participation in Education for Development," Zaudneh (1989: 28) has found out that there remains a wide gap between what is desired and what is actually attained in school-community interactions.

The above conditions invite a research into the organization and administration of the present school-community relations with the purpose of promoting a comprehensive program.

In view of the aforementioned affairs, this research attempted to find answers for the following basic questions.

- a) What is the status of school-community relations in the senior secondary schools of Region Three.
- b) Does the administration of the schools promote successful two-way communication between schools and their communities?
- c) Do participants (agents) of the program effectively work towards achieving a sustainable program?
- d) What attitudinal, organizational and administrative adjustments are needed to establish a comprehensive program?
- e) What are the most common constraints which hinder the establishment of a successful school-community interaction?

1.3 Significance of the Study

This study is believed to be important for the following reasons.

- a) It produces information on the level of applicability of ministerial guidelines.
- b) It provides feedback on the strengths and weaknesses of the practice of schools.

Thus, the findings and recommendations of this study can be used by educational administrators and inspectors working at different levels for improving school-community relations.

- c) It serves as a source document for further research.



1.4 Delimitation of the Study

Considering the material and financial resources the investigator has at his disposal, this research cannot be nationwide. Thus, it is considered necessary to delimit the area of investigation. Accordingly, Region Three was selected intentionally. As respondents of other regions particularly school committee and parents' committee members are from various nationalities, communicating with them in their respective native languages is difficult. On the other hand, Region Three is relatively uniform in its nationality composition.

1.5 Limitation of the Study

Most sample schools were unable to establish parents' committees and the instrument meant to gather information from this group was unused. Consequently evaluations and suggestions of representatives of parents on community relations practices and programs of schools could not be included in this investigation.

1.6 Design of the Study

As the main objective of this study is to determine the status of school-community relations and there was no well established fact in the area, the research method employed is a descriptive survey. In doing so, the following methods and procedures of data collection and analysis were used.

1.6.1 Sampling Procedures

In the attempt of drawing representative samples from the population, scientific procedures were strictly applied at each stage of sampling.

The region under investigation has seven zones, namely East Gojjam, West Gojjam, North Gondar, South Gondar, North Wollo, South Wollo and North Shewa. Among these, West Gojjam, North Gondar and South Wollo were randomly selected. Quota sampling technique was applied to ensure equal level of representation to each of the sample zones. Then, twelve schools were selected at random. Accordingly, this study involves Damot, Shikudad, Dangla, Tana Haiq, Maksegnet, Azezo, Faciledes, Kola Deba, Haiq, Hotie, Kombolcha and Kutabar senior or comprehensive secondary schools.

Data were gathered from various groups of respondents. These comprise of principals (including assistant principals), teachers and school committee members of the sample schools. As the job description of school principals and assistant principals is highly related, they are combined into one group for convenience. It also involves Inspection coordinators and heads of the public relations services of the sample zone education departments.

All principals and school committee members, who are working in the sample schools, were included in the study by purposive and availability sampling procedures. All Inspection coordinators and heads of the public relations services of the sample zones were included in the study by the same procedures.

The total number of teachers working in the sample zones were 1272. Of all this total, 160 teachers were selected randomly for investigation. This makes 12.5 percent of the target population. As nature of the population is relatively homogeneous, this amount is believed to be representative.

1.6.2 Data Collection Instruments

In order to verify the research by the relevant data, two types of instruments, questionnaire and interview, were employed.

Three sets of questionnaires were prepared in English and translated to Amharic to collect the required information from the school personnel, parent and school committees members.

The questionnaire which was completed by the school personnel consists of three parts.

The first part constitutes items under six school-community relations levels. Each level consists of distinct communication channels and activities that should be exercised at a reasonable degree if that level is said to be accomplished. It was constructed mainly based on the work of Davis (see chapter two, pp. 29-32). It was enriched and adapted to Ethiopian conditions following the guide-lines of the Ministry of Education.

The items within the six levels were rated against a six point scale ranging from "not at all" to "very high" (see appendix A).

The second part of this questionnaire comprises of items on teacher and student participation in community relations. These items were rated against a five point scale.

The third part includes items concerning attitudinal, organizational and administrative issues. It also embraces a tentative list of areas for parent-community participation for recommendation by respondents. A part from these, part three contains possible lists of barriers to home-school and school-community communications.

Besides, the questionnaire that was filled out by the school committee members was aimed at obtaining information on the work of the committee



and identifying problems it has encountered in performing its tasks and enhancing school-community relations.

All of the questionnaires mainly contain structured questions with spaces left at the end in some cases to consider unanticipated responses. Some of the items are also open ended.

Above all, three different lists of unstructured questions were designed for interview with school principals, Inspection coordinators and heads of the public relations services of zonal education departments.

Pilot Study: The questionnaires were pretested in a pilot study carried out in Dembecha Senior Secondary School in the same region. Interview was also conducted with the principal to get highlights of the current practice.

In the same way, two colleagues who have been serving as secondary school principals and currently studying in the graduate program of the Department of Educational Administration, make comments on these tools.

The feedback obtained from the pilot test and the two colleagues has helped a lot for refining question items, including new ones and deleting others thereby improving the quality of the instruments for the final study.

Data Collection: As regards questionnaire administration, twenty-five and one hundred and sixty copies were dispatched to principals and teachers respectively. The rates of return are 100 percent and 90 percent for principals and teachers respectively.

Among the copies completed by teachers, four copies were excluded, for some biographical and other information were missing.

The number of school committee members (excluding principals) expected in the twelve sample schools is 120 (MOE, 1988a: 77). But the members who are currently participating in the committees are only 78. Accordingly, 78 copies were dispatched to school committee members. The rate of return was 90.6 percent.

In addition, discussion was held with the three Inspection Coordinators and two heads of public relations services of zonal education departments.

The head of the public relations service of North Gondar Education Department was not interviewed, for he was out for field work. Nevertheless, it

was possible to obtain information on his qualification and the practice in general from the Inspection Coordinator.

The responses of the various subjects mentioned above were considered in the analysis.

1.6.3 Methods of Data Analysis and Interpretation

In order to summarize the results obtained from part one of the school personnel's questionnaire, thereby determining the status of school-community relations, corresponding numerical values starting from 0-5 were assigned to the six categories.

Based on these values means and standard deviations were calculated for each variable and level. In addition, t-values were calculated to decide whether or not significant variations exist between the groups. So as to determine the performance level of the schools, the following boundaries are set for reference. That is:

0	-	0.49	not at all
0.50	-	1.49	very low
1.50	-	2.49	low
2.50	-	3.49	medium
3.50	-	4.49	high
4.50	-	5.00	very high



Levels one and two designate only one-way communication. The others, beginning from level three to level six, are marked by two-way communication and increased community participation. This was used as a frame of reference for deciding whether or not the schools have managed to establish two-way communication with the communities they serve.

The responses obtained from the second part of the school personnel's questionnaire were summarized in the same way as part one. In addition to these data, some relevant information from the previous part were used to give an answer to the basic question on effectiveness of agents' involvement in the program.

In order to synthesize the results obtained from the third part of the questionnaire, percentages and chi-square tests were applied as found appropriate.

The chi-square test is particularly useful to "test the significance of differences between the observed proportions in a distribution of cases and the expected proportions" (Fallik and Bruce, 1983: 415). The results obtained from this part were substantiated by the information, views and suggestions obtained in the interview schedules and responses of school committee members to find answers to questions on attitudinal, organizational and administrative issues and problems of school-community relations. Especially to fix the most and least important problems, possible barriers were arranged in order. To make the decision easier, the ranks

given were weighted by multiplying with consecutive values in such a way that the highest and lowest ranks were given the maximum and lowest values respectively.

The significance level chosen for both the chi-square and t-tests is .05. In order to tolerate errors that come due to chance, this level is conventionally used in social science research (McCall, 1975: 194).

1.7 Definition of Terms and Abbreviations Used

- | | | |
|---------------------|---|--|
| Issue | - | a matter that is in dispute between two or more parties, |
| | - | a final conclusion or decision about something arrived at after consideration (MC Kechnie, 1979: 975). |
| Community | - | the people living in the catchment area of a senior secondary school, |
| | - | the catchment area of a senior secondary school such as "wereda", city etc. (MOE, 1988b: 16-17) |
| Status of School | | |
| Community relations | - | may be defined as the position of schools within Davis's levels of school-community relations (see pp.29-32 and appendix A) as rated against six categorical scales ranging from "not at all" to "very high" |
| MOE | - | Ministry of Education |

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

An attempt for implementing a school-community relations program requires three main elements: purpose, participants and the techniques to be employed (Levi and Litwin, 1986: 28). In light of these, various issues including definition, purpose, principles, levels, agents, channels and barriers of school-community relations are thoroughly reviewed in this chapter.

2.1 Definition of School-Community Relations

There is no uniformity in usage of terminology for connoting practices of public relations in education. As Grieder, Pierce and Rosentengel (1961: 582) described, "public school relations," "school public relations," "school and community relations", "home-school-community relations," are the most interchangeably used terms.

In relation to meaning, the National School Public Relations Association (U.S.A.) has formulated an inclusive definition:

Educational public relations is a planned and systematic two-way process of communication between an educational organization and its internal and external publics. It's program serves to stimulate a better understanding of the role, objectives, accomplishments, and needs of the organization. Educational public relations is a management function which interprets public attitudes, identifies the policies and procedures of an individual organization with the public interest, and executes a program of action to encourage public involvement and to earn public understanding and acceptance (Davis, 1971: 314).

The above definition consists of various useful concepts. As is noted earlier, educational public relations is a deliberate and organized interaction of different levels of an educational organization and its internal and external publics. This statement denotes that a good public relations program has two aspects: internal communication and external relations. It is also noted that a school public relations program is aimed at giving opportunities to the public to learn about the program of an educational organization and at enabling the organization to consider public interest thereby effecting mutual understanding and cooperation between the parties concerned..

Specifically school-community relations means "... the two-way interpretive process between the society and its instrument, the public institution [school]. It involves far more than 'publicity' or 'interpretation'. It means genuine cooperation in planning and working for good schools, with the public giving as well as receiving ideas" (Moehlman and Van Zwoll in Landers and Myers, 1970: 340)

As this quotation indicates, school-community relations activities essentially differ from publicity. While the latter is a one-way process which mainly focuses on delivering information, the former is bi-directional. The most important point in this case is effecting mutual understanding and cooperation between the parties involved.

The cooperation of the community with the school personnel in school activities is known as "Community participation".

Various types of community participation are identified by UNESCO in Shaeffer (1992a: 8). As described by this organization, participations occur (1) simply as beneficiary of a service; (2) through donation of inputs: "resources, materials and labours," (3) through attendance in meetings and other programs (this often shows passive acceptance of what is decided); (4) through consultation on specific subject; (5) by undertaking in 'delegated powers'. and (6) in genuine decision making at every level: diagnosing of problems, determining of feasibility, planning, implementation and appraisal.

2.2 Purposes of School-Community Relations

A large number of authors proposed public relations services to educational organizations. It should be carried out on system-wide as well as at individual school levels (Morphet, Johns and Reller, 1982: 188-189).

According to Grieder, Pierce and Rosentengel (1961: 582), schools should be answerable to the requirements and concerns of the community, for they are social institutions. To this effect, schools are expected not only to explain their objectives, achievements and needs to the public but also to find out views of the public about schools, what they expect them to be and to do. In order to accomplish these tasks, a school-public relations should focus on winning public attention toward

education and on arousing the people to learn a lot about schools with the intention to help them to participate actively in searching answers to educational problems.

As West (1988: 204) stated, a public relations program should facilitate establishing of intimate relationship between schools and the public they serve. The closeness of the relationship can be evaluated by the level of participation of the agents concerned in identifying and incorporating "different views, concerns, desires and requirements in the program of schools." A related objective is to integrate and mobilize the efforts of the staff towards establishing closer relationship with the external publics.

Above all, the program should be aimed at establishing sympathetic relationship, at building confidence in schools and creating concerned and supportive public.

In summary, the purposes of a school-community relations program, according to Knezevich (1969: 47), are to:

- a) acquaint the public with the school.
- b) develop confidence in the school.
- c) generate support for the operation of the educational program.
- d) establish and strengthen the partnership between parents and teachers so as to meet the educational needs of children.

- e) coordinate efforts of the home, school and community in an attempt to make better educational opportunities for all children available.
- f) assess the offerings of the school and needs of children of the community.
- g) correct misunderstandings about the program of the school.

2.3 Principles of School-Community Relations

Promoting a sound school-community relations program demands an application of guiding principles. The most important standards, as drawn by several authors, are summarized as follows:

2.3.1 Properly Organized Program

A school-public relations program is said to be organized when it is "goal-oriented, continuous and systematic" (Davis, 1971: 315).

Initiating a sustainable program, first and foremost, requires formulation of policy guideline by the responsible body. This guiding statement sets goals to the program and entrusts roles to the personnel concerned thereby forming the basis for leadership (Morphet, Johns and Reller, 1982: 187). Unless the program is supported by policy, it can not be continuously or regularly carried out.

A continuous school public relations program is one which is constantly carried out through out a year. In essence, it is different from efforts meant to meet emergent cases.

The school public relations program should be planned to ensure systematic performance. The complexity of this function, in addition to the diversity of the channels and final results, demands a well considered plan. An attempt to do this task without plan is likely to end up in limited achievements (Morphet, Johns and Reller, 1982: 188). As these authors remarked, the program should be planned in such a way that it clearly outlines objectives, tasks to be accomplished, groups to be communicated and channels to be used. The plan should also coordinate the more routine tasks derived from official requirements and events in the school calendar.

A systematic public relations program should involve four essential phases, namely research, action, communication and evaluation (R-A-C-E) Marsto, 1963: 161-169; Seital, 1984: 11; Sikula, 1984: 56).

- a) Research-involves collecting all currently obtainable data from different sources and investigating 'attitudes' and 'reactions' of interested people on important issues. It also includes assessing of conditions to identify problems within the institution.
- b) Action- involves identifying operations that reflect the issues identified.

- c) Communication- involves passing the plan to get understanding of those who should be influenced and whose acceptance is necessary.
- d) Evaluation - involves assessing the results of the communication endeavor on the public.

Depending on the works of Hickey and the American Association of School Administrators, Charters (1960: 1075-1076) categorized four groups of general criteria for evaluating the results of school public relations activities.

- Attitudinal referents. This group of criteria enables the analysis of confidence, interest and opinion of the public towards the program and accomplishment of the school and its concern for improving the educational program.
- Cognitive referents. This group includes items that allow the determination of the level of success of the public relations activities in creating well informed public and in elimination of misunderstandings towards the institution.
- Behavioral referents. This group embraces items which are aimed at checking the extent of school visitation, use of school facilities and laymen participation in school affairs.
- Collective referents. This group of criteria involves items which provide information on the level of cooperation of interested publics in preventing the school from crises and for determining the level of harmony between the school and the community.

There are also other authors who argue that evaluation should focus on process, apart from results (Morphet, Johns and Reller, 1982: 189; Grieder, Pierce and Rosenstengel, 1961: 617-618). In view of this, Grieder, Pierce and Rosenstengel forwarded three ways for evaluating school-community relationships.

- compilation of an inventory consisting of all activities, channels and agents of the school-community relations.
- utilization of principles of public relations for evaluation.
- Survey of opinions for obtaining feedback from students, teachers, parents and the general public.

At last these authors contended that the evaluation should be carried out by a committee consisting of educators and community members.

2.3.2 Coordinating School and System-wide Activities

In accomplishing public relations function, the different parts of an educational system have to contribute their share.

The central administration should be responsible for some system-wide activities mainly delivering guidelines and developing staff to facilitate effective participation in the program (Morphet, Johns and Reller, 1982: 188-189). It needs to give the greatest amount of time to the establishment of regular communication

with local, regional and national government officials. It has to devote only smaller amount of time, though important, to communicate with local community leaders and community members (Sikula, 1981: 56).

On the other hand, the role of the individual school in community relations tasks is crucial (Morphet, Johns and Reller, 1982: 188; Stoops, Rafferty and Johnson, 1981: 474-475). This is so because parents, the most directly concerned publics, are more interested in communicating with teachers and principals of their children's schools than other levels of the educational hierarchy. Therefore, "If many are to be involved in working through problems and policies, it is likely to be done at the individual school level" (Morphet, Johns and Reller, 1982: 188-189).

2.3.3 Balance Between Internal and External Communications

In practicing a successful school-community relations program, attention should be given to both internal communication and external relations (West, 1988: 204; David, 1971: 160; Sikula, 1981: 56).

Internal communication is one of the necessary preconditions for promoting good public relations for two main reasons. First, a successful performance in an organization, which is the theme of a public relations practice, is facilitated by

effective and consistent internal communication. Second, it is the basis for integrating and mobilizing the staff to contribute to external relations.

As David (1971: 160) observed, however, most organizations pay less attention to internal communications than external relations. The major fault of these organizations, as this author perceived it, is they think that internal and external communications are unrelated. The other defect of most school-community relations programs, according to Sikula (1981: 56), has been inability to form sound internal relations before initiating a wide public relations program.

2.3.4 Involving the Publics Concerned

The level of success of a school-community relations is determined by the degree of public involvement in the program. By the words of Grieder and Rosentengel (1954: 591) "... the success or failure of any community relations program is dependent upon how many groups and individuals we involve."

To begin with, involving every school personnel is a necessary step. As Reeder (1953: 8-9) explained every staff member should serve as a public relations agent to the institution he/she is working in by accomplishing three responsibilities. First, a staff member has to perform his/her work effectively. Second, every staff member should exercise sound human relations during contacts in and outside

the school. Such conditions can give opportunity to make friends both to the individual and the school. Third, each member must be a community member by meeting requirements and avoiding undesirable exercises.

Above all, the role of educational administrators, students and parents in this activity is inevitable. Therefore, it is necessary to organize a program allowing involvement of internal and external publics (Reeder, 1953: 9; Sikula, 1981: 51-61).

2.3.5 Effecting Two-Way Communication

The peculiar characteristic of school-public relations that puts it above most of the related activities in the field is the importance it ascribes to mutual understanding and cooperation between the school and the community it serves (Grieder, Pierce and Rosentengel, 1961: 584). This form of interaction is known as two-way communication. In this process both staff and community members cooperate to designate objectives and seek solutions to problems. In other words, staff members consider views of parents and other community members in the program of the school. In turn, community members also know what school personnel are doing, the problems they are facing and the necessary conditions required to accomplish the work as is planned. In relation to this, Morphet, Johns, and Reller (1982: 188) argued that the effort of the school personnel to find answers to all questions on their own and their strive for securing public acceptance at the

end is no more a good strategy. It is useful that the school invite a large number of people to consider a problem and formulate tentative solution to it. This approach certainly leads to a more sound solution to a problem. As schools organize their community relations in this manner, it is likely that they can cultivate a feeling of belongingness among pupils, parents and non-parent community members.

In the process of formulating and implementing a public relations program, therefore, school officials and staff members should bear in mind that the program is really two-way. They should be in a position to invite publics concerned to come to school and discuss educational problems and issues (Reeder, 1953: 9).

2.3.6 Organizing An Adult Education Program

An adult education program, organized by schools, is helpful to increase the value of schools in the life of adult community members. This is a program in which school facilities and personnel including students are employed for community use. This condition bears two implications. First, it creates a practical medium through which schools directly justify their importance to the community. Second, it is a means through which school-community cooperation can be further strengthened (Anderson and Davis, 1956: 100-101; MOE, 1988a: 18).

2.4 Levels of School-Community Interactions

Three stages have been identified in the development of school-community relations by Menge and Faunce (1953: 15-17).

2.4.1 The "let-us-alone" Stage

This is the stage at which school administrators and teachers consider the 'lay' public as necessary but trouble maker to schools. Consequently, parent and non-parent community members have not been invited to visit schools or encouraged to form parent-teacher organizations. In other words, the school personnel did not want the public to interfere in its activities.

2.4.2 The "we sell you" Stage

By the time school administrators realized that the "let-us-alone" policy no longer works, they transferred the school-community relations to a second phase - the "we sell you" stage. This includes issuing favourable publicity about schools. The unfavourable side of the "we sell you" program, is that it is a one-way communication process. At this stage school leaders determine the program of schools and tell to the community to accept and support it.



2.4.3 The "we-work together" Stage

When school administrators understood that the "we sell you" program was not any more desirable and that they failed to secure help from parent and non-parent community members for improving schools, they moved toward the third stage in school-community relations - the "we work together." This stage presupposes increased public participation in planning policies and procedures.

Considering the nature of the techniques and activities of school-community interactions applied through time, Davis (1971:315-317) identified six most common levels.

- a) Level one relationships are the easiest and exercised since a long time. At this level, communication is one-way: from school to community. Community audiences are not expected to come up with feedback. Their role is simply to receive the information delivered by the school.

The techniques and activities of level one include newsletters, annual reports, bulletins, report cards, parent-teacher association meetings, speeches of educational administrators, school committee members and school principals to a public.

- b) In level two relationships as well the school takes the leading role in initiating communication but the community is more active than the previous phase. At this level, community members are encouraged to visit the school and to see what is going on in it. In most cases, communication is only from school to community but attendants have the opportunity to ask questions depending on what they are observing since they are actually in school or with school personnel.

The most important activities undertaken at level two are parents' visit to their children's classes at work and displaying of exhibits and demonstrations by the school to its publics.

- c) Level three relationships allow community members to take the lead for initiating communication and engaging in discussion with representatives of schools. Therefore, the communication is two-way: from school to community and from community to school.

The most common activities of level three consists of parent - teacher and parent-principal conferences.

- d) In level four relationships, the school focuses on shaping the arrangement and procedures of communication with the community. On the other hand, the community largely determines the agenda for communication. At this phase, members of the community are not only invited to contribute ideas and forward suggestions on school policies and problems but also to produce a large part of the discussion.

A good example of the techniques and activities of level four is the advisory committee. Advisory committees are of two types: ad hoc and standing. While ad hoc committees are meant to investigate a problem, standing committees are meant to maintain regular communication between communities and the respective education bureaus.

Level four activities also encompass organizing seminars to community members and encouraging participation in program designing and appraisal.

- e) Level five relationships offer larger chances to community members to take part "in the planning and/or decision making process on some school issues or some areas of school operations." The community is increasingly offered with greater role beginning from level four but by any means the school holds full control of its function and decision making autonomy.

- f) Level six relationships give opportunity to laymen to participate in realizing school programs and services as assistants in classrooms, libraries and sports activities. The assistants in classrooms, for instance, replace the teacher from "non-instructional" tasks and help the teacher to pay attention to students requiring more help.

2.5 The Public and School-Community Relations

2.5.1 The Term 'Public' Defined

The term 'public' refers to the people living in a community. A public could be categorized into specific subgroups depending on their common interest or purpose. These groups are known as 'publics' (Seital, 1984: 13).

In light of differences in opinion, Block in Seital (1984: 80) has identified four types of publics.

- a) The general public - includes the group of people who are less concerned and know little about educational issues preferably could be categorized as 'non-public'.
- b) The attentive public - includes the group of people who are at least aware of the fact that there are certain educational issues in the public circle.

- c) The informed public - involves the group of people who know about educational issues and take part in discussions pertinent to them.
- d) The elite public - involves the group of people who play a leading role in defining educational issues and managing public discussion about them.

On the other hand, based on the degree of connection they have to the organization, the publics could be categorized into internal and external (Seital, 1984: 16). Internal publics are the groups of people inside the organization: educational administrators, school administrators, teachers, other workers, students and parents. External publics are groups of people who are not directly connected with the organization: government institutions, community leaders (include leaders of public, religious & youth organizations), and the general public (Sikula, 1981: 57). However, authors such as Corbally, Jenson and Staub (1965: 247) classified parents into external publics.

2.5.2 Communication Responsibilities of Internal and External Publics

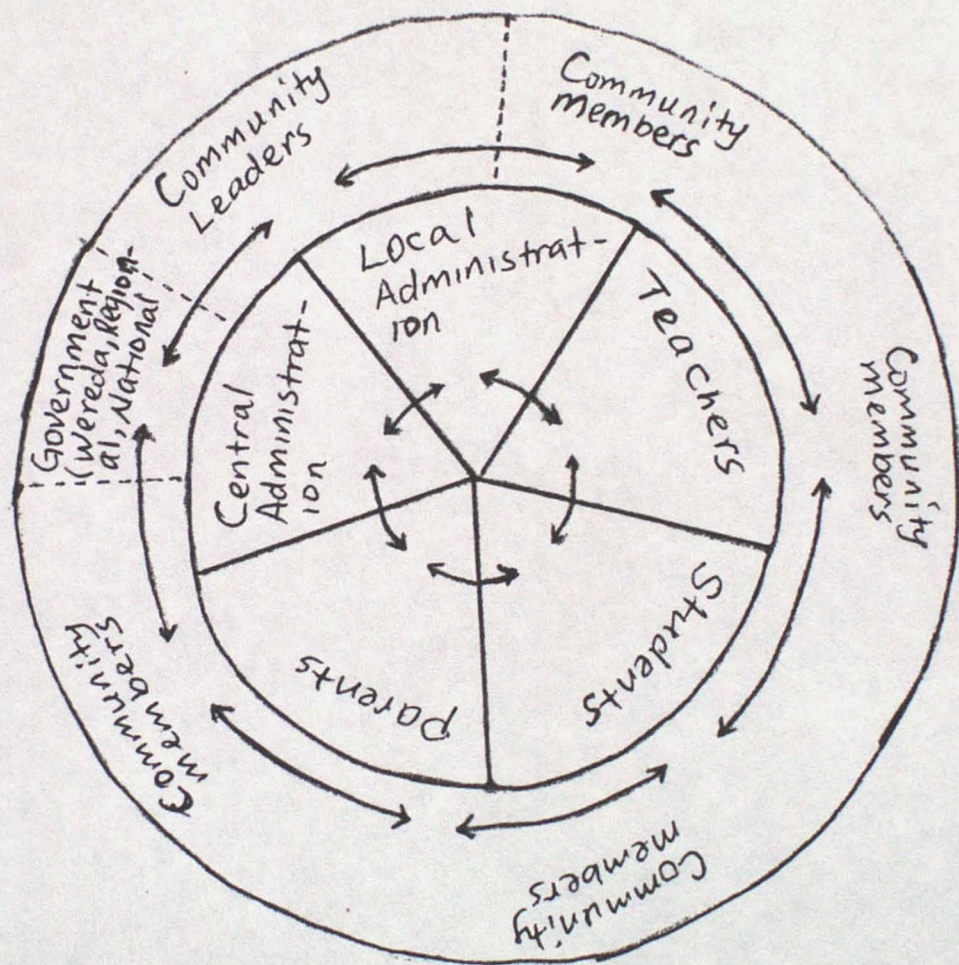
An internal - external communications model is proposed by Sikula (1981: 55-66), to make possible systematic implementation of a school-community relations program. As the author argued " A good school-community relations program must



be systematic with planned objectives, designated roles and responsibilities, implementation procedures, and evaluation mechanisms." (p.56).

Figure 1

Primary Communication Responsibilities: Internal and External Systems



Adapted from Sikula, Roberta R. "A Crucial Issue, School-Community Relations: A Systematic Approach" in NASSP Bulletin, February 1981, p.57).

The model shows the need for emphasizing both internal and external relations. The internal communication system should allow regular exchange of opinions, ideas and reactions between educational administrators, school administrators, teachers, students and parents. External relations should be designed in such a way that it allows regular communication with the community and with local, regional and national governments. It also shows the proportion of responsibility to be given by agents concerned in dealing with internal and external communications.

2.5.2.1 Central Administration

Under normal conditions, the functions of an organization are derived from its policies. In other words, there is hardly any organizational function without policy. Therefore, it is necessary that top level administration of an organization delivers policies to guide practitioners at lower levels of the hierarchy.

This is true of educational systems. A clearly defined policy guideline is necessary to carry out their functions.

In view of this, the Ministry of Education has delivered policy statements and strategies to guide internal and external relations of educational institutions. In the guideline that was set to determine the organizational chart, personnel

allocation and job description of zonal and "awraja" education departments, the MOE (1990:64) has introduced public relations services at these hierarchies. It has also introduced school committees, parent committees and public relations and educational information service committees with the purpose of initiating community relations activities at school level (MOE, 1988a).

In particular, Sikula (1981:58) identified main responsibilities of educational administrators. These are to:

- a) form positive relationships with local, regional and national government leaders.
- b) constructively influence school-community relations in the system.

To this end, the central administration should

- a) assign public relations practitioners, and
- b) plan and implement workshops on decision making processes to help school, local government and community leaders.

2.5.2.2 The Public Relations Head at the Zonal Level

The Ministry of Education has permitted assignment of two workers for zonal education department public relations services. The duties of the head of the public relations service, according to the Ministry of Education (1990: 64-66), are to:

- a) plan a public relations program depending on local conditions.
- b) explain educational policies, proclamations, regulations and principles to the public.
- c) extend effort to disseminate research findings of the center, other zones and his/her zone at different forums.,
- d) prepare educative literatures and explanations and distribute through locally available mass media to the public.
- e) create favourable conditions for performing effective public relations and to support educational activities in the zone.
- f) lend a hand for improving the organization of "wereda" public relations service thereby refining their performance.
- g) receive constructive suggestions on education and educational administrative practices from the community and present them to responsible bodies and make the necessary follow-up.
- h) coordinate educational seminars and workshops etc., in cooperation with the bodies concerned, prepare speeches and publicise these activities through the agencies of the Ministry of Information.
- i) extend internal relations with sections of the zonal department, main sections of "wereda" education department and other educational institutions including schools.

- j) extend external relations with the general public, government and public organizations and with related services in other organizations.
- k) submit timely reports.

2.5.2.3 The School Principal

The principal is basically accountable for developing school-community relations in his/her institution. As Corbally, Jenson and Staub (1965:251) argued "upon him, and him alone, rests the primary responsibility of initiating and maintaining a sound program of public relations."

The basic responsibilities of school administrators according to Sikula (1981: 59), include:

- a) developing sound public relations within the immediate community.
- b) encouraging participation of community leaders in school activities and decision making processes.
- c) facilitating participation of parents in instructional, co-curricular and decision making activities.

Initiating staff participation in the program is one of the basic steps for accomplishing these responsibilities. To this end, the principal needs to perform the following tasks (Anderson and Van Dyke, 1963: 473).

- a) Helping the staff to understand the importance of school-community relations.

As teachers are not trained in community relations, most of their attitude and skill must be learned on the job. So, orienting them through individual and group conferences is the principal's responsibility.

- b) Helping teachers in getting acquainted with parents at meetings and helping especially the unmarried ones to start social life in the community.
- c) Helping teachers to learn on the job the principles and practices of conferences with parents.
- d) Organizing and delivering information for staff use.

The principal is required to possess three qualities to effect the aforementioned responsibilities. These are:

- a) Positive attitude

The principal should see the value of accomplishing this responsibility. He/She has to understand that informing the public about the work of the school and enhancing cooperation with the community are responsibilities derived

from the profession. Therefore, the principal has to take the leading role for initiating and improving it constantly.

b) knowledge of public relations

The principal's knowledge is an ingredient of a successful school-community relations. He/She must have training to cope with the task of planning, implementing and evaluating the program and offering assistance to the staff as necessary.

c) skills in public relations

The principal should be able to study his/her community with the purpose of identifying the social forces, social groupings and their interactions, the power structure, institutions and the special characteristics of the community and make use of his/her knowledge for the benefit of the school. In addition, the ability of the principal to exchange information with the publics concerned and his/her know-how to use them in school operations determines his/her success in public relations.

2.5.2.4 Teachers

Studies have repeatedly proved that teachers form one of the basic bonds in the whole process of school-community communications. Since the regular teaching-learning activities have public relations effects, they influence the public whether they are aware of it or not (Corbally, Jenson and Staub, 1965: 253-254; Otto, 1954: 564; Reeder, 1953: 13).

The contribution of the teacher is perceived from a combination of many factors: "popularity, good teaching, fairness, empathy, understanding, discipline, communication and other things - but primarily effective teaching." (Corbally, Jenson and Staub; 1965: 254).

As this quotation indicates, good school-community relations basically depend on teachers' ability for creating a successful teaching-learning atmosphere. They are also required to exercise good human relations in and outside the school.

The quality, extent and success of the public relations activities of the teacher will be dependent, to a larger extent, upon his notion of the objectives of the program, and the help and coordination offered by the administration. Therefore, creating a supportive procedure is paramount for promoting the public relations role of the teacher (Stoops, Rafferty and Johnson, 1981: 466).

In light of the above points, Sikula (1981:59-60) proposed the following duties and responsibilities.

The basic responsibilities of the teacher are to:

- a) initiate students to inform parents about activities of the school and their experience in it.



- b) hold discussions with parents of assigned students.
- c) contribute to the development of sound community relations at school level.

Some of the suggested activities involve:

- a) taking part in parent committees, school days and fund raising programs.
- b) initiating and maintaining contacts with parents through written notes, conferences and contacts with invited guests.

2.5.2.5 Students

The contribution of the student personnel in school public relations will be paramount if it is properly directed towards that end. As Douglass (1963: 563) contended, whether they admit it or not, the view of parents about the high school is shaped mainly based on reports of their children. This is so mainly for two reasons. First, the high school student is old enough to rely on as a source of reliable information. Second, the parental relation forms an emotional link that ensures the student sympathetic audience at home. Thus, students express their feelings about teachers and principals, their opinions on the control of the school, the method of teaching, co-curricular activities and incidents in the school.

This dependence of parents on their children for information sets a necessity for raising students' satisfaction with their school. Otherwise, a dissatisfied student personnel, as Stoops, Rafferty and Johnson (1981: 466) put it, can negatively react to all attempts in public relations.

The proper approach to involve students, according to Douglass (1963: 563), is to make some effort to help them learn about their school, its procedures and develop a sense of vanity in its performance. As this author explained, many school principals recognize the importance of focusing on achievements and worth of their schools. The themes of announcement and congratulations in those schools are results of standard tests, successes of individuals and groups in interscholastic competitions, favourable comments on performance of the school by visitors, inspectors, and outsiders, discipline of students and special achievements of the staff.

It is also necessary to cultivate good will and good spirit in students. Some of the ways consist of general sense of respect and friendliness of the administration and the staff towards students and their activities, showing reasonable confidence in them, avoiding irritating them and creating supportive atmosphere at different sections of the administration (Douglass, 1963: 60).

In particular, students are responsible to accomplish the following tasks (Sikula, 1981: 60).

- a) To deliver correct and proper information about the school to parents.
- b) To participate in school initiated activities and community service projects.

2.5.2.6 The School Public Relations and Educational Information

Service Committee

This committee should be organized in each school following the guidelines of the Ministry of Education (1988a: 61-62). It is responsible to:

- a) report outstanding educational performances of the school and the community to "wereda" or zonal education department public relations service and through them to zonal news agency when necessary.
- b) publish magazines to acquaint the public about educational programs and school activities.
- c) make contacts with other schools to coordinate their public relations services in the community.
- d) organize valuable information regarding the school and explain to visitors when permitted.
- e) make the necessary endeavor so that exhibition is organized, literary activity is improved, educational films are shown and discussions are held by invited guests in the school thereby facilitating the participation of the school personnel and professionals/artists living in the community.

2.5.2.7 Parents

The importance of parent participation in school affairs is recognized by a number of authors. As Basco (1982: 827) stated, the home and the school are influential powers in the lives of many individuals until young adulthood. This is also noted by Epstein (1988: 87). According to this author, research workers, policy makers and practitioners have included parent participation in their list of factors of effective schools. This is based on two main findings: twenty years of research on home environment discloses that students, whose parents regularly help and inspire their school activities, have better position in school, and latest results on practice of teachers show beneficial outcomes when they involve parents.

Accordingly, Sikula (1981: 61) forwarded main responsibilities for parent participation. These are to:

- a) take part in proper school - initiated events and decision making activities.
- b) give input to school administrators (local and central) concerning their interests and proposals for refined school performance and program.
- c) help in the explanation of the school to local leaders and community members.

Depending on the nature of the task to be performed, participation may require individual, group or the whole of parents. Events such as the school day and parents general assembly demand the gathering of all parents whereas committee works and group parent-teacher conferences require parents in group. Besides, individual parent-teacher conferences and discipline problems may invite parents on individual basis.

In the Ethiopian educational system, as proclamation number 260/84 (paragraph 31, number 3) declared, schools are required to organize parents' committees at section, grade and school levels.

The duties and responsibilities of these committees are summarized below (MOE, 1988b: 161-163).

- a) check suitability of classroom organization to the teaching learning process and offer help to improve conditions.
- b) make sure that students maintain good order/discipline within and outside the school and ensure an educational atmosphere particularly in the school.
- c) study cases of absentee students to minimize the problems of absenteeism and drop out in consultation with parents.
- d) discuss cases of learning difficulties, based on suggestions of home room teachers, and consult parents on these issues.

- e) call for parents, in consultation with the principal, to cooperate and make follow-up on such matters as student discipline, learning progress and study habits.
- f) coordinate parents to get support for the educational program following the decision of the school committee.
- g) attend staff meetings, when necessary, to forward suggestions for improving the educational process.
- h) prepare reports, in consultation with the principal, and present to parents' general assembly twice a year.
- i) submit quarterly reports to the respective higher body.

2.5.2.8 The School Committee

As is mentioned above, a school committee is entitled to control the overall activities of a school without interfering in technical matters.

The authority to appoint school committee members is given to town and/or peasant associations (proclamation 260 of 1984). According to Stoops, Rafferty and Johnson (1981: 461), there is no similar outlook regarding the procedures of selecting committee members. However there is a general agreement to make the committee representative of the community. Furthermore, whether committee members are selected or assigned, they should be obedient to work, be rational, have good understanding and interest in the well being of the school.

The duties and responsibilities of the committee, according to the MOE (1988a: 161-163), are to:

- a) ensure that the work of the school is performed well according to ministerial guidelines.
- b) consult and support the school to reflect the culture of the community in its co-curricular program.
- c) make sure that the ministerial support and budget are used according to regulations.
- d) initiate and coordinate income generating efforts and ensure that the income is utilized for school purpose.
- e) build cooperative relationships between the school and the community to actualize the transferring of theory into practice and,
- f) make possible that craftsmen and/or artists residing in the community teach skills in the school and craftsmen upgrade their skills in the school at the same time.

2.6 Channels of School-Community Communications

The channels that educational institutions make use of for communicating with their publics can be classified into four groups: "(1) written, (2) visual, (3) oral, and (4) social." (Mohelman cited in Reeder, 1953: 14).

2.6.1 Written Communication Channels

The written means of communication consists of school bulletins, letters to parents, report cards, year books and annual reports (Reeder, 1953: 14).

Schools apply written means to inform parents about events, to increase their knowledge of the performance of the school, the importance of the school program and to secure parents' help in offering sufficient guidance to youngsters. A report card is also used to inform parents about students' progress (Douglass, 1963: 573; Anderson and Van Dyke, 1963: 488).

2.6.2 Visual Communication Channels

Exhibits and demonstrations are grouped among the visual means of communication. As Anderson and Van Dyke (1963: 487) explained, these means are valuable to show the public how things are done in schools and help pupils, teachers and visitors to recognize and appreciate the performance and attainments of the school. In order to get the maximum out of exhibits and demonstrations, however, the selection and presentation of materials, activities and events should be properly managed. Above all, to attract as many parents as possible, involving a large number of students in different activities is advisable.

Exhibits can be presented in the form of materials in halls (work of pupils and teachers) and on bulletin boards (photographs, graphs). Demonstrations can be presented in the form of exhibits of talent, skill or outstanding ability in athletics, dramatics, debate etc. (Douglass, 1963: 578).

2.6.3 Oral Communication Channels

As Reeder (1953: 14) and Davis (1971: 314) explained, educational administrators, school principals and school committee members make speeches to influence public opinion. The address could be made in front of a public or on the radio.

The educational radio serves regularly as a medium for explaining the school program to a community (Reeder, 1953: 14; Douglass, 1963: 579). The areas to be covered in the program, according to Douglass (1963: 579), are:

Stories of the achievement of the schools (particularly by students) and entertainment and intellectual programs. There may be instrumental music, discussion of current questions, debates by high-school youngsters, discussion by selected teachers, supervisors, and administrative officers of current educational problems and questions (particularly as they throw light on the program of the schools), announcements about changes in the program of the schools ... and things of that type.

2.6.4 Face to Face Communications

The face to face communications include contacts that the school personnel make with parents and other community members in their day to day experiences.

The most organized face to face relationships are presented below.

2.6.4.1 School Day Exercises

The Ministry of Education (1988b: 71-74) urges schools to celebrate school day on the day of termination of their program. The significances of this program are to:

- a) call for students, teachers, other employees, parents and school committee members to strive to improve teaching-learning activities.
- b) facilitate the pace of the community's understanding about the instrumentality of education for its wealth and development.
- c) secure parents' attention, through appropriate guidance, into the education of their children and to initiate them to contribute their share in cultivating students' behavior toward the desired end.
- d) bring strengths and weaknesses of the education process into the attention of the community so as to take joint actions to improve the learning outcome in the years to come.

- e) praise students, and introduce teachers, other employees, committees and committee members, whose outstanding performance should be known and taken as a model in the community, and to give to them the necessary incentive in front of the public.

2.6.4.2 Parent-Teacher and Parent-Principal Conferences

Various authors emphasized the value of close school-home relations (Anderson and Van Dyke, 1963: 487, Basco, 1982: 828, Epstein, 1988: 189 etc.). This is based on the fact that education of children should be shared between the school and the home and intimate working relationships between the two parties is necessary and unavoidable. One of the media for working together between the home and the school is the parent-teacher conference.

It is the core of school-community communications. This is so because the teacher is the person responsible for performing the main purpose of the school-teaching students. For this reason "to most parents the school means their child's teacher" (Stoops, Rafferty and Johnson, 1981: 474-475). Therefore, the communication between the two groups reflect the main purpose of school-community relations.

There are two types of conferences: group and individual (Anderson and Van Dyke, 1963: 487, Epstein, 1988: 189). Epstein (1988: 189) explained the procedures and purposes of conferences as follows:

Group conferences include "back to school night" meetings, workshops or discussions on special topics, or grade level meetings. These are used to discuss programs, policies, and issues of importance to all parents and children. Individual conferences focus attention on one child's work and progress as a student, to increase the teacher's knowledge about the student as a child, and to identify academic or other problems that need improvement to increase the student's success in school.

At high school level, according to Anderson and Van Dyke (1963: 487), parents of each grade meet with teachers and school administrators to discuss plans, procedures and problems. Usually group conference is followed by individual conference. The individual conference is held with the home-room teacher, for he/she possesses relevant information about each student from all subject teachers. High schools plan and implement individual conferences once or twice a year.

In order to get much out of the individual parent-teacher conference, well defined procedures should be followed. This can be done by setting guidelines for directing activities of teachers and parents in the different phases namely before, during and after the conference (Epstein, 1988: 190).

The necessary preconditions must be met before the conference starts. To begin with, parents must be informed ahead of time about the program with possible attendance alternatives by the teacher or coordinator of the program. Similarly the agenda must be planned so as to facilitate proper use of time. To this end, teachers are required to prepare questions, concerns and summarize achievement test scores, report card scores, attendance record, home work completion and classroom behavior of each student to discuss with parents. Parents are also expected to come up with list of questions of their own and their children's using a standardized form sent to them from the school.

The teacher and the parent consider various topics in the conference. The areas of discussion, according to Epstein (1988:190), constitute the pace of students progress in various subjects, attendance, behavior, interactions with peers, class activity, home work, home responsibilities, particular academic and behavior problems requiring improvement and the role of parents in facilitating students learning.

During the conference teachers are, by and large, responsible to initiate useful and positive communications with parents. It is widely agreed upon regulation that discussion starts from merits of the child and progresses constructively to the consideration of areas requiring improvement. In cases where problems are detected, actions should be designed for follow-up.

After the conference, the teacher and the parent must talk with the student. In doing so, each of them should emphasize the importance of their meeting and good attributes of the student and then to areas that require improvement. In addition, the three partners must be ready to work together so as to effect the agreed upon plan into practice.

Then, teachers and parents should assess their satisfaction in the conference in light of time utilization, relevance of information acquired and the plan of action designed. A report on these matters and requirements posed by parents should be submitted.

At last, evaluation reports should be consolidated either by the principal or the coordinator and presented to the staff meeting. A sustainable parent-teacher communication demands readiness of teachers and school administrators for improving conference outcomes by adapting and reshaping the procedures.

2.7 Barriers to Effective Communication

Authors in the fields of language, communication, psychology and management identified different factors hindering effective communication.

2.7.1 Semantic Barriers

A spoken or a written word may be given a different meaning by audiences or readers from the actually intended one by a communicator. Misinterpretation of words is one of the barriers of effective communication. Some of the factors which influence people's understanding of the meaning of words include the level of education they attend, the section of the country they come from and their ethnic origin (Stieglitz, 1967: 50).

In order to reduce semantic difficulty, the communicator needs to choose and use simple words that suit the characteristics of the group to be addressed. When it is not possible to use comprehensible words, an attempt should be made to explain the meaning of messages in general. Otherwise, the communication will end up in misunderstandings and unintended outcomes (Anderson and Davis, 1956: 119; Stieglitz, 1967: 570). Therefore, school administrators and teachers should be systematic for enhancing understanding of parents and other community members in the various communications they are supposed to make.

2.7.2 Lack of Interest

People pay due attention when the subject of communication touches areas of their concern. In this case, audiences comprehend messages easily and cooperate in seeking solution to problems (Heckmann and Huneryager, 1967: 87).

Failure to consider concerns of the people, on the other hand, will restrict participation and cooperation due to lack of interest.

Therefore, the school personnel should select areas of common interest based on felt difficulties for meetings and other programs with parent and community groups.

2.7.3 Centralized Organizational Structure

The basis of any type of participatory work lies on the administrators deep conviction of its usefulness. The administrator's outlook, in turn, is shaped by on the degree of centralization or decentralization of authority in the organization.

In the case of highly centralized organizations, authority is held at higher most level of the hierarchy. Almost all decisions are made by top level officials and the administrator is entirely responsible to implement them. Thus, the administrator at the bottom of the hierarchy has little autonomy to make decisions and he/she is unlikely to initiate participation. Besides, to limit parent-community involvement many countries apply the regulation stating: parent and non-parent community members can give assistance to schools without intervening in 'technical matters' (Shaeffer, 1992b: 91).

The longer tradition of centralization may contribute to the development of common public beliefs such as:

"education is the responsibility of the school rather than the community."

"the school personnel know better about educational matters than parents on the community. So educational responsibility rests solely with them." (Shaeffer, 1992b: 91).

These beliefs restrict school-community interactions.

The reverse happens in decentralized organizations. Administrators have autonomy to make decisions on their own and can initiate genuine participation with their publics (Heckmann and Huneryager, 1967: 586-587; Anderson and Davis, 1956: 119-120).

2.7.4 Lack of Training

Initiating and implementing regular school-home-community communication demands know-how. This entails the need for offering trainings to school administrators, teachers and public relations workers. The trainings should help them to understand purposes, principles and procedures of school-community communications and develop interest for trying them out. Unless practitioners acquire these essential elements of success, their achievement will be meager (Stieglitz, 1967: 570; Nelson, Ramsey and Verner, 1972: 148; Anderson and Davis, 1956: 120).



2.7.5 Lack of Time

Time is a necessary ingredient for accomplishing one's work. With regard to adequacy of time Stieglitz, (1967: 570) stated that: as the load of workers of an organization gets heavier, they may have no time for communication activities.

2.7.6 Distance

Secondary schools are located far from most students' homes and this restricts home-school relations. As Musaaazi (1982: 244-245) explained, most students come from a distant location and their parents and families are far away and unable to visit or form relations with their children's school.

According to Heckmann and Huneryager (1967: 515), when distance between people increase, they make very few face to face contacts and they heavily depend on other forms of communication: the spoken and the written word. But communication will be worse when these media are not used or available for use.

In this chapter an attempt was made to set up a theoretical framework on which public relations practices of the schools could be analysed.

CHAPTER THREE

DATA ANALYSIS AND INTERPRETATION

In this chapter, the data obtained from the various groups are analysed and interpreted. The responses of teachers and principals, as the basic source of data to this study, covered all relevant areas and discussed in parallel. But responses of Inspection coordinators and heads of public relations services of zonal education departments were used to substantiate the data obtained from the above groups and to explain system-wide school-community relations practices.

This chapter starts with a short description of the characteristics of teacher and principal respondents.

Description of Characteristics of Respondents

A great many of the teacher respondents (98 percent) and all principals are male. This appears to show that the number of female secondary school teachers and principals, compared to their male counter parts, is very small.

By age group, 44 percent of the teacher respondents are between 20-29 years of age and 66 percent of them are at the age of 30 and above whereas 12 percent of the principals are between 20-29 years of age and 82 percent of them are at the age of 30 and above. In addition, 20 percent of the teachers and 44 percent of the principals are at the age of 40 and above.

On the other hand, 55 percent of the teachers and 24 percent of the principals have served for 1-10 years whereas 14 percent of the teachers and 48 percent of the principals have served for 16 years and above.

Table 1

Characteristics of Respondents

Characteristics		Teachers		Principals	
		No.	Percent	No.	Percent
Sex	male	137	98	25	100
	female	3	2	-	-
Age	20-29	61	44	3	12
	30-39	59	42	11	44
	40-49	19	13	9	36
	50-59	1	1	2	8
Years of Service	1-5	32	23	1	4
	6-10	45	32	5	20
	11-15	43	31	7	28
	16-20	8	6	4	16
	21-25	9	6	3	12
	26-30	3	2	4	16
	31-35	-	-	1	4
Marital Status	married	76	54	20	80
	unmarried	64	46	5	20
Children	with	68	48	20	80
	without	72	52	5	20

The data on age and year of service of the respondents appear to show that there are relatively a considerable number of young teachers and experienced adult principals. Availability of experienced adult principals in schools where young teachers are working is necessary to help the latter to adjust to community life and establish healthy relations with parents and non-parent community members.

Above all, 54 percent of the teachers and 80 percent of the principals are married. Similarly, 80 percent of the principals and 48 percent of the teachers have children. Family responsibility is among the factors which enforce people to participate in community affairs. Thus, most of the principals and half of the teachers are in a favourable situations to influence the public in and outside the school.

3.1 Attitudinal, Organizational and Administrative Preconditions

3.1.1 Area, Choice and Attitudinal Precondition for Parent-Public Participation

The respondents were requested to designate areas for parent participation from a list of alternatives.

As is seen in table 2, four areas were chosen by a significant proportion of respondents from both groups and one more area by each group distinctly.

The areas which are commonly chosen by both groups of respondents embrace: financial assistance, follow-up of behavior and discipline of students, follow-up of academic progress and achievement of students and influencing educational and training

policies. On top of these, participation in income generating activities and participation of skilled and artist parents in the co-curricular program to train students in various types of skills are selected by a considerable number of principals and teachers respectively.

However, differences in emphasis are observed between the groups.

To begin with, principals give first and second priorities to parent involvement in financial assistance and income generating activities. This shows the concern of principals for procuring resources (particularly money) for running schools. This is a crucial issue in school administration because neither the MOE nor the Regional Education Bureau provide finance to senior and comprehensive secondary schools to afford their expenditures.

On the other hand, parent participation in influencing educational and training policies, and follow-up of behavior and discipline of students are the first and second choices of teachers respectively. The first selection of teachers appears to show their desire for implementing an educational program having public support. This outlook, in turn, might have been developed due to the prevailing public criticism on schools.

Table 2

Areas for Parent Participation

In which of the following areas do you prefer parents to participate? (Check all areas you prefer for parent participation).	Teachers (N=140)				Principals (N=25)			
	who do selected	who do not selected	Chi-square Value	rank based on selected frequency	who do selected	who do not selected	Chi-Square Value	rank based on selected frequency
Financial support	105	35	35	3	24	1	21.16	1
Income generating activities	75	65	0.714	7	23	2	17.64	2
Offering voluntary services in maintaining buildings and facilities	80	60	2.857	6	12	13	0.04	7
As guest speakers in class (educated parents)	29	111	47.029	9	2	23	17.64	9
As instructors in co-curricular activities (artist and skilled parents)	89	51	10.314	5	15	10	1	6
Parent-teacher conference for follow- up of academic progress and achievement of students	99	41	24.028	4	18	7	4.84	5
Parent-teacher conference for follow- up of behavior and discipline of students	110	30	45.714	2	21	4	11.56	3
School administration activities	31	109	43.457	8	4	21	11.56	8
Giving recommendations for educational and training policies	113	27	52.839	1	20	5	9	4

Besides, teachers' recognition of the importance of parent-teacher conference for follow-up of attendance and discipline of students seems to reflect their need for cooperation of parents in alleviating the worsening student discipline problem.

Furthermore, parent involvement in offering voluntary services for maintaining buildings and facilities, and as instructors in the co-curricular program are not supported by a significant number of principals. In like manner, parent involvement in income generating activities and in offering voluntary services for maintaining school buildings and facilities are not selected by a considerable proportion of teachers.

On the contrary, a considerable proportion of respondents, from both groups, do not support parent involvement in two areas: as guest speakers (educated parents) in class and in school administration activities. These decisions seem to show their stand for avoiding interference in teaching and parent control over the school personnel.

From the data it appears that the school personnel shows positive attitude towards parent participation in a number of affairs but it has a strong stand for avoiding interference in highly technical areas: teaching and administration.

The respondents were also asked to designate areas for public participation. As shown in table 3, the only area selected for public participation by a considerable proportion of respondents from both groups is financial support.

Table 3
Areas for Public Participation

In which of the following areas do you want the public to participate? (check all areas you want for public participation).	Teachers (N=140)				Principals (N=25)			
	who do selected	who do not selected	Chi-square Value	rank based on selected frequency	who do selected	who do not selected	Chi-square Value	rank based on selected frequency
Financial support	87	53	8.257	1	20	5	9	1
Income generating activities	62	78	1.829	4	15	10	1	2
Offering voluntary services in maintaining buildings and facilities	59	81	3.457	5	12	13	0.04	5
As guest speakers in class (educated public)	24	116	60.457	9	3	22	14.44	8
As instructors in co-curricular activities (artist and skilled individuals)	78	62	1.829	3	15	10	1	2
Follow-up of progress and achievement of students	41	99	24.029	6	7	18	4.84	7
Follow-up of behavior and discipline of students	41	99	24.029	6	8	17	3.24	6
School administration activities	27	113	52.829	8	2	23	17.64	9
Giving recommendations for educational and training policies	79	61	2.314	2	15	10	1	2

3.1.2 Organization of the Program

3.1.2.1 The Organization and Performance of the Public Relations Services of Zonal Education Departments

Visit was paid to three sample zonal education departments to interview heads of the public relations services and the information obtained is discussed below.

The MOE entitles zonal education departments to assign two workers to their respective public relations services. Nevertheless, all of them have assigned only one worker each. Taking the tasks to be accomplished into consideration, one public relations worker is not adequate to coordinate and carry out system-wide activities in a zone.

The public relations workers were all picked up from teaching. While two of them are T.T.I. graduates, the third is a diploma holder in English. In light of the requirement of the MOE, one of the practitioners is fit for the position and two of them are under trained. Apart from this, none of them received a special training in school-public relations.

Success in public relations practice requires know-how. Acquaintance with principles and procedures is basic to public relations. Furthermore, abilities in sorting publics of an educational institution, investigating public attitude, and selecting and using appropriate communication channels are essential prerequisites to succeed in the field.

The tasks that are being carried out by the public relations services include coordination of meetings, seminar and workshop sessions, preparing opening and closing speeches, publishing magazines, communicating with public relations services of "wereda" education departments, news agencies and other governmental departments.

However, these public relations services make no communications with the various publics to inform them about educational issues. They also make no surveys of attitudes or reactions of these publics to get feedbacks and collect suggestions.

3.1.2.2 Organization of the School Committee

Discussion was held with school principals to gather information on the organization and work of the school committee.

School committees are formed mainly by groups of people appointed by town dwellers and peasant associations. As these people are not directly elected by town dwellers and peasants to serve in school committees, they are representatives of associations rather than the public.

At present, most school committees are not as strong as intended. This condition may reflect the perception that the school committee is creation of the past regime and the blurred view about its future fate. In relation to this, in North Gondar Zone, the name of this committee has been changed to "school parents' committee" even though this committee is not directly elected by parents and is doing the function of the school committee.

School committees encounter the following problems in performing their tasks and enhancing school-community relations:

- a) Frequent absence of committee members from meetings.

According to school principals some school committees are not only ineffective but also become nominal. Since most members are missing a number of meetings, urgent and inevitable tasks are being performed by few committee members. In particular, farmers are among the frequent absentees who gradually refrain from participation.

- b) Lack of competence of committee members to accomplish their responsibilities.

Abilities to read, write and enumerate are the criteria set concerning the level of education required to join the committee. Besides, more than one-third of the committee members are supposed to be farmers by law. Consequently, most committee members have been merely literate or attended lower elementary grades.

This condition imposes a necessity on school principals to raise many of the issues, explain to them and suggest solutions. In other words, this would lead school principals to play a dominant role and most committee members to be passive participants.

- c) Difficulty to strengthen school-community links.

As school committees are assigned by associations, they do not have basis within communities. This condition causes difficulty for bringing schools and communities closer and enabling the former to secure the necessary support.

3.1.2.3 Organization of Parents' Committees

A school is expected to establish parents' committees at three levels: section, grade and school. Concerning implementation of this plan, while 17 percent of the schools have established only school parents' committee, 83 percent of them did not at all organize any of the committees.

According to the school principals' explanation, school parents' committees have been established but most of them were nominal and dissolved gradually. Since then they have not further attempted to establish new ones. This is so because the responses of parents to invitations of schools was very cool.

School principals and Inspection Coordinators were requested to assess the practicalities of the Ministry's plan. The response of all these people was not positive. Establishing, guiding and controlling section, grade and school parents' committees is a cumbersome task. The plan is "too ambitious, unsystematic and organizationally unsound." Thus, it is impractical.

The other drawback of this plan is that it does not make possible individual and general parent-principal and parent-teacher conferences. Therefore, it is not a suitable scheme to involve parents to work together with the school personnel on the progress of individual students, to organize seminars to parents so as to help them to be effective participants and to discuss general school issues.

3.1.2.4 Level of Training of the School Personnel in Home-School-Community Relations

In order to determine the level of training the school personnel has received in home-school-community relations, a question was posed to respondents.

As is shown in table 4, some principals (13 percent) and teachers (33 percent) described that they received orientation in time of employment or as new comers to a school. These briefings are short and intended to meet multiple purposes. Thus, the contribution of these orientations for acquainting the school personnel with home-school-community relations is insignificant. Besides, some principals (16 percent) pointed out that they took part in seminars or workshops. The worth of seminars or workshops as well depends on the ability of trainers and the duration assigned to the issue under consideration.

Table 4

Training of the school Personnel

Check the orientation or training you received in home-school-community relations	Teachers		Principals	
	No.	%	No.	%
Orientation by zonal education department during employment	-	-	-	-
Orientation by "wereda" education department during employment	30	22	1	4
Orientation by school administration to new comers	16	11	2	8
Orientation in seminar or workshop	-	-	4	16
I received a course	-	-	6	24
Never have I received a training	94	67	12	48
Total	140	100	25	100

Some principals (24 percent) reported that they received a course in their college studies. Of all these, 92 percent are assistant principals with diploma qualification. A course on school-community relations is offered by the Department of Educational Administration especially to its diploma candidates but this course is not offered to degree candidates. For this reason, though 42 percent of the main principals in the observed schools, are graduates of the department, only 20 percent (one) of them received this course.

From the data it appears that many of the principals and all teachers did not receive training. This low level of training is not surprising, for all teacher training colleges do not offer courses in home-school-community relations. This condition shows that the school personnel lack know-how in the principles and procedures of school-public relations and that the basic ingredient of success is missing.

3.1.3 Administration of the Program

3.1.3.1 Nature of Schools' Community Relations Activities

At table 5 depicts, the majority of the principals (52 percent) and teachers (59 percent) maintained that the practice of their schools is mainly confined to celebrating of school days and exercising of occasional activities. The latter involves parent-principal and parent-teacher contacts to inform and warn parents about their children's misbehavior.

Some principals (36 percent) and teachers (12 percent) asserted that their schools practice regular and occasional community relations activities. This response appears to indicate the recently adapted practices in some schools. These schools began informing parents of children with low achievements based on first semester results. This is, however, a simple procedure meant to avoid surprising failure rather than as home-school joint work to help students learn better and succeed. Parents concerned are called by a home room teacher or a unit leader, told about their children's achievements and asked to put their signatures for receiving the information.

Table 5

Community Relations Activities of Schools

How do you express the nature of home-school-community relations activities of your school?	Teachers		Principals	
	No.	%	No.	%
Celebrates only school days	53	39	9	36
Exercises occasional activities to meet immediate needs	28	20	4	16
Organizes and implements a regular program	12	8	2	8
Organizes regular and exercises occasional activities	19	13	7	28
Exercises no definite occasional and regular activity	28	20	3	12
Total	140	100	25	100

In contrast, 12 percent of the principals and 20 percent of the teachers described that their schools exercised no definite occasional or regular home-school-community relations.

The data appear to show variations of practice among schools. It varies from absence of deliberate attempt in some to the commencement of few regular practices in others.

3.1.3.2 Experience of the Schools in Planning and Evaluation of the Program

As is shown in table 6, 44 percent of the principals and 26 percent of the teachers declared that their schools plan school-community relations whereas the majority of the principals (56 percent) and most teachers (74 percent) reported absence of a planned program or that they are not sure of its existence.

Table 6

Experience of the Schools in Planning the Program

Is there a definitely planned program for home-school-community relations in your school?	Teachers		Principals	
	No.	%	No.	%
Yes	36	26	11	44
No	44	31	14	56
I am not sure	60	43	-	-
Total	140	100	25	100

These data seem to designate that the majority of the schools do not employ a planned program and pay attention to this activity.

Even in schools where their principals claimed that they plan community relations activities, their attempts lack substance and implementation procedures. A look into the annual plans of these schools reveals very few statements related to this issue as "school days will be celebrated" or "the school will strengthen its relations

with parents or the community." These statements fail to specify objectives, activities, channels and publics of school-community relations.

These conditions do not ensure the existence of properly organized programs in schools. Initiating effective school-community relations on a sustainable basis cannot be achieved randomly. Like other aspects of the work of the school, this task as well requires careful planning. Otherwise, trying to perform this function incidentally is likely to end up in limited achievement.

Table 7

Experience of the Schools in Program Evaluation

Does your school make evaluation on attainment of objectives of its community relations activities?	Teachers		Principals	
	No.	%	No.	%
Yes	34	24	9	36
No	106	76	16	64
Total	140	100	25	100

As is seen in table 7, some principals (36 percent) and teachers (24 percent) reported that they make evaluation on the attainment of objectives of school-community relations whereas the majority of the principals (64 percent) and most teachers (76 percent) replied that they make no assessment.

From the data it appears that most of the schools have not been evaluating their community relations activities. On top of this, though some of the respondents claim that they are exercising program evaluation, it would be gross and fail to pin point achievements and shortcomings due to the lack of properly organized plans thereby making it nominal. However, if objectives of school-community relations had been clearly outlined, assessment could have been made to determine whether or not they are met and the result could have been used for taking remedial measures so as to improve the program.

3.1.3.3 Conditions for Teachers' and Students' Participation

The respondents were asked to assess the prevailing administrative conditions affecting participation of teachers and students in community activities. The results obtained are discussed below.

Table 8

Conditions for Teachers' Participation

Conditions	Mean Scores		SD Pooled	t-ratio
	Teachers	Principals		
Cooperative behavior of the school personnel				
- unity and cooperation among teachers	3.8714	2.92	0.8634	5.078
- understanding and cooperation between school administrators and teachers	3.7714	4	0.9679	1.0884
Awareness of teachers about the importance of school-community relations	3.15	4.12	1.0734	4.1566
Delegation of responsibility to teachers on home-school-community relations	2.1557	3.08	1.0013	4.2539
Accessibility of information to the school personnel to speak about schools	3.2057	3.824	0.7686	3.1076
Participation in community affairs	2.5479	2.99	0.8121	2.5201

As is seen in table 8, unity and cooperation among teachers is rated high by teachers and moderate by principals. But understanding and cooperative spirit between school administrators and teachers is rated high by both groups.

The data appear to indicate that schools maintain a reasonable amount of internal unity and a positive and an interactive atmosphere. These situations are necessary preconditions for strengthening relations in and outside schools. That is to say that these conditions are suitable to enhance internal communications and serve as opportunities to draw a favourable image of the school in the public.

With the purpose of investigating teachers' understanding of the importance of school-community relations and the extent to which they clearly know their responsibilities, two items were posed to the respondents.

Accordingly, teachers' understanding of the significance of school-community relations is rated medium by teachers but is evaluated high by principals. From the data it could be said that the school personnel recognize the importance of school-community relations.

The extent of teachers' awareness of clear responsibilities in home-school-community relations is rated medium by principals but low by teachers. This shows that school administrators are not formally delegating responsibilities to teachers. Under this circumstance, teachers could not know what to work and might not even feel responsible to contribute something in accomplishing the task.

Table 8 also shows that accessibility of information to the school personnel is assessed medium by teachers and high by principals.

From the data it appears that there is adequate flow of information within schools. This is helpful not only to maintain internal communications but also to further external relations.

The respondents were asked to evaluate the extent to which they participate in community affairs such as Idir, Church or Mosque activities, sport clubs, kebele administration and Red Cross activities. The mean scores of both groups show average level of participation. This shows that the school personnel makes personal relations with community members. These relations are basic to pave the way and strengthen school-community links.

Table 9

Conditions for Students' Participation

Conditions	Mean Scores		SD	t-ratio
	Teachers	Principals	Pooled	
Interest of students in the educational program	2.4507	2.64	0.9681	0.9011
Participation of students in a variety of co-curricular activities	2.9857	3.1	1.0338	0.5095
Participation of students in making suggestions on the teaching-learning process	2.35	2.42	1.1378	0.2835
Attitude of students towards teachers and administrators:				
- students' respect for teachers	2.4857	2.77	1.0786	1.2147
- students' support to administrative efforts	2.55	2.7	1.0856	0.6367
Access to information	2.77	2.91	1.0809	0.5469
Participation in community service activities	2.3571	2.68	0.913	1.6293

The interest of students in the educational program is assessed low by teachers but rated medium by principals. This appears to show that students are less interested in the educational program. The theme of a school-public relations ought to be good educational program. Thus, it is necessary to raise students' interest by preparing suitable educational programs. Otherwise the prevailing condition may negatively influence students' and parents' attitude thereby making public relations efforts futile.

As is shown in table 9, schools make fair attempt for creating opportunities to students to participate in a variety of co-curricular activities that suit their interest.

But participation of students in making suggestions on the teaching-learning process and other school activities is low. They do not seem encouraged to express their reactions and make suggestions with the intention of improving the school program.

Creating such opportunities is useful to know their feelings, correct misconceptions and consider their suggestions thereby developing a feeling of belongingness towards their school. This could be practiced at classroom level by each teacher and at school level by the school administration. In this attempt, however, avoiding negative treatment of students for their opinions is a necessary step for not jeopardizing the process.

Students' respect for their teachers and administrative efforts is assessed low by teachers but average by principals. This result seems to show that there are students who disrespect their teachers' and who disobey regulations.

Some of the causes of these undesirable behaviors include dissatisfaction in the educational program, difficulty to fulfil assignments, lack of interest in the methodology of a teacher, mistreatment of a teacher or the administration and unsuitable classroom conditions.

Unless kept to a minimum, these conditions are likely to disturb the teaching-learning environment. They may also bear misunderstandings or conflicts with parents thereby influencing their attitude. In order to minimize these inconveniences, understanding of students' difficulties by working together with parents, showing reasonable amount of respect to and confidence in them are paramount steps.

The practice of schools in delivering timely information to students is average. Particularly, schools seem to give more attention to addressing their problems and needs to parents through students.

The participation of students in community service activities is found to be low. Communities encounter problems such as bad weather, environmental degradation, health, illiteracy etc. Therefore, participation of the student personnel

in reafforestation, environmental sanitation, literacy programs and other labour-demanding activities are among the means through which schools can attract the attention of the community.

One practical example which deserves discussion in this regard is the contribution of literacy clubs in South Wollo. As the interview with the Inspection Coordinator of the Zonal Education Department discloses, these clubs are organized on voluntary basis and carry out literacy programs in some secondary schools successfully.

3.2 School-Community Relations Practices

Table 10

Work of the School Public Relations and Educational

Information Service committee

How do you assess the Performance of the School-Public Relations and Educational Information Service Committee?	Teachers		Principals	
	No.	%	No.	%
Highly significant	18	13	5	21
Significant	34	24	4	17
Insignificant	29	21	7	29
Not at all established	59	42	8	33
Total	140	100	24	100

From the data in table 10, the majority of the principals (62 percent) and teachers (63 percent) reported that the School Public Relations and Educational Information Service Committee is either not established or is nominally existing whereas some principals (38 percent) and teachers (37 percent) indicated that the committee is playing a significant role.

In schools where this committee is functioning, it serves as a liaison according to reports of school principals. It transmits information from offices and clubs to teachers and students, and delivers answers to requests using mini media. The external relations functions of the committee is limited to inviting medical practitioners to present different topical issues to the school community. Besides, it makes very little or no communications with parent and non-parent community members for furthering school-community relations.

One of the reasons given by some principals for not establishing this committee in their schools is that its functions are covered by clubs. Clubs might have been serving in transmitting information to the school community but there seems to exist no club which substitutes this committee for performing external relations.

Slackness of school administrators, lack of facilities, and lack of interest of committee members are the crucial problems which weaken this committee from contributing in the public relations efforts of schools as intended.

3.2.1 Level One Relationships

As regards written communications, the mean scores obtained by the schools studied for making use of report cards to inform parents about the academic progress of their children is average. But letters and magazines are little used for communicating with parent and non-parent community members.

Table 11

Level of Application of Written and Oral Communication Channels

Channels	Mean Scores		SD	t-ratio
	Teachers	Principals	Pooled	
Written communication channels				
- letters to parents	1.5	1.68	1.5062	0.5504
- report card to parents	3.19	3.36	1.3081	0.6137
- school magazine	1.06	1.12	1.2558	0.2048
Oral communication channels				
- oral report to parents	2.81	3.44	1.4669	1.996
- speech by the school principal	2.33	2.96	1.3875	2.0974
- speech by a school committee representative	2.54	2.96	1.4393	1.3358

Concerning oral communications, the attempts for delivering oral reports and making speeches during school opening and closing days is found to be fair (table 11).



Table 12

Parents' Meetings and School Days

Activities	Mean Scores		SD	t-ratio
	Teachers	Principals	Pooled	
Parents' meetings				
- extent of accomplishing twice a year	2.13	2.4	1.5342	0.8155
- attendance of parents	1.64	1.76	1.1213	0.5108
School days				
- the tradition of celebrating it each year	2.79	2.76	1.4851	0.1018
- attendance of parents	2.03	1.64	1.1231	1.5941
- attendance of non-parent community members	1.64	1.56	1.1242	0.3103
- attendance of representatives of government and public organizations	2.11	2.24	1.1240	0.5449
Average for level one	2.1475	2.3233	0.8492	0.954

From the data in table 12, both the efforts of schools to organize parents' meetings as per the requirement of the MOE and the attendance of parents in these meetings were below average.

According to the school principals although they make repeated efforts to bring parents to schools to attend meetings, parents' response was cool and their attendance is very low.

This insufficient attendance of parents may partly reflect the longer tradition of dissociation between schools and parents. In turn, this could be attributed to the common belief that "the school personnel know better about educational matters than parents or the community. So educational responsibility rests solely with them" Shaeffer (1992b: 91). This abdication of responsibility by parents is harmful to the education of their children because the school is a formal institution of learning that students attend limited (four) hours a day and obtain the smallest portion of life's experience. On the other hand, students pass most of their time outside the school with their family, peers, neighbours and other community members. By then they informally learn the larger part of their experiences. Students learn good as well as bad experiences and bring conflicting experiences to their schools. But inhibiting harmful experiences is left solely to teachers. In their attempts, they frequently face resistance particularly at secondary school level. This condition is intensified by over crowded student population in most schools and might have contributed to the existing loose teacher- student relationship and worse student discipline.

A related factor which inhibits parents from going to school is the fact that they are required to play a new role. They had not been exposed to such experiences in the past. Introducing new things is basically a gradual process and requires time

and relentless efforts for adoption. In view of this, schools make less satisfactory attempts in initiating and stirring up parents' interest to participate in school affairs.

An attempt was also made to assess the tradition of celebrating school days and attendance of the various publics in these events. As could be observed from the data (table 12), schools make some effort to celebrate school days. However, attendance of parent and non-parent community members is meager. Attendance of representatives of government and public institutions, though better than other groups, is also not high. All in all, school days have little external audience.

From the above discussions, it follows that parent and non-parent community members are reluctant to attend meetings and/or school days. Unless they attend these events, it is less likely that they could get true and adequate information about performance, needs and problems of schools. On the contrary, they may be exposed to incorrect information. Such conditions might lead them to develop negative attitudes and inhibit them from sympathizing with schools. Positive attitude and sympathy are, however, essential prerequisites which initiate these publics to participate in school affairs and enable schools to secure their support.

3.2.2 Level Two Relationships

The utilization of visual means of communication by schools is not satisfactory. In their attempts, schools focus on demonstrating sports activities, dramatic and musical shows. Apart from these, they give little attention to teaching materials exhibits and science fairs.

The purpose of presenting exhibits and demonstrations is to show to the public how things are done in schools. In order to meet this objective, it is worthwhile to select and organize materials and activities displaying academic and non-academic works of teachers and students. Otherwise, the public would not form a real image of the school.

Table 13

Exhibits, Demonstrations and School Visits by Resource Parents

Activities	Mean Scores		SD Pooled	t-ratio
	Teachers	Principals		
Exhibits and demonstrations				
- teaching material exhibit	1.89	2.4	1.2987	1.8512
- science fair	1.75	1.96	1.2215	0.7922
- dramatic and musical shows	2.34	2.76	1.4980	1.3053
- sports events	2.64	3	1.4014	1.1746
School visit by resource parents				
- invitation by principals	1.79	2.28	1.4903	1.51
- invitation by teachers	1.54	2.16	1.4573	1.97
Average for level two	1.9917	2.4267	1.0252	1.9553

The respondents were also asked to assess the extent to which principals and teachers invite resource parents to visit their school. As is shown in table 13, the attempt of both groups is very low. This implies that little is done in making friends to the school and creating sympathetic public. In turn, this restrains schools from getting morale, material and financial support.

3.2.3 Level Three Relationships

As the information obtained from school principals and school committee members reveals, school committees are carrying out the following activities:

- approving of school annual plan,
- making overall control of financial transactions, and,
- in some cases, coordinating the construction of additional classroom buildings and fences.

Furthermore, the information obtained from the school personnel is discussed below.

Table 14
Work of the School Committee

Activities	Mean Scores		SD	t-ratio
	Teachers	Principals	Pooled	
Effort for maintaining order by controlling:				
- wastage of time	3.14	3.48	1.4682	1.0584
- conflicts among students	3.14	3.28	1.5337	0.4336
- conflicts among the school personnel	2.72	2.68	1.5695	0.1216
- conflicts between students and the school personnel	3.01	2.88	1.5260	0.3835
- irregularities created by outsiders	2.64	3.04	1.5336	1.2149
Effort for fostering cultural practices in school by attempting to:				
- to bring local artists and professionals to teach skills in school	1.49	1.60	1.3530	0.6618
- to bring craftsmen to teach skills in school	0.92	1.2	1.0394	1.2352
- to enable local artists to upgrade their skills in school	1.14	1.76	1.3873	1.0251
- to enable craftsmen to upgrade their skills in school	0.96	1.2	1.2127	0.923

The performance exhibited by school committees in maintaining order in their respective schools is average (table 14). That is to say that school committees exert reasonable amount of effort to minimize wastage of time, to control and resolve conflicts among students, among the school personnel, between students and the school personnel, and to control irregularities created by outsiders as need arises.

These committees are also entrusted with fostering cultural practices in schools through the utilization of local artists, craftsmen and professionals and in turn arranging conditions to local artists and craftsmen to upgrade their skills in schools, but very little is done in this regard (table 14).

From the above discussion, it appears that school committees are mainly engaged in carrying out administrative tasks such as approving annual plans and making financial transactions. At times, these works are slackened due to absence of the majority of school committee members from meetings. Besides, the contribution of the committees in strengthening school-community links is low. These conditions have reduced the significance of participation of the school committee in school administration practices.

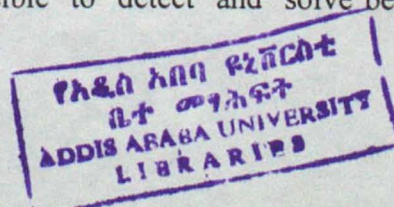
Table 15

Performance of Parents' Committee

Activities	Mean Scores		SD	t-ratio
	Teachers	Principals	Pooled	
Follow-up of progress and behavior of students:				
- attendance	1.74	1.68	1.0455	0.2768
- learning progress	1.64	1.6	0.9911	0.199
- behavior/discipline	1.66	1.48	0.9828	0.8637
Suggestions on the teaching- learning process	1.74	1.82	1.0586	0.299
Attendance in staff meetings	1.81	1.68	1.4497	0.4266
Report to parents	1.7	1.76	1.5182	0.1821
Average for level three	1.715	1.67	1.0471	0.1980

The contribution of school parent committees in follow-up of attendance, academic progress and behavior of students is found to be below average (table 15).

Cooperation of parents with the school personnel in these activities is necessary to minimize the impact of conflicting experiences of the home and the school upon the student. It also makes possible to detect and solve behavioral and



academic problems at the right time thereby helping students learn better. Unless these follow-ups are made, it is difficult to obtain socially desirable outcomes.

As is shown in table 15, parents' committees make very limited suggestions in attempts for improving the educational program. This shows that the influence of parents' committees is practically non-existent. Consequently schools do not receive encouragements and constructive suggestions. These conditions are, however, essential for building the morale of both the school personnel and students to work hard, thereby forming the basis for good results.

Table 15 also shows that participation of school parent committee members in staff meetings, when agenda subjects are of particular concern to them, is very low. This kind of participation is, however, believed to be important because joint meetings can serve as useful forums to develop common understanding on issues requiring mutual role and for finding sound solutions to problems. Absence of joint meetings appear to show two situations. This procedure is not adopted by almost all schools and are not helped and encouraged to make meaningful participation as such.

The work of school parents' committees in presenting timely reports to general assemblies is very weak (table 15).

As could be seen from the above discussion, school parents' committees seem unable to perform observable practices. Thus there is nothing to be reported. In short, the role of this committee is insignificant.

3.2.4 Level Four Relationships

The respondents were asked to assess the extent to which the public participate in identifying and solving educational problems.

Table 16

Public Participation in Influencing Educational Policy

Activities	Mean Scores		SD	t-ratio
	Teachers	Principals	Pooled	
Identifying educational problems	1.3142	1.64	1.2283	1.2223
generating ideas and suggestions	1.3857	1.52	1.1203	0.5524
Average for level four	1.35	1.58	1.0935	0.9693

As the data in table 15 show, the participation of the public or its representatives in identifying educational problems, and generating ideas and suggestions appears very low.

Encouraging participation in these areas at school and next higher levels is helpful to get ideas and suggestions from "informed" and "elite" publics. The other merit of this procedure is that it is possible to gradually increase concerned public to the education sector. There are three major barriers for doing this task at present. First, lack of readiness of parent and non-parent community members to play a role requiring deeper involvement as such. Second, lack of endeavor by educational administrators for capacity building to enable the public to participate successfully in educational matters. Third, lack of suitable organizational set-up for enabling prominent figures to participate at various levels of the educational hierarchy.

3.2.5 Level Five Relationships

As is shown in table 17, the amount of freedom given to the public to decide on educational matters and plan educational activities is very low.

Table 17

Public Participation in Educational Decision Making and Planning

Activities	Mean Scores		SD	t-ratio
	Teachers	Principals	Pooled	
Decision on educational issues	1.3428	1.52	1.0847	0.7528
Planning educational activities	1.2071	1.36	0.9930	0.7096
Average for level five	1.2750	1.44	0.9417	0.0874

This result is in agreement with existing expectations. A highly centralized educational system like ours logically gives little or no freedom for self administration. The curriculum, syllabuses and textbooks are prepared at the center. Teachers are strictly required to implement these documents as planned. School principals as well are required to strictly follow rules and regulations of the MOE in administering their schools. Participation of the school committee is restricted in such a way that it cannot "interfere in technical matters." Thus, there seems to remain no vacuum that enables the public to decide upon and plan.

These conditions appear to show that our educational system is relatively closed. It does not allow teachers and principals to make decisions and plan activities together with students, parents and other community members so as to consider individual interests and local conditions.

3.2.6 Level Six Relationships

As is seen in table 18, involvement of laymen in implementation of school programs is practically non-existent. In other words, there is no practical attempt by the lay public for offering assistance to teachers in non-instructional tasks in classroom and sport sessions.

Table 18Involvement of Laymen in the Implementation of the School Program

Activities	Mean Scores		SD	t-ratio
	Teachers	Principals	Pooled	
Assistance to teachers in non-instructional tasks in classroom	0.47	0.44	0.5018	0.2755
Assistance to teachers in sport sessions	0.4929	0.48	0.5029	0.2098
Average for level six	0.4815	0.46	0.5024	0.1972

The absence of involvement is due to two main conditions. These are restriction by policy guideline and lack of readiness of the lay public to offer assistance in the areas mentioned.

In the foregoing discussion, the community relations practices of the senior secondary schools of Region Three is analysed in light of the communication channels and activities presented in six school-community relations levels.

Based on the mean scores, some communication channels and activities are found to be used or performed at an average level. These are:

- the use of report cards to inform parents only about their children's academic achievements,
- delivering oral reports about progresses and difficulties of schools,

- speeches by representatives of school committees,
- celebrating school days, accompanied by sport events, musical and dramatic shows, though attendance of external publics is meager,
- approving of school plan, effecting overall control of financial transactions and maintenance of order by school committees.

Summary of the achievements of the schools in each of the six levels, however, reveals that their performance are in the first three levels is "low". The performance of these schools decreased to "very low" for levels four and five and to "not at all" for level six.

From the data it could be observed that the school-community relations accomplishment of the senior secondary schools of Region Three is at low level and of one-way communication.

3.3 Degree of School-Community Communication

The school-community communications so far achieved indicates limited flow of information from school to parents. The flow of information and suggestions from parents to schools is practically low or non-existent.

In other words, schools have not yet began genuine interactions with parent and non-parent community members. Very limited parents go to school when they are required to do so by a teacher, a unit leader or the principal so as to inform and warn them about misbehavior of their children. Still limited parents attend school days.

In addition, parents do not go to school for follow-up purposes. There are no regular parent-principal and parent-teacher conferences to discuss on student progress and behavior development. This shows that there is no mutual understanding and cooperation between the two parties. Therefore, there is no two-way communication between the school and the community.

3.4 The Work of Internal and External Publics Towards Achieving Sustainable School-Community Relations

In light of the previous discussions, the role of the publics in the process of initiating and establishing school-community relations is consolidated as follows.

To begin with, the role of the public relations services of zonal education departments in carrying out system-wide activities is practically non-existent. They do not make efforts to raise public awareness about educational matters and to investigate attitude and suggestions of the public towards the working educational program and practices of schools.

At the school level, school community relations is a poorly organized and administered task. In other words, school administrators have given little concern to this function. Teachers and principals show positive attitude towards parent participation in selected areas but they have not yet began working together with parents.

Besides, parents' committees are not established in many of the schools and could not play a role in strengthening home-school relations as intended.

The school committee is also not in a position to create a link and strengthen relations between the school and the community.

In addition, the external relations role of the School Public Relations and Educational Information Service Committee is insignificant in almost all schools but is making a significant contribution in internal communications of some schools.

Above all, schools use students to disseminate information to parents but deliberate attempts have not been made to influence students by raising their interest and creating sense of belongingness towards their schools so as to use them systematically to play a public relations role at home.

In general, both internal and external publics have not worked effectively towards establishing sustainable school-community relations.

3.5 Constraints of Home-School-Community Interactions

3.5.1 Constraints of Home-School Relations

The respondents were asked to rank eleven possible constraints of home-school relations in order of their importance (table 19). The results obtained are discussed below.

The three top ranked barriers of home-school communications are:

- lack of parents' interest for participating in school affairs.
- parents' feeling that education of children is the responsibility of educators alone and
- inability of most parents to contribute in school affairs for they received little or no education.

From the above data, it could be observed that parent related barriers are given top priorities.

To begin with, parents do not show interest to participate in school affairs. Many parents ignored invitations of schools to attend meetings, school days and other events (table 12). Lack of parents' interest for participating in school activities should not be considered as lack of concern to the education of their children. Parents do have an inherent concern. The problem is how to arouse their interest.

Table 19

Rank Order of Barriers of Home-School Relations

Barriers	Teachers		Principals	
	Weighted rank	Simplified rank	Weighted rank	Simplified rank
Parents not being invited to participate in school affairs.	751	5	107	7
Inability of most parents to participate effectively in school affairs for they receive little or no education.	836	4	169	3
The feeling that education of children is solely the responsibility of educators.	1087	1	201	2
Lack of teachers' interest for working together with parents.	323	11	72	10
Lack of parents' interest to participate in school affairs.	985	2	207	1
Communication barrier due to the use of technical terms by principals and teachers in meetings and other events.	427	10	54	11
Failure of agendas to arouse parents' interest.	593	9	88	8
High formalization of the procedures of the MOE, the Education Bureau and departments to consider desires and suggestions of parents.	681	7	85	9
Lack of coordination of the formal procedures of schools for mutual work with parents.	860	3	118	6
Distance between residence of most parents and the school.	644	8	153	4
Load caused by over crowded student population.	742	6	133	5

A related barrier is that the school personnel is uncertain about contribution of parents for many of them are little or not educated. Probably this could be one of the reasons why sound home-school relations have not been established upto now. Contrary to this view, however, many writers believe that during participation, parents can learn how to make follow-up of their children's progress and behavior, and encourage them to learn better.

The second group of constraints which put a moderate impact on home-school communication embrace:

- lack of coordination of the formal procedures of schools for mutual work with parents.
- parents being not invited to participate in school affairs.
- distance between residence of parents and the school.
- the load caused by over crowded student population.
- high formalization in the procedures of the MOE, the Regional Education Bureau and zonal departments to consider desires and suggestions of parents.

As is shown from the assessment, there are schools which do not encourage parents to come to school and work together with the school personnel.

The other factor which put a retarding effect on home-school communications is the distance between residence of most parents from school. As all "weredas" do not own senior secondary schools, students have to go to other "weredas" looking for a school. Even in "weredas" where there is a senior secondary school, students

are obliged to live away from their parents due to intolerable distance to travel daily. In any of the cases, parents are living away from their children's schools, as a result most of them are unable to be available as requested and this makes home-school communication difficult.

From the data (table 19), it could also be observed that lack of coordination of the formal procedures of schools for mutual work with parents, is among the hindering factors. The limited home-school communications have been confined to inform and warn some parents about misbehavior of their children. The plan of the MOE for organizing sections, grades and school parents' committees was found "unsystematic, organizationally unsound and impractical. In addition, this plan does not ensure direct participation of each parent in follow-up activities. For this reason there is no vivid scheme which could make possible individual and group parent-teacher conferences so far. In addition, schools do not deliberately design ways through which suggestions come to them from parents (table 20). They also do not seem to create procedures through which suggestions are considered for school improvement.



Table 20
Judgements for Channels of Suggestions Used

Which of the following channels does your school use to get suggestions from parents? (check all channels Used).	Teacher (N=140)			Principals (N=25)		
	who do selected	who do not selected	Chi- square Value	who do selected	who do not selected	Chi-square Value
rumours	55	85	6.4286	8	17	3.24
written notes through suggestion box	5	135	120.7	2	23	17.64
in a face to face communication with the principal	22	118	65.8786	14	11	0.36
in individual parent-teacher conference on academic progress and achievement of a student	51	89	10.3143	11	14	0.36
in individual parent-teacher conference on behavior and discipline of a student	62	78	1.8286	18	7	4.84
in group parent-teacher conference at grade level	8	132	109.8286	0	25	25
in parents' general meetings	42	98	22.4	11	14	0.36
through school committee members	25	115	57.8571	9	16	1.96
through school parents' committee members	24	116	60.4571	7	18	4.4

Table 21Availability of a Procedure for Considering Suggestions of Parents

Is there a procedure for considering and adapting suggestions of parents in meetings	Teachers		Principals	
	No.	%	No.	%
Yes	23	16	8	33
No	117	84	16	77
Total	140	100	24	100

The least important constraints of home-school communication constitute (table 19):

- failure of agendas to arouse parents' interest,
- communication barrier due to the utilization of technical terms by professionals in meetings and other mutual works, and
- lack of teachers' interest for working together with parents.

As a considerable proportion of the school personnel show positive attitude towards parent participation in areas of felt difficulties (table 2), lack of teachers' interest is proved to be not a barrier.

The other two factors as well seem not viewed as barriers by the respondents. This judgement is an indicator of absence of real parent-principal and parent-teacher

interactions. Otherwise, these factors should have been identified as problems taking into consideration of the level of education of most parents and that our schools have not yet established matured school-home interactions.

3.5.2 Constraints of School-Community Relations

In order to fix most and least important constraints of school-community relations, the respondents were asked to rank order eleven barriers.

The four most important barriers constitute:

- the public feeling that education of children is solely the responsibility of educators
- lack of practical efforts to perform few but crucial system-wide school-community relations activities that cannot be accomplished by individual schools.
- inaccessibility of mass media to inform the public and arouse its interest on educational matters
- high formalization in the procedures of the MOE, the Regional Education Bureau and zonal departments to consider desires and suggestions of the public.

From the assessment of both groups of respondents, community members view education of children as the sole responsibility of educators. This appears to show that community members are not yet ready to consciously take part in educational activities.

Table 22

Rank Order of Barriers of School-Community Relations

Barriers	Teachers		Principals	
	Weighted rank	Simplified rank	Weighted rank	Simplified rank
Lack of training of school administrators	865	6	107	9
Lack of training of teachers and other employees	851	7	113	8
Lack of role perception by staff members	605	11	90	11
Inaccessibility of adequate current information to staff members	642	10	93	10
Inaccessibility of adequate current information to students	670	9	69	12
Lack of coordination of the formal procedures of schools for mutual work with the public	938	3	139	6
High formalization of the procedures of the MOE, the Education Bureau and zonal departments to consider desires and suggestions of the public	896	4	148	4
The public feeling that education of children is solely the responsibility of educators	1220	1	217	1
Lack of practical efforts to perform few system-wide school-community relations that cannot be performed by a single school	1007	2	207	2
Inaccessibility of mass media to inform the public in a locality about educational matters	891	5	174	3
Shortage of time to implement a comprehensive school-community relations	558	12	128	7

As shown above, lack of practical efforts for performing system-wide activities is among the top barriers. Two practical conditions should be raised under this issue.

The public relations services of zonal education departments make no effort to raise public awareness of education and the role expected from the public in accomplishing the task of educating children. These services make no surveys of opinions, reactions and suggestions of the public on educational programs and activities of schools.

Inaccessibility of mass communication channels to address educational issues to a larger public is the other system-wide barrier. Addressing a larger public is a task that cannot be carried out by individual schools. It requires action of higher level bodies. In view of this, Region Three owns three educational radio stations at Debre Markos, Bahir Dar and Dessie. But none of them have been used to transmit "public education programs" to meet the above mentioned objectives as Inspection Coordinators and heads of the public relations services confirmed. Lack of such system-wide communication efforts make it difficult to initiate public participation by changing the existing belief that education of children is solely the responsibility of the school personnel.

High formalization in the procedures of the MOE, the Regional Education Bureau and zonal departments hinder the consideration of desires and suggestions of communities. The MOE has not created mechanisms for entertaining feedbacks from grassroots levels. In addition, there are no bodies which could coordinate the public

to solve educational problems in a locality by working closely with the education departments concerned.

Lack of know-how in home-school-community relations, lack of role perception by teachers and lack of coordination of the formal procedures of schools for mutual work with community members are the constraints having moderate impact in the process of school-community relations.

On the contrary, inaccessibility of information to the staff members and students, and shortage of time are given least importance.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.1 Summary

The study is aimed at determining the level and degree of school-community relations in the senior secondary schools of Region Three. It is also directed towards assessing attitudinal, organizational and administrative preconditions, the role accomplished by the groups concerned and identifying constraints of school-community relations in the institutions under investigation.

In doing so, three sets of questionnaires, covering all relevant areas, were designed to collect the necessary information from the school personnel, school committee and parents' committee members. In addition, three different lists of unstructured questions were designed for interview with school principals, Inspection Coordinators and heads of public relations services.

The questionnaires were pretested in a representative senior secondary school. Two colleagues made comments on these tools. Based on the feedbacks, the instruments were revised for the final study.

Then information was gathered from 140 teachers, 25 principals, and 78 school committee members. Interview was also conducted with 12 main school principals, three Inspection Coordinators and two heads of public relations services.

The data were analysed using various statistical techniques: percentages, t-tests, chi-square tests and rank orders.

The following are among the findings drawn from the analysis.

- a) With respect to the training of the school personnel, only 40 percent of the principals have either received a course or participated in a seminar whereas a majority of the principals and all of the teachers neither received a course nor did they participate in a seminar.
- b) Concerning experience of schools in planning community relations activities, only 44 percent of the principals and 26 percent of the teachers confirmed that their schools have been applying a planned program. In addition, some principals (36 percent) and teachers (24 percent) claimed that their schools make program evaluation.
- c) As regards the nature of school-community relations activities, the majority of the principals (52 percent) and teachers (59 percent) reported that celebrating school days and/or occasional activities such as controlling misbehaviors are the typical practices of their schools.
- d) A considerable number of teachers and principals have selected five areas each for parent participation. Four of them are chosen by both groups of respondents. These are: follow-up of academic progress of students, follow-up of discipline and behavior of students, financial support, and influencing educational and training policies. Apart from these, participation of parents in income generating activities and as instructors in co-curricular activities are chosen by a significant

number of principals and teachers respectively. Furthermore, financial support is the only area chosen for public participation by a considerable proportion of respondents from both groups. On the contrary, a significant proportion of both teachers and principals seem to avoid parent- public involvement as guest speakers in class and school administration activities.

- e) Of all the parents' committees that the MOE requires each school to organize at section, grade and school levels, only the latter is established in 17 percent of the schools.
- f) Attendance of parents at general meetings and both parent and non-parent community members at school days is meager. The attendance of representatives of public and government institutions at school days is also low. In addition, parents rarely visit schools.
- g) The School Public Relations and Educational Information Service Committee is either unestablished or is nominal in the majority of the schools. In some schools, it performs internal communication activities.
- h) With the exception of the attempt of schools for using students to address some information to their parents, little is done to influence students positively by raising their interest in the educational program, encouraging them to make suggestions on school activities and creating an atmosphere of good discipline in schools with the purpose of using them indirectly to influence their parents.

- i) Schools are trying to maintain minimal relationship with parent and non-parent community members using the following communication channels and activities: report cards, oral reports, speeches by representatives of school committees, and celebrating school days accompanied by musical and dramatic shows and sports events. Schools do also involve school committees in approving of budget, controlling of overall financial transactions and maintenance of order.
- j) On the other hand, although school committees are entrusted with fostering cultural practices, little is done in this regard. Similarly cooperative relationships have not been established between school parents' committees and the school personnel. They neither exercised follow-up of behavior and progress of students nor did they make joint meetings to consider issues of mutual role. In addition, participations of parent and non-parent community members in influencing educational and training policies, decision making and planning activities, and implementation of school programs are non-existent.
- k) The public relations services of zonal education departments are not equipped with adequate and trained workers. The public relations workers re engaged in carrying out routine tasks. They are neither making efforts to raise public awareness on educational matters nor did they undertake basic research to establish the basis for a sound public relations program.
- l) Frequent absence, lack of competence of members and difficulty to strengthen school-community links are the most serious problems of school committees.

- m) The shortcomings of the school-community relations programs are found to be: the public feeling that "the education of children is the sole responsibility of educators," lack of parents' interest to participate in school affairs, uncertainty of the school personnel about the contribution of parents, high formalization at all levels of the educational hierarchy to consider desires and suggestions of the public lack of coordination of the formal procedures of schools for mutual work with parents, distance between residence of most parents and schools, the load caused by over crowded student population, lack of role perception by staff members, lack of know-how of the school personnel and public relations workers, and absence of system-wide activities to back-up efforts of individual schools.

4.2 Conclusion

The school personnel does not blindly oppose parent participation in school affairs. Rather, it supports involvement in areas of felt difficulties. It also wishes the community to give financial support to schools. At the same time, it shows its stand to safeguard technical areas: teaching and school administration. Thus, it could be said that the school personnel shows positive attitude towards parent participation in selected areas.

Nevertheless, under the prevailing organizational, administrative and coordination problems, schools could not be in a position to establish effective programs for school-community relations.

Home-school-community communication is not viewed as a compulsory task in schools. The schools do not seem to have planned programs and duties have not been delegated to staff members. This could be the result of some or all of the following conditions: public participation is a recent phenomenon in our educational system, the public is not active to enforce schools to do so, the school personnel is uncertain about the contribution of parents and that the school personnel lacks the know-how to do it.

The structure that was designed by the MOE for initiating parent participation through a three level representative parents' committees is unsystematic, unsound organizationally and impractical. Apart from these, since it is mainly a committee work, it does not enable parents to exercise follow-up of their children's progress. Thus, it is unsuitable. On the other hand, parent and non-parent community members do not show interest for participating in school activities. Probably this is the result of the wrong public belief that "the education of children is the sole responsibility of educators" and absence of such traditions in the past.

School committees are confined to carrying out routine administrative tasks and cannot serve as a liaison between schools and communities and strengthen their relations.

There are also system-wide barriers. High formalization at all levels of the educational hierarchy make it difficult to consider desires and suggestions of the public. In addition, the public relations services of zonal education departments are not ready to carry out system-wide activities in their areas of concern to back-up the efforts of individual schools.

As the results of this study indicated, the status of school-community relations in the senior secondary schools of Region Three is at low level and of one-way communication. There is a limited flow of information from the school to the community. Thus, school-community interaction is at its rudimentary stage.

Genuine home-school-community interactions are not yet started. Individual and general parent-teacher and parent-principal conferences have not been carried out to discuss on academic progress and behavior of individual students and general school matters including seminars to parents so as to guide them to participate in follow-up activities. Apart from this, schools do not design mechanisms to receive feedbacks and suggestions from parent and non-parent community members. Above all, there is no sign of higher level participation or cooperation in the process of educational policy formulation, decision making and implementation of school programs. This is due to the reasonable restriction of involvement of laymen in these areas by the MOE as most of the public is little or not educated. In short, there is no mutual understanding and cooperation between schools and their communities. Therefore, the school-community communication is not two-way. These conditions reveal that schools

are adapting a less integrated approach in the process of educating children and the youth and, thus, are not in a position to secure public and parental support.

The contribution of the internal and external publics in establishing and maintaining school-community relations is well below the requirement. Principals, teachers and the public relations services of zonal education departments are not in a position to initiate and mobilize students, parents, non-parent community members and representatives of public and government institutions to work together for better schools.

4.3 Recommendations

Establishing successful school-community relations in the senior secondary schools of Region Three demands accomplishing various organizational and administrative preconditions. In view of this, the following suggestions are forwarded.

At higher level, school public relations require knowledge in the field of education and skills in literary activities and research. Thus, assigning qualified workers fulfilling these requirements to the public relations services of zonal education departments is among the measures to be taken by the Regional Education Bureau to improve the practice. Accordingly, the public relations head shall be a graduate in Educational Administration or Pedagogics especially minoring in English or Amharic, and the assistant ought to be a diploma holder in either Educational Administration or language teaching.

In order to raise their efficiency, training should be offered to public relations workers, principals and teachers. To this end, two strategies could be employed. The short term strategy is to organize seminars to public relations workers and principals by the Regional Education Bureau in cooperation with the MOE, and to teachers and other employees by public relations workers and principals at school level. The long term strategy is to offer courses in home-school-community relationships both to diploma and degree candidates in teacher training colleges and the Department of Educational Administration.

Besides, system-wide public relations activities need to be carried out at various levels of the educational hierarchy. The public relations workers at zonal level should conduct research to lay the foundation for a sound program by investigating opinions and suggestions of "informed" and "elite" publics. A corollary step is that the MOE, the Regional Education Bureau and zonal education departments should create appropriate strategies to consider feedbacks and suggestions from the grassroots levels to constantly improve the educational program. Above all, with the intention to design educational programs that suit the Ethiopian conditions, the MOE and/or the Regional Education Bureau need to form a policy committee consisting of prominent figures from the Faculty of Education of the Addis Ababa University and/or colleges of teacher education.

The other activity, which is basic to initiating comprehensive participation scheme, is raising public awareness in educational matters. Accordingly transmitting public education programs using the educational radio is a useful approach. The programs need to be organized by program organizers of educational radio stations in collaboration with public relations workers of zonal education departments.

Measures should be taken so that the school personnel view school-community relations as a compulsory task and is responsible for initiating and maintaining a program at school level. To get much out of the program, it must be planned ahead of time and followed by evaluation. In addition, it must be organized in such a way that involves students, parents, non-parent community members, public and government institutions.

In the effort to strengthen home-school-community relations, schools need to use and apply variety of communication channels and activities.

Letters could be used as necessary means to invite parents, resource persons and representatives of public and government institutions to take part in school events. Besides, local and regional newspapers and school magazines are valuable means to inform the public about the progress of schools.

Celebrating school days is valuable to show to the public, in exhibits and demonstrations, how schools are doing in academic and non-academic activities. It is also necessary that principals use school days to present achievements and difficulties of their schools in annual reports. Increasing external audiences should be viewed as one of the objectives of the day. So, involving as many students as possible in different activities is helpful to attract parents and relatives of students.

The Ministry's plan meant to represent parents through a three level committees was found impractical and shall be replaced by a strategy that facilitate participation of all parents. This can best be done through adopting individual and general parent-teacher conferences. On top of considering other school matters in general conferences, attention should be given at raising parents ability to participate effectively in school activities. The programming of pre-conference and the follow-up of after-conference activities need to be exercised by a coordinator.

Parents may be required to give financial support to their children's schools in the form of a registration fee. To some extent, this may help to develop feeling of responsibility in parents, to cover petty cash of schools and enforce students to pay due attention for their schooling. However, so as to reach at a practical decision on amount of the contribution, the capacity of parents should be investigated in advance. If this is not so and the government requires parents to pay higher than many of them can afford, a great many of children and the youth will not come to school or stop schooling at a very early age.

As parents are more concerned with the education of their children and as it is less difficult to control them, the school committee needs to be replaced by a school parents' committee which is directly elected by parents and answerable to parents' general assembly. This committee may be responsible to coordinate efforts of parents to support their children's schools. In view of this, it is necessary to encourage parents to participate in income generating efforts with their abilities. It may also be responsible to represent parents in meetings with staff members when there are subjects requiring mutual role and to strengthen schools' relations with public and government organizations.

In order to resolve problems which are beyond the capacity of individual schools at local level and to coordinate community wide efforts as need arises, an Education Committee shall be established at "wereda" level under the administration. This committee needs to include "wereda" council members, who have affiliation towards the field of education, and educators concerned from the "wereda" department of education.

Finally, schools need to work together with the public and government institutions so as to create opportunities to shape students behavior in the desirable way as part time experience. Particularly creating training possibilities in sports, literature, drama, health, handicrafts and agricultural practices is advisable. It is also necessary that schools plan and encourage students to participate in community service activities such as environmental protection and literacy programs.

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APPENDIX A
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

The purpose of this questionnaire is to collect relevant information on the organization and administration of school community relations from principals, assistant principals and teachers.

In this instrument, terms like "School-Community Relations," "Home-School-community Relations" and "School Public Relations" are used interchangeably. And term such as "Community " and "Public" refer to adults (parents and non-parents) living in the catchment area of the school (that is the area where it receives its students).

DO NOT PUT YOUR NAME ON THIS PAPER. No body wants to know "who says what."

Please, say what you honestly think or feel.

Please, answer all the questions. Your response is desired concerning each of the points covered.

Thank you in advance for your cooperation.

Personal Facts

- A. What is your sex? _____ a) Male _____ b) Female _____
- B. To which age group do you belong?
 _____ a) 20-29 _____ c) 40-49
 _____ b) 30-39 _____ d) 50-59
- C. Are you married? _____ a) Yes _____ b) No
- D. Do you have a child or children? _____ a) Yes _____ b) No
- E. What is the level of education you have attended?
 _____ a) TTI graduate _____ c) B.A./B.Sc.
 _____ b) Diploma _____ d) M.A./M.Sc.
- F. What is your position in the school?
 _____ a) Teacher _____ b) Vice Principal _____ c) Principal
- G. Specify the number of years you have served?
 a) As a teacher _____ c) As a principal _____
 b) As a vice principal _____ Total _____

Part I

Wide range of school-community communication channels and activities are presented below. Thus, please, try to be critical in:

- i) identifying the channels and activities that are applied or not applied in your school, and
- ii) evaluating the level of its application and indicate your judgement in the appropriate column using a tick mark (✓)

Communication Channels and Activities		Level of Application					
		very high	high	medium	low	very low	not at all exercised
1.1	Letters to parents						
1.2	Student achievement report card to parents						
1.3	School magazine						
1.4	Oral report to parents						
1.5	Speech on school issues by representative of a school committee						
1.6	Speech on school issues by the principal						
1.7	Parents' meeting						
1.7.1	Extent of accomplishing twice a year						
1.7.2	Attendance of parents						
1.8	School days						
1.8.1	The tradition of celebrating it twice a year						
1.8.2	Attendance of parents						
1.8.3	Attendance of non-parent community members						
1.8.4	Attendance of representatives of government and public organizations						

Communication Channels and Activities		Level of Application					
		very high	high	medium	low	very low	not at all exercised
2.1	Exhibits and demonstrations						
2.1.1	Teaching materials exhibits						
2.1.2	Science fair						
2.1.3	Dramatic and musical shows						
2.1.4	Sport events						
2.2	School visitation by resourceful parents						
2.2.1	Invitation by the principals						
2.2.2	Invitation by teachers						
Performance of the School Committee							
3.1	Effort for maintaining order in the school by controlling:						
3.1.1	Wastage of time						
3.1.2	conflicts among students						
3.1.3	Conflicts among the school personnel						

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LIBRARIES

Communication Channels and Activities		Level of Application					
		Very high	high	medium	low	very low	not at all exercised
3.1.4	Conflicts between students and the school personnel						
3.1.5	Irregularities created by outsiders						
3.3	Efforts for fostering cultural practices in school. It's attempt to:						
3.3.1	Bring local artists and professionals to teach skills in school						
3.3.2	Bring craftsmen to teach skills in school						
3.3.3	Enable local artists to upgrade their skills in school						
3.3.4	Enable craftsmen to upgrade their skills in school						
Performance of School Parents' Committee							
3.4	Efforts for ensuring suitable educational atmosphere in and outside the school in cooperation with the school personnel						
3.4.1	Follow-up of attendance of students						

Communication Channels and Activities	Level of Application					
	very high	high	medium	low	very low	not at all exercised
3.4.2 Follow-up of learning progress of students						
3.4.3 Follow-up of behavior of students						
3.5 Efforts for making suggestions with the purpose of improving the teaching-learning process						
3.6 Participation in staff meetings when agenda subjects concern parents						
3.7 Submitting reports to parents' general assembly twice a year						
4. Public Participation in Influencing Educational Policy						
4.1 In identifying educational problems						
4.2 In generating ideas and suggestions						
5. Public Participation in Educational Decision Making and Planning						

Communication Channels and Activities	Level of Application					
	very high	high	medium	low	very low	not at all exercised
5.1 Autonomy for deciding on educational issues						
5.2 Autonomy for planning educational activities						
6. Involvement of Laymen in the Implementation of the School Program						
6.1 Assistance to teachers in non-instructional tasks in classroom						
6.2 Assistance to teachers in sport sessions						

Part II

Instruction: Use a tick mark (✓) to indicate your response.

Item		Level of Application				
		very high	high	medium	low	very low
7.	How do you assess the interest of students in the working educational program?					
8.	To what extent does your school enable students to participate in variety of co-curricular activities that suit their interest and abilities?					
9.	To what extent does your school encourage students to make suggestions in the teaching-learning process?					
10.	To what degree do students admire and respect their teachers?					
11.	To what degree do students support administrative efforts?					
12.	To what extent does your school give information to students to correctly inform their parents? about:					
	a) its accomplishments					

Items		Level of Application				
		very high	high	medium	low	very low
	b) its needs					
	c) problems					
13.	To what extent do students participate in community service activities?					
14.	How do you assess the unity and cooperation among teachers?					
15.	How do you evaluate the mutual understanding and cooperation between school administrators and teachers?					
16.	To what extent do teachers recognize the importance of school-community relations?					
17.	To what extent does your school clearly delegate responsibility in home-school-community relations to teachers and other employees?					
18.	To what extent does your school provide timely information to the school personnel to play public relations role?					

Item	Level of Application				
	very high	high	medium	low	very low
19. How do you assess your participation in the following activities?					
a) Idir					
b) Church and/or Mosque					
c) Sport clubs					
d) Red cross activities					
e) Kebele administration Church and/or Mosque					

PART III

Instruction: Use a tick mark (✓) to indicate your response.

20. Is there a definitely planned program for home-school-community relations activities in your school?

___ a) Yes ___ b) No ___ c) I am not sure

21. How do you express the nature of home-school-community relations activities of your school. (check one).

___ a) celebrates only school days
 ___ b) exercises occasional activities to meet immediate needs
 ___ c) organizes and implements a regular program
 ___ d) organizes regular and exercises occasional activities
 ___ e) exercises no definite occasional and regular activity

22. How do you assess the objectivity and correctness of the information and reports delivered to the public?

___ a) orientation by zonal education department during employment
 ___ b) orientation by "wereda" education department during employment
 ___ c) orientation by school administration to new comers
 ___ d) orientation in seminar or workshop
 ___ e) I received a course
 ___ f) Never have I received a training

23. Have you received trainings(s) in home-school-community relations? (check types of trainings that you have received).

___ a) high ___ b) medium ___ c) low

24.1 How do you assess the performance of the School Public Relations and Educational Information Service Committee?

- _____ a) highly significant
- _____ b) significant
- _____ c) insignificant (nominal)
- _____ d) not at all established

24.2 If your answer is "c" or "d", What are the constraints?

25.1 Which of the following channels does your school use to get suggestions from parents? (check all channels used).

- _____ a) rumours
- _____ b) written notes through the suggestion box
- _____ c) in a face to face communication with the principal
- _____ d) in individual parent-teacher conference on academic progress and achievement of a student
- _____ e) in individual parent-teacher conference on behavior and discipline of a student
- _____ f) in group parent-teacher conference at grade level
- _____ g) in parents' general meetings
- _____ h) through school committee members
- _____ i) through school parents' committee members

Others

25.2 If your school receives suggestions from non-parent community members, which of the channels in "25.1" have been used? Write only the letters here _____.

26. Is there a procedure for considering and adapting suggestions of parents in staff meetings?

_____ a) Yes

_____ b) No

27. Does your school make evaluation on attainment of objectives of its community relations activities?

_____ a) Yes

_____ b) No

28. In which of the following areas do you prefer parents to participate? (Check all areas you prefer for parent participation).

_____ a) financial support

_____ b) income generating activities

_____ c) offering voluntary services in maintaining buildings and facilities

_____ d) as guest speakers in class (educated parents)

_____ e) as instructors in co-curricular activities (artist and skilled parents)

_____ f) in follow-up of academic progress and achievement of students

_____ g) in follow-up of behavior and discipline of students

_____ h) school administration activities

_____ i) in influencing educational and training policies

29. Which of the areas indicated under "28" above, do you prefer the non-parent community members to participate? (indicate all areas you prefer by writing the letters here _____).

30. Possible constraints of home-school communication are presented below. In light of their effect to your school and parents, arrange them in order of their importance by assigning ranks beginning from 1st to 11th in the space provided. Remember use each number only once.

- _____ a) parents being not invited to participate in school affairs
- _____ b) inability of most parents to participate effectively in school affairs for they receive little or no education
- _____ c) the feeling that education of children is the sole responsibility of educators.
- _____ d) lack of teachers' interest for working together with parents.
- _____ e) lack of parents' interest to participate in school affairs.
- _____ f) communication barrier due to the use of technical terms by principals and teachers in meetings and other events.
- _____ g) failure of agendas to arouse parents' interest.
- _____ h) high formalization of the procedures of the MOE, the Regional Education Bureau and zonal departments to consider desires and suggestions of parents.
- _____ i) lack of coordination of the formal procedures of schools for mutual work with parents.
- _____ j) distance between residence of most parents and the school.
- _____ k) load caused by over crowded student population.

31. Possible constraints of school-community communication are presented below.

In light of their effect to your school and community, arrange them in order of their importance by assigning ranks beginning from 1st to 11th in the space provided. Remember use each number only once.

- _____ a) lack of know-how of school administrators in home-school community relations to work with parents and non-parent community members.
- _____ b) lack of know-how of teachers and other employees in home-school-community relations to work with parents and non-parent community members.
- _____ c) lack of role perception by staff members in home-school-community relations.
- _____ d) inaccessibility of adequate current information to staff members to play public relations role.
- _____ e) inaccessibility of adequate current information to students to play public relations role.
- _____ f) lack of coordination of the formal procedures of schools for mutual work with the public.
- _____ g) high formalization of the procedures of the MOE, the Education Bureau and zonal departments to consider desires and suggestions of the public.
- _____ h) the public feeling that education of children is the sole responsibility of educators.

- _____ i) lack of practical efforts to perform few system-wide school-community relations that cannot be performed by individual schools.
- _____ j) inaccessibility of mass media to inform the public in a locality about educational matters.
- _____ k) shortage of time to implement a comprehensive school-community relations program.

Thank you again for your cooperation.

APPENDIX B

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

The purpose of this questionnaire is to collect relevant information on community relations practices of senior secondary schools from school committee members.

In this instrument, terms like "community" and "public" refer to adults (parents and non-parents) living in the catchment area of the school (that is the area where it receives its students).

DO NOT PUT YOUR NAME ON THIS PAPER. No body wants to know "who says what."

Please, answer all the questions. Your response is desired concerning each of the points covered.

Thank you in advance for your cooperation.

Instruction: Indicate your response either from the alternatives given using a tick mark (✓) or by providing short answers to open ended items.

A. What is your sex? _____ a) Male _____ b) Female

B. To which age group do you belong?

_____ a) 20-29 _____ b) 30-39 _____ c) 40-49

_____ d) 50-59 _____ e) 60-69

Specify any other here _____.

C. What is the level of education you have attended?

_____ a) literacy program _____ g) 12+1/TTI

_____ b) grades 1-4 _____ h) Diploma

_____ c) grades 5-6 _____ i) 12+3

_____ d) grades 7-8 _____ j) Degree

_____ e) grades 9-11 _____ k) illetrate

_____ f) completed grade 12

1. Name the association organization you are appointed by to work in this committee _____.

2. Specify the number of years you have served in this committee _____.

3. Do you receive orientation on the work of the school committee before you began the actual work?

_____ a) orientation by the school principal.

_____ b) seminar organized by wereda/awraja/ education department.

_____ c) Never have I received orientation.

4. Have you ever present agenda for school committee meetings?
_____ a) Yes _____ b) No
5. Which of the following is the most usual decision making procedure in school committee meetings?
_____ a) Vote _____ b) consensus
6. To what extent does the responsibility in your regular work causes difficulty in accomplishing your responsibility in the committee?
_____ a) very high _____ b) high _____ c) medium
_____ d) low _____ e) very low
7. Has there been speech on educational issues by a school committee member?
_____ a) Yes _____ b) No
8. How do you assess the efforts by the committee made to explain the achievements, difficulties and needs of the school to the community?
_____ a) very high _____ d) low
_____ b) high _____ e) very low
_____ c) medium
9. To what extent do you believe that the working educational program initiates students interest for learning?
_____ a) very high _____ d) low
_____ b) high _____ e) very low
_____ c) medium

10. To what degree the working educational program considers needs of the community?

_____ a) very high _____ c) medium _____ e) very low
_____ b) high _____ d) low

11. Does the community supports the school? Specify if there is any

12. What constraints does the school committee encounters in strengthening school-community links and in accomplishing its responsibilities?

Thank you again for your cooperation.

APPENDIX C

Interview Questions for School Principals

1. What is your field of study?
2. Has your school established a school committee?
3. Does the selection procedure guarantees the school with able and responsible committee members?
4. How do you assess the role of this committee in accomplishing its responsibilities?
5. What problems does the committee encounters in strengthening school-community links and in accomplishing its responsibilities?
6. To what extent do you realize the plan of the MOE in organizing parents' committees at section, grade and school levels?
7. Does your school involve parents in followup of academic progress and behavior of students?
8. What barriers do you encounter in the process of involving parents?
9. What is the status of the public relations and educational information service committee in your school?
10. Does the zonal public relations service supports the public relations efforts at school level?

APPENDIX D

Interview Questions for Heads of the Public

Relations Service

1. How many workers does the public relations service has? How do you explain the level of education attended special and the training received in the field by the worker(s)?
2. What are the activities performed by this service?
3. With which sections of the public and government and community organizations does the zonal public relations service forms relationships? What are the channels it makes use of for communicating with these bodies?
4. Has there been an attempt for informing the publics concerned (including parents) about educational activities and problems within the zone. Is there a procedure allowing the utilization of the educational radio for achieving this purpose?
5. Does this section coordinates, supports and controls the public relations activities of senior secondary schools?

APPENDIX E

Interview Questions for Inspection Coordinators

1. Is the school committee selection procedure uniform through out the zone? Does guarantees schools with able and responsible committee members?
2. How do you assess the applicability of the MOE's plan on the organization of the parents' committees at three levels in each school?
3. Has there been an attempt e for informing the publics concerned (including parents) about educational activities and problems in the zon? Is there a procedure allowing the utilization of the educational radio for achieving this purpose?
4. How do you assess the readiness of school administrators and teachers for working together with parents on academic and disciplinary matters?

APPENDIX F

Weighted Ranks for Barriers of Home-School Communications

Barriers	Teachers												Principals											
	1	2	3	4	5	6	7	8	9	10	11	sum	1	2	3	4	5	6	7	8	9	10	11	sum
Parents not being invited	-	150	99	112	126	78	70	52	36	20	8	751	-	-	9	16	28	18	10	12	6	6	2	107
Inability of most parents to participate	-	140	170	192	91	90	65	24	27	24	3	826	66	40	9	8	21	6	10	4	-	4	1	169
The feeling that education of children is the sole responsibility of educators	253	230	297	144	77	42	25	12	3	4	-	108	24	70	81	16	7	-	-	-	3	-	-	201
Lack of teachers' interest	-	20	18	32	14	36	35	24	33	46	65	323	-	-	-	16	14	6	15	-	3	10	8	72
Lack of parents' interest	11	250	135	224	119	108	60	48	21	8	1	185	24	70	45	24	35	6	-	-	3	-	-	207
Communication barrier	-	10	9	48	49	48	45	60	51	82	25	427	-	-	-	8	-	-	-	8	21	10	7	54
Failure of agenda to arouse parents' interest	-	20	36	48	49	138	75	112	81	30	4	593	-	-	-	-	7	18	20	24	12	6	1	88
High formalization at various levels of the educational hierarchy	-	20	108	64	98	90	135	100	48	16	2	681	-	-	9	-	-	-	30	28	15	-	3	85

Continued

Barriers	Teachers												Principals											
	1	2	3	4	5	6	7	8	9	10	11	sum	1	2	3	4	5	6	7	8	9	10	11	sum
Loose coordination at school level for mutual work with parents	22	180	126	128	140	84	85	44	36	12	3	860	-	10	9	24	14	18	20	12	9	-	2	118
Distance between the school and home of parents	-	90	45	80	147	84	65	56	42	22	13	644	12	30	18	48	14	18	10	-	3	-	1	153
Load caused by large number of students	209	160	63	48	70	42	40	12	39	38	21	742	-	-	18	16	42	42	5	4	-	6	-	133

APPEDIX G

Weighted Ranks for Barriers of School-Community Relations

Barriers	Teachers												Principals											
	1	2	3	4	5	6	7	8	9	10	11		1	2	3	4	5	6	7	8	9	10	11	
Lack of know-how of school administrators	320	90	81	88	70	48	80	36	24	14	12	863	33	20	-	24	-	-	15	-	6	2	7	107
Lack of know-how of teachers	231	90	135	104	91	72	50	20	27	22	9	851	22	-	36	8	7	12	-	12	-	14	2	113
Lack of role perception by the staff	154	70	45	80	84	36	60	88	48	30	10	705	11	-	-	16	7	-	15	8	12	6	3	90
Inaccessibility of information to the staff	66	50	72	48	84	96	60	72	51	26	17	642	22	-	-	-	7	-	20	28	12	2	2	93
Inaccessibility of information to students	66	50	36	56	119	90	115	56	51	22	9	670	-	-	9	-	-	6	10	12	21	8	3	69
Loose coordination at school level for mutual work with the public	330	160	126	72	42	78	50	36	27	16	1	938	33	20	-	16	14	18	20	8	6	4	-	139