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A Survey of School-Community Communication Processes in Selected Washington High Schools

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A SURVEY OF SCHOOL-COMMUNITY COMMUNICATION PROCESSES
IN SELECTED WASHINGTON HIGH SCHOOLS

A Thesis

Presented to

the Graduate Faculty

Central Washington State College

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

by

Thomas R. Newell

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Chapter 1

INTRODUCTION AND STATEMENT OF THE PROBLEM

Professional people generally accept obligations which require unnumbered hours of community service beyond accepted working hours; these obligations are usually donated to the community in which the individual works or lives. Education, being a profession, likewise has additional obligations to the usual responsibilities expected by members of the profession.

Relationships developed between faculty members in the public schools determine, in general, the atmosphere presented for observation by the public. Communication in the community is being continually carried out by teachers through contact with students and citizens.

THE PROBLEM

Statement of the Problem

Teachers sometimes fail to recognize the value of tact, courtesy, and friendliness toward all with whom they come in contact. Lack of acceptance of these obligations can lead toward disintegration of unity within the secondary school faculty as well as toward communication problems detrimental to community relations.

Purpose of the Study

This survey was undertaken (1) to determine whether there are problems in communication and compatibility involving secondary school faculties, and (2) if problems exist:

- (a) to determine whether communication and compatibility is lacking between communities and secondary school faculties;
- (b) to identify, if possible, the various academic areas involved in the problem;
- (c) to determine whether the problem is more predominant at any one time of the year;
- (d) to determine what age groups, if any, are involved in communication and compatibility problems; and
- (e) to report desirable administrative procedures.

The hypothesis of this survey is that even though a communication problem is found to exist, it will not be concentrated within any academic area.

Need for the Study

Individuals preparing for the field of administration are presented with a variety of data and hear many times the statement that the administrator should be a student of human nature (8:261). The writer believes that information concerning various teachers in academic areas would be helpful in aiding the beginning administrator in preparing for difficulties

arising from internal friction generated between factions at the secondary level.

Limitations of the Study

This study was limited to secondary schools located in Intermediate School District Number 5. Schools surveyed had student populations from 250 to 600 as taken from the October 1, 1968, official enrollment figures.

DEFINITION OF TERMS

Teachers

Personnel actively involved in teaching secondary school pupils.

Administrators

Principals and superintendents involved in supervisory and leadership roles within the secondary schools surveyed.

Compatibility

The ability of professional personnel to exist in harmony within the secondary schools and within the communities in which they teach (2:246).

METHODS OF PROCEDURE AND SOURCES OF DATA

Requests for an administrative personnel directory and enrollment figures for the respective public secondary schools within Intermediate School District No. 5, Yakima, Washington, were made to the administrative office. Names, addresses, administrative positions, and student populations were also acquired from this source.

Personal interviews were arranged with administrators to arrive at possible solutions for the problem. These solutions were incorporated into the questionnaire for rating.

Letters of introduction were mailed to the individuals to be surveyed on December 2, 1968, stating the purpose of the questionnaire and requesting their assistance in the survey. A copy of this letter may be found in Appendix A.

The questionnaire and explanatory letter were mailed on January 9, 1969, to nine principals and nine superintendents. A copy of the letter and questionnaire may be found in Appendix B. A stamped, self-addressed business reply envelope was included in the first mailing. A second letter of reminder (see Appendix C) and questionnaire were mailed on February 19, 1969, to those individuals failing to reply to the first request.

Sixteen of eighteen questionnaires were received from the total mailed on January 9, 1969, giving a return percentage of 88.16. Two additional questionnaires were mailed on February 19, 1969; no answers

were received. Total replies received from both mailings were sixteen, for a total percentage of 88.16. Two were disqualified due to incomplete replies. Fourteen questionnaires (77.14%) were used in tabulation of the results.

Participants were given an opportunity to request a summary of the conclusions of the survey. Six (37.37%) requested this service and summaries were mailed to them.

Chapter 2

REVIEW OF RELATED LITERATURE

Literature, relevant to the administrator's view of successful communication methods being used on the secondary level, was lacking. Ideas were located in various sources, stating accepted method of communication between faculties and communities in general; nothing was suggested concerning educational levels at which the ideas should or could be used. Consequently, research reported in this chapter will refer to items of general nature related to the problem.

FACULTY REALIZATION OF COMMUNITY RESPONSIBILITIES

Members of the teaching profession often are their own worst public relations problem (16:8). Harral reports that "frequently he holds himself aloof from the community, its organizations and its leaders. In too many instances, his only acquaintances are other members of the faculty" (9:27).

Teachers themselves can do much to counteract the opinion that they are snobbish, unworldly, and not interested in anything but schools and books simply by taking a more active part in the life of the community (1:164). Even when it is impossible for the teacher to live in the town

where he teaches, he should find ways to be a contributing member of that community (16:61).

Stearns (22:6) states the educator must understand that his profession is a service profession, not a vested interest. The role of the teacher demands particular types of personality whose diversified interests and abilities are an asset to the school and community (3:11). Following are suggestions of various ways that authorities indicate could be used to aid in community-faculty communications:

1. An interest in the economic and social welfare of the community-- the prosperity of its industries and the progress of its institutions (16:9).
2. Membership in such groups as veterans' organizations, service clubs, taxpayers' association, churches, golf clubs, and dancing clubs (16:61).
3. Regular attendance at P.T.A. meetings (8:258).

NEED FOR COMMUNICATION AWARENESS BY BOTH FACULTY AND COMMUNITY

Campbell has stated in the Elementary School Journal that "communication is down, up, and across" (6:126). Bartner (3:9) elaborated further by stating that every impression created by what a teacher says and does during a meeting has a positive or negative effect upon the school's public relations.

Underlying the communication processes are mutual understanding, respect, and appreciation (23:410). Harral reports via research that "As the child thinks of the teacher, so the home thinks of the school"

(9:37). Every teacher should recognize the value of tact, courtesy, and friendliness toward all with whom he comes in contact. He must remember that to all of those he meets--both in and out of school--he is the school system (9:37).

RELATIONSHIPS AFFECTING THE SCHOOL IMAGE

Regardless of the degrees of positive efforts employed to keep the public informed, a community will inform itself and register opinions about its schools (3:1). Care should be exercised against using pupils as propaganda or proselytizing agents for either school or teacher interests (3:31). Quoting from Brown in The American School Board Journal:

The individuals on the staff, what they do, and are, and aspire to be, radiate themselves into a pervasive part of school performance. Their personal qualities and their relationship to each other, the pupils and the parents create a school atmosphere that is subtly sensed by the public (4:8).

Four generalizations may be made about a school image:

1. Every school or school district has an image.
2. The relations of the various kinds of patrons and of school personnel will be flavored by the image.
3. The image may be a likeness or a fantasy, but it will create reality in its own image.
4. The general image is a composite of individual images (4:8).

The school image is easier to illustrate than to define. That image is either a weight that drags on every step taken by the school, that adds its burden to every activity of each teacher, that substitutes

drudgery for joy in accomplishment; or it becomes a buoyant force, encouraging the school and inspiring the staff. It may also fall anywhere between the extremes. Whatever the image, a school or school system is never without one, and what happens in every school election, every office, every classroom, even in every pupil, is conditioned by this image (4:7).

In a recent study by the N. E. A. Research Division, Folk (8:259) reported that most teachers devote a considerable amount of time and effort to a variety of undertakings that tend to draw the public into the orbit of the school. Most of the teachers questioned in this study felt that they should seek to stimulate lay interest and participation in the schools, rather than just attempt to sell what the schools are doing. Parent and community relations can be improved through these same activities (16:43).

Following is an excerpt written by Folk and taken from the High School Journal:

Ideally, interpretation of the secondary school might well be a do-it-yourself project for every teacher. It would consist of the following phases: (1) Develop better pupil relations by showing interest and by giving praise, guidance, and counseling, (2) Develop better parent relations through personal letters, conferences, and telephone conversations, (3) Develop better teacher relations through cooperation, loyalty, and a willingness to help, and (4) Develop better community relations by joining community organizations, by utilizing community resources, and by working with lay people in the community on common problems (8:259).

INTRA-FACULTY COMMUNICATIONS AND WELFARE

Levels on which teachers communicate and receive communications have much to do with the morale of the individual teachers (23:480). The rationale is that almost everyone connected with schools is a member of one big happy family (13:326). It is normal and even desirable that there should be some differences of opinion among teachers. However, this should not prevent them from working together constructively and supporting each other and the school in public (3:85). It has been said that to make a friend a person must first be a friend. Nowhere does one find a clearer application of this adage than in teacher-teacher relationships (5:25).

Robert Wilson (23:438) stated that a major influence on any employee's job satisfaction is his daily association with other workers. One, or just a few, unpleasant personalities on a school staff can disturb the joy of a new teacher's day. Each teacher possesses particular assets and weaknesses--but public confessions of weaknesses are seldom constructive and are often embarrassing (5:25).

The school, faithful to principles of bureaucratic organizations and division of labor, has fostered the development of a number of specialized departments, many of which have no apparent relationship to, or communication with, each other: English, social studies, science, mathematics, physical education, home economics, industrial arts,

guidance. Boundaries between the departments often arise from legitimate distinctions among subject matter of fields of knowledge, but lack of communication among fields can be attributed to the parochial interests of human beings who place the highest priority on their own area (19:86). The staff at each area should be familiar with the general objectives of the overall program and with the special techniques and procedures applicable at each level (1:167).

Kindred and Woodard, in Staff Welfare Practices in the Public Schools, have stated the following:

Teachers translate their employment reactions in comparative terms. For example, they may consider their teaching assignment and non-teaching duties as fair until a policy of "extra pay for extra work" is adopted in a neighboring system.

When salary levels are high enough to satisfy fairly well the economic demands of life and to permit the building of financial security against the future, teachers have a more wholesome outlook regarding their welfare and their social position in the community. There appears to be a relationship between provisions for welfare and the mental and physical health of teachers as well as their loyalty to the school system (12:3-5).

As reflected by Wilson (23:377), the interrelationships between segments of the school family also have a significant impact upon citizens' attitudes. The school system which permits its internal feuds and split-and-divide tactics to spill over into the community must suffer the consequences of citizen confusion, doubt, and sometimes disgust toward the support of the system.

Chapter 3

EXPLANATION OF QUESTIONNAIRE AND ANALYSIS OF DATA

THE QUESTIONNAIRE

Questions for the questionnaire were decided upon following research, personal observations, and discussion with administrators at the secondary level.

The questionnaire was composed of five sections contained on five pages. Section one dealt with school-community relations as determined through the eyes of the school administrator. Eleven areas were provided for ranking and the six most important were to be listed in order of numerical importance as determined by the respondent. Additional space was provided for areas to be listed that were not designated on the prepared list. Space was provided for listing areas in which the administrators had found the greatest problem in gaining faculty participation.

Section two asked for the respondent's opinions as to which areas are most important for teacher attendance and/or participation in establishing and maintaining good intra-faculty relations. Fourteen items or activities were provided for ranking and the six most important were to be listed in order of numerical importance. Space was provided requesting

the individual to list areas or activities in which he had observed the greatest problem of faculty participation.

A grid was provided in section three, listing the academic and service areas found in the secondary schools. This grid was to be answered by the respondent through the use of "X's" indicating the areas in which the following were found: best community relations, poorest community relations, best intra-faculty relations, poorest intra-faculty relations, and if cliques exist, which areas are involved. No numerical response was requested. Space following each category was provided for comments if the respondent deemed it necessary.

Section four consisted of nine questions relating to faculty-community and intra-faculty relations. Questions were to be answered by indicating either "yes" or "no," or by a written comment if such was indicated or necessary.

The final section provided space for listing methods that had proven successful for each individual. Space was available for the name and address of any individual desiring a summary of the conclusions of the questionnaire.

Treatment of the Data

The responses were tabulated on a master sheet arriving at the total number answering each item. Sections one and two were answered through the use of numerical indications ranging from one through six

with number one representing the most important item. Total points for each placing were added and ranking was determined by the largest total numerical figure. Table 1 shows the rating scale devised for the first through sixth place rankings.

Table 1
Point Ranking Value

Ranking	Point Value
First place vote	6 points each
Second place vote	5 points each
Third place vote	4 points each
Fourth place vote	3 points each
Fifth place vote	2 points each
Sixth place vote	1 point each

In the third section, percentages were computed from the total "X's" for each item answered by the respondents.

Percentages for the fourth section were computed on the same basis as section three, from the total replies of each item answered.

Percentages were not computed for section five due to lack of adequate responses on that section of the questionnaire.

ANALYSIS OF DATA

Following is an analysis of the responses acquired from the returned questionnaires. The reader must remember that the data acquired is from the viewpoint of superintendents and secondary principals; thus the information represents items that administrators believe to be most important in school-community and intra-faculty relations.

Analysis of Areas Important for Teacher Participation in School-Community Relations

Faculty participation in community relations was covered in the first section of the questionnaire. Administrators indicated participation in parent conferences as being the most desirable activity for faculty attendance or participation. Following in importance were attendance or participation in open house activities, teacher participation in local service or civic organizations, attendance at Parent-Teacher Association meetings, faculties living within the school district, and attendance at athletic contests.

Additional information regarding this part of the questionnaire may be found in Table 2.

Analysis of Activities Showing Greatest Weaknesses in Faculty Participation Within the Community

Replies to part two of the first section of the questionnaire indicated that school superintendents and secondary principals believe

Table 2

Data on Items of Significance in School-Community Relations

Items	Rank	1st	2nd	3rd	4th	5th	6th	Total	Rank
	Point Value	6	5	4	3	2	1		
P.T.A. Meetings		2 = 12	0	2 = 8	1 = 3	4 = 8	0	31	4th
School Plays		0	0	1 = 4	1 = 3	1 = 2	2 = 2	11	
Music Concerts		0	0	2 = 8	1 = 3	3 = 6	4 = 4	21	
Open Assemblies		0	0	2 = 8	1 = 3	4 = 8	2 = 2	21	
Open House		2 = 12	7 = 35	2 = 8	2 = 6	1 = 2	0	63	2nd
Athletic Contests		1 = 6	0	1 = 4	2 = 6	2 = 4	3 = 3	23	6th
Parent Conferences		6 = 36	4 = 20	1 = 4	1 = 3	0	2 = 2	65	1st
Home Visits		0	0	2 = 8	1 = 3	1 = 2	0	13	
Civic Organizations		3 = 18	0	2 = 8	3 = 9	2 = 4	1 = 2	41	3rd
Living in District		1 = 6	1 = 5	3 = 12	0	0	1 = 1	24	5th
Levy Elections		0	0	0	2 = 6	1 = 2	1 = 1	9	

that the greatest weakness in faculty participation within the community is nonattendance at Parent-Teacher Association meetings. This is followed in importance by nonparticipation in local civic or service organizations, living within the school district, home visits, nonattendance at school plays, and nonattendance at school assemblies.

Table 3 may be referred to for additional information.

Analysis of Factors Influencing Good Intra-Faculty Relations

Section two of the questionnaire covered activities involving relations between faculty members. Replies indicated that attendance at and cooperative participation in faculty meetings was considered the most important activity in maintaining good intra-faculty relations by school administrators. This activity was followed in importance by working on school improvement committees, participation in faculty social functions, acceptance of class or club advisorships, emergency classroom substitution, and lunch hour association. Additional information may be acquired from Table 4, page 19.

Analysis of Areas Causing Greatest Problems in Intra-Faculty Relations

Replies by administrators indicated an awareness of activities that create problems in cohesion within secondary school faculties. Replies to part two of the second section of the questionnaire showed that administrators believe failure to work on school improvement committees causes the greatest problem in intra-faculty relations. Activities

Table 3

Data on Activities Showing Greatest Weaknesses in Faculty
Participation Within the Community

Items	Rank Point Value	1st 6	2nd 5	3rd 4	4th 3	5th 2	6th 1	Total	Rank
P.T.A. Meetings		6 = 36	3 = 15	0	0	1 = 2	0	53	1st
Parent Conferences		1 = 6	1 = 5	0	0	0	0	11	
Music Concerts		1 = 6	0	2 = 8	1 = 3	0	0	17	5th
Civic Organizations		1 = 6	2 = 10	2 = 8	3 = 9	0	0	33	2nd
Home Visits		2 = 12	0	2 = 8	0	1 = 2	0	22	4th
Open Assemblies		1 = 6	0	1 = 4	0	1 = 2	0	12	6th
Living in District		0	3 = 15	2 = 8	0	0	0	24	3rd
School Plays		0	1 = 5	2 = 8	0	2 = 4	0	17	5th
Levy Elections		0	0	1 = 4	1 = 3	1 = 2	2 = 2	11	
Open House		0	0	1 = 4	0	0	1 = 1	5	
Athletic Contests		0	0	0	2 = 6	0	3 = 3	9	

Table 4

Data on Factors Influencing Good Intra-Faculty Relations

Items	Rank	1st	2nd	3rd	4th	5th	6th	Total	Rank
	Point Value	6	5	4	3	2	1		
Faculty Meetings		7 = 42	3 = 15	1 = 4	0	0	2 = 2	63	1st
School Plays		0	0	1 = 4	0	0	0	4	
Dance Chaperones		0	0	1 = 4	0	0	1 = 1	5	
Music Concerts		0	0	1 = 4	0	0	0	4	
P.T.A. Meetings		1 = 6	1 = 5	0	1 = 3	1 = 2	0	16	
Open Assemblies		0	1 = 5	2 = 8	1 = 3	0	0	16	
Athletic Contests		0	0	1 = 4	0	1 = 2	0	6	
Club Advisorships		0	3 = 15	2 = 8	1 = 3	0	0	26	4th
Open House		0	0	1 = 4	3 = 9	0	2 = 2	15	
Lunch Hour Association		0	1 = 5	0	3 = 9	4 = 8	1 = 1	23	6th
Faculty Social Functions		2 = 12	0	2 = 8	2 = 6	2 = 4	1 = 1	31	3rd
School Improvement Comm.		3 = 18	3 = 15	2 = 8	1 = 3	2 = 4	2 = 2	50	2nd
Judging Debates		0	0	0	0	0	0	0	
Emergency Class Substitution		0	1 = 5	2 = 8	1 = 3	3 = 6	2 = 2	24	5th

following in importance are nonattendance at Parent-Teacher Association meetings, nonattendance at faculty social functions, nonattendance at faculty meetings, lack of attendance at concerts and emergency classroom substitution. Additional information regarding this part of the questionnaire may be found in Table 5.

Analysis of Academic or Service Areas Affecting Community Relations

The purpose of this section of the questionnaire was to determine which, if any, of the academic or service areas found in the secondary school create favorable or unfavorable impressions on the community. The replies of the administrators when analyzed indicated that coaching, home economics, agriculture, and music are areas in which the best community relations exist.

English, foreign language, social studies, mathematics, coaching, and science are areas having poor community relations.

Areas reported as having good intra-faculty relations are: music, coaching, librarians, home economics, and physical education.

English, coaching, and foreign language were areas reported as having poor intra-faculty relations.

Additional information regarding this part of the questionnaire may be found in Table 6, page 22.

Table 5

Data on Areas Causing Greatest Problems in Intra-Faculty Relations

Items	Rank Point Value	1st 6	2nd 5	3rd 4	4th 3	5th 2	6th 1	Total	Rank
Emergency Class Substitution		2 = 12	0	0	0	0	1 = 1	13	6th
P.T.A. Meetings		3 = 18	1 = 5	0	1 = 3	0	0	26	2nd
Faculty Social Functions		2 = 12	0	2 = 8	0	2 = 4	0	24	3rd
School Plays		1 = 6	1 = 5	0	0	0	0	11	
School Improvement Comm.		1 = 6	4 = 20	1 = 4	1 = 3	0	0	33	1st
Club Advisorships		0	1 = 5	0	0	0	1 = 1	6	
Open Assemblies		0	1 = 5	0	0	2 = 4	0	9	
Music Concerts		0	0	2 = 8	1 = 3	1 = 2	1 = 1	14	5th
Athletic Contests		0	0	1 = 4	1 = 3	0	0	7	
Open House		0	0	2 = 8	0	0	0	8	
Faculty Meetings		0	0	1 = 4	3 = 9	1 = 2	1 = 1	16	4th
Lunch Hour Association		0	0	0	0	1 = 2	1 = 1	3	
Judging Debates		0	0	0	0	0	1 = 1	1	

Table 6

Data on Analysis of Academic or Service Areas Affecting Community Relations

Academic or Service Areas	Areas of Best Community <u>Relations</u>		Areas of Worst Community <u>Relations</u>		Areas of Best Intra-Faculty <u>Relations</u>		Areas of Worst Intra-Faculty <u>Relations</u>		If Cliques Exist What Areas Are <u>Involved?</u>	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Foreign Language	3	21.6	3	21.6	1	7.2	3	21.6	1	7.2
Social Studies	1	7.2	3	21.6	2	14.4	2	14.4	2	14.4
Home Economics	9	64.4	0	0	3	21.6	0	0	0	0
Industrial Arts	2	14.4	0	0	1	7.2	0	0	0	0
Physical Educ.	4	28.8	0	0	3	21.6	0	0	0	0
Agriculture	9	64.4	0	0	0	0	1	7.2	0	0
Mathematics	1	7.2	3	21.6	0	0	1	7.2	1	7.2
Counselors	4	28.8	1	7.2	1	7.2	0	0	0	0
Commercial	0	0	1	7.2	2	14.4	1	7.2	0	0
English	0	0	5	35.1	0	0	3	21.6	1	7.2
Coaches	10	71.6	3	21.6	5	35.1	3	21.6	2	14.4
Science	0	0	3	21.6	0	0	1	7.2	1	7.2
Music	9	64.4	0	0	5	35.1	0	0	0	0
Art	4	28.8	0	0	1	7.2	1	7.2	0	0
Librarian	0	0	0	0	4	28.8	0	0	0	0

Analysis of Stability of Faculty-Community Relations

At times relations deteriorate in communities between the school and the citizens of the community. The first part of section four, as reported by the school administrators, states that within the area surveyed, faculty-community relations remain on excellent terms throughout the school year. Causes suggested for possible deterioration of relations such as excessive classroom load and wishing to live an independent life away from extra school activities were also rejected. Additional information may be acquired from Table 7.

Table 7

Data on Analysis of Stability of Faculty-Community Relations

Proposed Premise and Causes	Yes		No	
	No.	Per Cent	No.	Per Cent
1. Faculty and community relations break down as the school year progresses.	3	21.6	10	71.6
2. Would excessive classroom load cause the break down?	0	0	5	35.1
3. Is it due to the teacher wishing to live an independent life?	2	14.4	7	50.0

Analysis of Stability of Intra-Faculty Relations

Compatibility within faculties is desirable for achievement of educational goals within schools and communities. In the second part of section four, as reported by the school administrators, it was revealed

that intra-faculty friction grew as the school year progressed. Friction within the faculty became most noticeable during school board negotiations.

The section of the questionnaire dealing with cliques provided so little information that no analysis was made. Additional information regarding this part of the questionnaire may be found in Table 8.

Table 8

Data on Analysis of Stability of Intra-Faculty Relations

Proposed Premise and Times	Yes		No	
	No.	Per Cent	No.	Per Cent
1. Internal friction between faculty cliques becomes more pronounced during one time of the year as compared to another.	9	64.4	5	35.1
	<hr/>			
			<u>Replies</u>	
			No.	Per Cent
2. During board negotiations			6	42.1
3. End of March			2	14.4

Chapter 4

SUMMARY AND CONCLUSIONS

The final chapter will be a summary and a critical analysis of the collected data.

The hypothesis of the survey was that communication problems would be found to exist, with no particular academic area predominating.

SUMMARY

The survey shows that parent conferences, open house participation, and involvement in local civic or service organizations are considered to be most important for teacher participation in school-community relations.

A summary of the data indicates that activities causing the greatest problems in faculty participation within the community are nonattendance at Parent-Teacher Association meetings, non-involvement in civic or service organizations, and non-residence within the local school district. Implications of these findings are that faculties need to associate with communities more and failure to do so has a negative effect upon the school. This implication is correlated by the findings of Bartner (3:9).

Conclusions drawn from the second part of the survey, dealing with intra-faculty relations, reveal that the following activities are most important in influencing desirable intra-faculty relations: attendance at and

cooperative participation in faculty meetings, willingness to work on school improvement committees, and participation in faculty social functions. The writer surmises that participation within the group involving a variety of professional and social activities can lead to professional as well as individual understanding within the school faculty. Findings reveal that activities causing the greatest problems in intra-faculty relations are the unwillingness of faculties to work on school improvement committees and lack of attendance at Parent-Teacher Association meetings.

Section three of the survey reveals that teaching positions allowing the individual teacher to be in contact with parents while performing their duties, present a better public relations image to the community than those areas not afforded such an opportunity. It was also revealed that many of the areas presenting good relations to the community exhibit the same quality where intra-faculty relations are concerned.

Most academic areas were found to be consistently lacking in the ability to achieve good community or intra-faculty relations. The implications here could be that the community and faculty lacked understanding and knowledge of the academic areas' objectives and the faculty members responsible for these areas.

Analyzing section three, one fact was revealed concerning the area of coaching. This area was considered, in four of the five categories, as being influential in community or faculty relations. It could be assumed that community feelings toward this particular area are influenced by

athletic league standings and championships won or lost. Personal accomplishments of the individuals involved and help given to students participating in athletics may not have been considered. Intra-faculty relations could have been damaged due to jealousy over a successful season or popularity with the student population of the school.

The analysis of section four reveals that faculty and community relations remain stable throughout the school year. The opposite is true of friction within the faculty. Intra-faculty relations deteriorate more noticeably during negotiations with the school board than at any other time of the school year. Implications seem to be that the relationships between faculty and community are more compatible than the relationships found within secondary faculties.

CONCLUSIONS

The hypothesis presented--that a communication problem would be found to exist, yet it would not be concentrated within any academic area--was found to be substantiated (See Table 3, page 18, and Table 6, page 24).

It is significant to note that activities considered important in maintaining good faculty and community relations also were predominant causes of communication problems. These findings seem to reveal a lack of concern on the part of the secondary school faculty for community as well as intra-school communications and compatibility. More emphasis

in these areas on the part of the school administrators seems to be called for.

Faculty members involved in academic areas restricting their appearance before the community need to participate more in community activities. This writer recommends that school districts consider the possibility of initiating participation by whatever means are available. Perhaps the following suggestions could be utilized: (a) allow released time for faculty members to participate in meetings of civic organizations, and allow reimbursement for reasonable expenses incurred from the district general fund, (b) emphasize the need and importance of participation in community activities to new teachers during the orientation period.

School administrators need to be aware that negotiations with the school board tend to create tensions within school faculties. This awareness should cause these same administrators to try to prevent these tensions by encouraging or insisting that the faculties of secondary schools become involved in curriculum development or with committees concerned with school improvement. Any number of activities could be utilized to divert the faculty's minds from school board negotiations.

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APPENDICES

APPENDIX A

Thomas R. Newell
2723 5th Street
Union Gap, Washington

Dear Mr.

As part of the work leading to the Master's of Education degree at Central Washington State College, I am making a study of communication problems within and between high school faculties and communities.

In the past I have observed some high school faculty members accepting more responsibilities for community relations than others. The same observation is true for relations within the school faculty. Possibly, during your administrative experience you may have observed similar situations.

I would like to enlist your aid by having you complete a questionnaire which will be mailed at a later date. Your assistance will be greatly appreciated.

Sincerely,

Thomas R. Newell

APPENDIX B

2723 5th Street
Union Gap, Washington 98903

Dear Sir:

As part of the work leading to the Master's of Education degree at Central Washington State College, I am making a study of communication problems existing between groups of teachers as well as between local communities and teachers.

The attached questionnaire is being sent to each Superintendent and high school Principal within Intermediate School District Number 5 having secondary school populations between 250 and 600.

Information acquired will be held in confidence and any reference to individuals or schools will be avoided.

Upon completion of the survey, if you desire, I would be happy to send a summary of the conclusions to you, if you so indicate on the last item of the questionnaire.

Your prompt response would be appreciated.

Sincerely,

Thomas R. Newell

1.

In your opinion, if your school is to develop or maintain excellent school-community relations, what are the most important areas of teacher attendance and or participation? List the top 6 items in order of numerical importance.

- _____ P.T.A. or similar meetings
- _____ School plays
- _____ School music concerts
- _____ Open assemblies; honor society tapping, etc.
- _____ Open house
- _____ Athletic contests
- _____ Parent conferences
- _____ Home visits by teachers
- _____ Teacher participation in civic organizations; Rotary, Lions, etc.
- _____ Teachers living within the school district
- _____ Teacher participation in school levy elections
- Others: _____
- _____

From the list above, please list, in order of importance, those areas in which you have found the greatest problem in gaining faculty participation.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

2.

In your opinion, if your school is to develop or maintain excellent intra-faculty relations, what are the most important areas of teacher attendance and or participation? List the top 6 items in order of numerical importance.

_____ Faculty meetings

_____ School plays

_____ School dances as chaperones

_____ School music concerts

_____ P.T.A. or similar meetings

_____ Assemblies

_____ Athletic contests

_____ Responsibility for club advisorships

_____ Open house

_____ Association during lunch hour

_____ Faculty evening social functions: dinners, game nights, etc.

_____ Willingness to work on school improvement committees

_____ Aid in judging debate meets

_____ Willingness to substitute in classes during emergencies

Others: _____

From the list above, please list, in order of importance, those areas in which you have found the greatest problem in gaining faculty participation.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

It has been observed that teachers in some academic areas appear to have less sensitivity to the need for excellent community and personal relationships. In the grid below indicate, by placing "X's" in the appropriate boxes, those academic or service areas in which problems of communication are most likely or least likely to develop.

	FOREIGN LANGUAGE	SOCIAL STUDIES	HOME ECONOMICS	INDUSTRIAL ARTS	PHYSICAL ED.	AGRICULTURE	MATHEMATICS	COUNSELORS	COMMERCIAL	ENGLISH	COACHES	SCIENCE	MUSIC	ART	LIBRARIAN	Comments
Areas in which the best community relations exist.																
Areas in which the worst community relations exist.																
Areas in which the best intra-faculty relations exist.																
Areas in which the worst intra-faculty relations exist.																
If cliques exist, what areas are involved?																

4.

Circle YES or NO, which-ever one is the most nearly correct.

Faculty and community relations break down
as the school year progresses. Yes No

If yes, do you feel it is due to excessive
classroom load? Yes No

If no, do you feel it is due to the teacher
wishing to forget about school activities
and responsibilities and live an independent
life? Yes No

Other possible reasons: _____

Internal friction between faculty cliques
become more pronounced during one time of the
year as compared to another. Yes No

If yes, circle the time or times most pronounced.
(a) during Fall (b) at the end of the first
semester
(c) near the end of March (d) during the first of May
(e) during the final two (f) during the beginning of
weeks of school negotiations with the
school board

Other times not mentioned: _____

If no, please state the cause or lack of a cause: _____

Are the cliques composed of teachers with: (circle)
less than 4 years experience? 5 to 9 years experience?
10 years or more?

5.

Kindly use the space provided to list any methods which have proven successful, to you, in aiding to solve these problems. It is realized that what works in one situation may not work in another.

If you desire a copy of the summary of the conclusions, please indicate by signing your name and address.

THANK YOU!

APPENDIX C

2723 5th Street
Union Gap, Washington 98903

Dear Sir:

Earlier this year a thesis questionnaire was mailed to you seeking information regarding school-community communication processes. Since it is hoped that valuable information will be gained regarding communication problems, your cooperation is urgently needed.

The questionnaire possibly became lost; therefore, I am enclosing an additional copy for your convenience.

Thank you for your cooperation.

Sincerely,

Thomas R. Newell