

AN ASSESSMENT OF SPECIFIC ATTITUDES
AND CONCERNS OF THE PARENTS
OF INTERMEDIATE LEARNERS
(GRADES 4, 5, AND 6)

by

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in organizing 1,773 five-page questionnaires.

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DEDICATION

The researcher is indebted to his family, to them this Master's Report is dedicated. It was their encouragement, understanding, patience, and support that allowed the completion of this study.

To my mother and Mrs. London,

To all my brothers and all my sister,

To all my nephews and nieces, too,

Thanks!

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INTRODUCTION

Good "relations" between school and families are of great importance. It is believed that a school will fail to be maximally effective if it neglects its local school-community relations. In light of the importance of the opinions of parents, on some matters of public school policy, problems which are essentially of value or of what is most worthwhile, all intelligent opinions are equally worthy of consideration.

Harold C. Hand states:

To exclude or to ignore parents in connection with the problem of appraising what the school is now doing and how it is doing it, and planning what the school should be doing and how it should be doing it, is to make operative the certain recipe for educational stagnation.¹

It would be foolish for school officials to ignore the immediate realities of the parents' opinion. A school in a community where parents are hostile, where children are not adequately prepared, where families barely maintain minimum living standards, will present a very different teaching problem than one in a school system where there are opposite characteristics.

¹Harold C. Hand, What People Think About Their Schools (New York: World Book Company, 1948), pp. 84-85.

It was the intent of this survey to gain a knowledge of some attitudes and concerns of the parents of the study area, in regard to their intermediate schools. With this information available, the administration and board of education could make and implement policies with some desires of the people in mind.

Some educators believe that the schools belong to the people and that one of the most effective ways of developing good community-school relations is to involve lay citizens in periodic evaluations of the educational program of their schools. Another reason this survey was initiated was to help increase the educational opportunities and to learn some concerns of parents about the schools in the study area. By making the Administration aware of some desires of the parents will enable them (the Administration) to better service its people.

Cleveland County was first settled by Scotch-Irish and Germans before the Revolutionary War. Taken from Rutherford and Lincoln Counties in 1840, Cleveland County chose Shelby as its county seat in 1842.

Cleveland County was named in honor of Colonel Benjamin Cleveland and Shelby for Colonel Isaac Shelby, both heroes of the Battle of Kings Mountain, the turning point of the Revolutionary War.

The land area of Cleveland County is 466 square miles, located in the southwestern section of North

Carolina. About 200 miles to the east is the coastline of North Carolina and about 60 miles to the west are the Great Smokey Mountains and the Blue Ridge Parkway. The Kings Mountain Battleground, a National Park, is located in Cleveland County.

Early private schools and academies in Cleveland County provided the foundation for today's public school system. The Cleveland County School System includes seventeen schools, thirteen elementary (here grades 4, 5, and 6 are classified as elementary schools), two junior high and two senior high schools, with over 9,000 students enrolled.

As of the tenth day of school, 1981-1982 school year, the total enrollment of students in grades 4, 5, and 6 was 2,140. Of this number, 1,773 questionnaires were sent to the parents of these students. Of the thirteen elementary schools in the county, ten were surveyed: South Cleveland, Fallston, Central Cleveland, Casar, Waco, Township Number Three, Boiling Springs, Washington, Lattimore, and Elizabeth. Other educational institutions in the County include: Gardner-Webb College, Cleveland Technical College, one business college, and two private schools.

The underlining theory of this report is that the home is a powerful environment (for good as well as harm) for the development of some of the basic characteristics

of the child that are fundamental to further learning in the schools.

There was no evidence to indicate that any comparable survey of this extent was ever previously undertaken in the intermediate schools of the Cleveland County School System. The cooperation of the Administration has been obtained for the successful completion of this survey.

STATEMENT OF THE PROBLEM

Since 1969, a Gallup poll of public attitude toward education has been published each year; these series of annual studies provide educators with a periodic check of public opinion toward many of the crucial educational issues they face.

It was the purpose of this study to discover some of the present attitudes and concerns of the parents of intermediate school children residing in the Cleveland County school system toward various phases of their schools' operation, services and facilities.

IMPORTANCE OF THE STUDY

The researcher believes one way to be responsive to the community is by taking a community study, then the administration and board of education could make policies cognizant to the desires and needs of parents and citizens.

A survey of the opinions of this school system's parents can be used to gain an understanding of the attitudes of these parents toward their schools. Furthermore, this data can be utilized in an attempt to upgrade the quality of education and improve school-community relations. Thus, the school administrators and the board of education will be able to make any necessary changes in administrative policies.

Horace Mann declared a century ago that..."the people will sustain no better schools and have no better education that they personally see the need of."¹ The researcher feels, the community needs to become more involved in the school-life of its children. Citizens become more interested and less critical of that in which they participate.

The development of successful educational programs are dependent on an awareness of the needs in a school system. Facts and information from internal and external sources must

¹James J. Jones, School Public Relations (New York: Center For Applied Research In Education, Inc., 1966), p. 33.

be continuous and readily available. Educational decisions must be based on the idea of weaving together the objectives of the parents, a curriculum that promises to achieve the outcomes, and the utilization of teachers, specialists and administrators, as well as the acquisition of facilities and resources by means of which the whole educational system may function.

The school is only one of a number of social institutions. Its function is, therefore, to provide, along with other environmental agencies, situations which will result in learner experience designed to influence growth in a more desired direction and a greater degree than would otherwise occur.

Schools must be responsive to community attitudes.

The book, The Forward Looking School, declares:

A school needs the understanding and cooperation of the community to carry out its educational functions successfully. More than is the case with any other public institution, the confidence and support given by the community determines the effectiveness of the school. It cannot move forward toward new goals, nor can it modify its practices radically in an unreceptive or antagonistic community environment. If new types of programs are adopted in the face of active resistance, the chances are high that counterpressures from the community will in time produce a return to popularly accepted educational practices. Only to the extent that school and community keep in step with each other can the school adjust adequately to the needs of changing times.²

²"Public Relations Gold Mine," National School Public Relations Association (NSPRA), 9, pp. 22, 23.

Other Uses of the Findings

The researcher is of the opinion that the data could be used in a number of ways. Several other possible uses of the assessment are listed below:

1. This data could bring a new awareness of the public toward the school. It will give the parents of the community a feeling that they have a part in the school and that their interests and opinions are important.
2. The information gathered from this project could be useful material for the local Board of Education, Administrators, for professional meetings of the school staff and for other groups interested in curriculum program improvement.
3. The data from this assessment could help to point out both strengths and weaknesses of certain educational programs and also point out misunderstandings that may exist.
4. Dissatisfaction expressed in certain phases of the school may suggest that remedial measures be taken.

LIMITATIONS OF THE STUDY

- (1) The study was limited to the parents of the areas served by the Cleveland County School System.
- (2) The lack of principal participation, as the school administrators had the option to participate or to decline.
- (3) The lack of returned questionnaires contributed to a lesser degree of data gathered.
- (4) The lack of a letter of explanation to parents by the researcher as to the purpose of the questionnaires.

STATEMENT OF QUESTIONS

The statement of questions is a list of questions of the information that the return questionnaire revealed to the researcher. A duplication of the questionnaires that were sent to 1,773 families in the Cleveland County School System can be found in the Appendix. The data collected answers the following questions:

1. What was the total number of students in grades 4, 5, and/or 6?
2. How did the parents feel about the maximum number of miles one-way, that an intermediate student should travel to school?
3. According to the parents, should elementary, intermediate and high school pupils ride in the same bus to and from school?
4. Did the parents of the children in the study favor a kindergarten program in the Elementary Curriculum and what length of term did they feel was desirable?
5. Were the parents in favor of a program to help train the mentally retarded?
6. Did the parents prefer the self-contained or the departmentalized classroom for the instruction of intermediate grades (4-6)?
7. Were the parents in favor of the system assuming the cost of all necessary workbooks?

8. According to the parents, how much teaching duty should a principal have in a school with an enrollment between 125 and 200 pupils?
9. Did the parents feel their child was getting the necessary help he/she needs in reading?
10. How did the parents feel about the amount of homework their child had this past year?
11. What degree of importance did the parents place on some educational specialists available to an intermediate school?
12. What subjects did the parents feel should be available to the pupils in the intermediate grades?
13. Did the parents favor a summer program at their intermediate school facility? If so, what programs did they favor?
14. How did the parents rate the number of teachers their child has contact with?
15. How did the parents evaluate the overall instructional program in their school?

DEFINITION OF TERMS

Most of the terms will need no extra explaining in this report. There are, however, several terms that merit a written definition and will be defined here for the benefit of the reader:

Activities, School-Life--a term used to designate extraclass activities conducted in the elementary or intermediate school.¹

Attitude--the predisposition or tendency to react specifically toward an object, situation, or value; usually accompanied by feelings and emotions; attitudes cannot be directly observed but must be inferred from overt behavior, both verbal and nonverbal.²

Classroom, Self-Contained--a classroom in the form of school organization in which classes are composed of groups of children which remain in one location, with one teacher (or team of teachers) for all or nearly all instructional activities.³

¹Carter V. Good, Dictionary of Education, 3rd ed., (New York: McGraw-Hill Book Company, 1973), p. 9.

²Good, Ibid., p. 49.

³Good, Ibid., p. 105.

Community--a group or company of people living fairly close together in a more or less compact, contiguous territory who are coming to act together in the chief concerns of life.⁴

Concerns--a matter of interest or importance to one; that which relates to or affects one; interest in or regard for a person or thing.⁵

Democratic Education (democratic group atmosphere)--a group situation in which all policies are a matter of group discussion and decision; atmosphere is friendly; productiveness solidarity, and identification with group goals are high.⁶

Departmentalized Classroom--an arrangement whereby each instructor teaches only one or two subjects in which he/she is a specialist; either the teacher moves from room to room to teach the various classes or the pupils shift from room to room during the successive periods of the school day.⁷

⁴Good, *ibid.*, p. 119.

⁵David B. Guralnik and others, eds., Webster's New World Dictionary of the American Language, College ed., (New York: The World Publishing Company, 1968), p. 303.

⁶Carter V. Good, Dictionary of Education, 3rd ed., (New York: McGraw-Hill Book Company, 1973), p. 47.

⁷Good, *ibid.*, p. 173

Elementary School--for the purpose of this study, a school that enrolls pupils in the kindergarten through the third or fourth grade.⁸

Home-School Relations--for the purpose of this study, a term used to link home and school together.

Intermediate School--a school that enrolls pupils in intermediate grades, usually comprising the fourth, fifth, and sixth years of school-work.⁹

Learners--ones who attend an elementary or intermediate school.

Opinion--for the purpose of this study, the attitude of an individual toward certain ideas, beliefs, or impressions of programs or situations in the school system.

Public Relations--the formal activity of improving the relations of a school with its special public or with the general public.¹⁰

Public School Relations--an activity concerned with giving information to the public about the school or creating goodwill for the school; a mutual understanding between the school and community or the bringing of institutional policies into harmony with public opinion.¹¹

⁸Good, *ibid.*, p. 209.

⁹Good, *ibid.*, p. 312.

¹⁰Good, *ibid.*, p. 460.

¹¹*Ibid.*

School System, County--a local educational unit, coterminous with the governmental unit known as the county and having a board of education and a chief executive officer administering the schools for the county as a whole.¹²

Semester--half of an academic year, usually 16 to 18 weeks.

¹²Good, *ibid.*, p. 516.

REVIEW OF LITERATURE

It is important that the parents take an active part in the activities, governance of the child's school, and should become an integral part of the teaching team on a regular basis. The public schools in a democracy belong, or should belong to the people, but professional educators have progressively preempted the responsibility for policy making to such an extent that interested citizens, parents, even some members of elected boards of education, feel that they no longer have an adequate part in the establishment of basic educational policies.

This study is directly related to community attitudes toward public education and the ability of the community to support it. Since public schools belong to the people who have established and supported them in accordance with economic conditions and social attitudes, the researcher believes it behooves the public school officials to work for better community understanding. It is important that the public comprehend the type and quality of education their money buys and how it contributes to our democratic way of life.

The researcher is not alone in his belief that the public should be aware of what the educational program contains and what the school system is doing. The following

is an advertisement by the National Education Association:

Public Education of the People, By the People,
For the People, Shall Not Perish From the Earth
Unless We Let It.

Sunday, January 17, 1982 is the National Day
of Conscience for Public Education. On this day,
and every day, we must remember that America
depends on Public Education. Let's make sure
Public Education can depend on America.¹

The above Conscience Ad was placed in newspapers
and other literature around the country emphasizing the
importance of Public Education.

The chairman of the Board of Education, Gaston
County Schools, Charles D. Gray, III, also realizes the
importance of communications among the personnel of a school
system. In an article, "Greetings from the Chairman of
the Board," published in the Gaston County Schools Communicator,
he states:

Communications among the Board, the administration
and all personnel is of utmost importance. Let me
urge all of you to make the Board aware of your
concerns, failings, ideas--anything that will help
our school system excel.²

"The home is the ultimate classroom,"³ as stated by
S. A. Friedman, author.

¹Ann K. Kurzins, ed., "Day of Conscience Kicks Off
1982 NEA Campaign to Build Support for Public Education,"
NEA Report (Washington, D.C.: National Education Association,
1982), 21, 1, p. 3.

²Charles D. Gray III, "Greetings from The Chairman
of the Board," The Communicator, ed. Mildred Sadler,
(Gastonia: Gaston County Schools Printship, 1981), p. 2.

³Sara A. Friedman, How Was School Today, Dear?
Fine, What's for Dinner? (New York: Reader's Digest
Press, 1977), p. 14.

The researcher also agrees with Friedman that learning does not, and should not, stop at the school room door, and parents must share the responsibility for educating their children. Therefore, the researcher, in correlation with the authors Litwak, Friedman, Meyer, and others, believes education of children in the contemporary American society requires close cooperation between the expert educators and the community citizens.

Ray L. Sweigert, a former member of the California State Department of Education, stated the following:

The success of a local educational agency is in part a function of its ability to put out feelers to sense the nature of the community environment. Most local agencies are dependent upon largely intuitive perceptions of the information and attitudes about the local schools held by the community as a whole, based upon rather fragmentary evidence.⁴

History states that at first, teaching was the primary responsibility of the parents; but as communities grew and consequently the parent had less and less time to spend with the children, formal schools were established and the parent-teacher relationship was to be a partnership, with it being clear that the parent was the senior partner.

Our social structure has undergone great changes since the time when our ancestors clearly saw the importance of public education. Life in most communities has become so highly

⁴Ray L. Sweigert, Jr., "Polling Community Opinion on Educational Matters," Journal of Secondary Education, May, 1967, 42, p. 195.

specialized and the population so large that any one person can meet and interact with only a very small proportion of the whole population of his/her community. Those whom he/she does meet on a given day tend to be persons of quite similar social characteristics. Therefore, one understands that the school administrators cannot maintain direct communication with the whole population, but are normally in contact with a limited and specialized segment of that population. Nevertheless, the responsibilities and duties of school officials are to the board and heterogeneous population if the intention of democratic education is to be fulfilled.

Joseph K. Hart states:

The community is the true educational institution. Within the community there is that that educates and provides for life; within the community are the roots of the cosmopolitanism that marks the truly educated man; within the community there is room for a noble and dignified culture and leisure for all.... The democratic problem in education is not primarily a problem of training children; it is the problem of making a community within which children cannot help growing up to be democratic, intelligent, disciplined to freedom, reverent of the goals of life, and eager to share in the tasks of the age. A school cannot produce this result; nothing but a community can do so.⁵

One way to achieve better home-school relations might be obtained through interpretation of the school to the public. A Community study is one indispensable means of collecting information about which the community is apprehensive. Through

⁵Edward G. Olsen, School and Community, 2nd ed. (New Jersey: Prentice-Hall, Inc. 1955), p. 2.

the information gained by a community study, corrective measures may be instituted to alleviate misunderstandings that may have come about through inadequate communication.

Horace Mann, the first secretary of a board of education, advocated the importance of a good school-home or public relations program as early as the 1800's. During this era, Horace Mann organized campaigns to explain to the people the meaning and importance of education.

Dr. James J. Jones, educator and author believes that a school's success is dependent upon a good working relationship of school and community; therefore, the school should try to make it as close and cordial as possible. He feels if the people are taken into the confidence of the school officials and helped to share information concerning the purposes, conditions, and the needs of the schools, they are more likely to give continuous support to the schools. On the other hand, if they are kept ignorant of these matters, they are likely to be skeptical of such things as tax increases, building programs, bond issues, and curriculum changes.

The community study is one means of obtaining important facts and ideas, so that the school and its personnel can provide better service. Each community contains its own level of public understanding and expectations of schools. Each has its own unique problems, such as traditions, morals, racial, and social stratifications,

institutions, businesses, and industries. Knowing a great deal about the community enables teachers to focus their instruction so that it is related to the life of the community and therefore becomes more meaningful to students.

In addition, the teacher can do a more effective job of counseling with the students and is better equipped to utilize the community or local resources in the instructional program.

Making a community study should or could be the basis for implementing a school's or system's public relations program. Similar studies like this have been completed across the country; they also have indicated the importance of a good community-school relation program.

A research report done in Florida, "Florida Community Education 1980 Attitude Survey," by the Florida State Department of Education indicated that 64 percent of the citizens surveyed agreed or strongly agreed with the researcher, that the mission of the schools is not limited to serving the needs of youth, but should reflect service to the entire community. The strongest support in the Florida Survey, 85 percent of the respondents, were for community participation in the design and implementation of the school programs and activities.

Anotner such survey, "School Win Good Marks from the Public," is an article published in the December NEA Reporter. This article reports some attitudes and concerns of the public about our schools. Such questions as--are

high schools strict enough? Do you feel high schools are doing excellent, good, or poor jobs of preparing students for college? and the like--were asked of 1,501 adults by telephone interviews between September 14-20, 1981.

With such nationwide surveys being published supports the researcher's theory that the opinions of parents and/or the public could be utilized to a great advantage in the operation of a good school system.

A past president of the Fairfax Teachers' Association, Fairfax, California, Juliet L. Simpson writes:

There must be a real communication between school and community...We (the school) need to reestablish our priorities and spell them out clearly in an atmosphere of support and mutual cooperation.⁶

John H. Wherry, an executive director of the National School Public Relations Associations, states that:

Through a planned and systematic two-way process of communication (public relations) with our internal and external publics, we build morale, goodwill, cooperation, and support by letting our constituents and our staff know what our goals are, our achievements, and our plans, by getting their reactions, then making adjustments as needed.⁷

George Richard, a member of the East Baton Rouge, La. Parish School Board, feels:

School board members should recognize that citizens have a right to know what is happening in their school system; that board members and

⁶Juliet L. Simpson, "A Teacher's Answer to Public School Critics," NEA Reporter, ed. Ann K. Kurzius (Washington, D.C.: National Education Association, November, 1981) 20, 7, p. 2.

⁷William J. Jones, ed., Building Public Confidence for Your Schools (Virginia: National School Public Relation Association, 1978), p. 13.

central office staff have an obligation to see that all publics are kept systematically and adequately informed; and that the school systems will benefit from seeing that citizens get all information, good and bad, 'directly from the system itself.'⁸

In a special report released by the Commission of the Pennsylvania School Boards Association (PSBA), October, 1977, it states some important reasons for good school-community relations:

The commission believes that an elected school board, and the administrators hired to carry out public policy, have a mandate to communicate to all citizens.

The commission believes that planned, organized and effective communications are essential if the school's employees are to perform their assigned tasks as effectively and efficiently as possible. Effective school management and communication responsibilities cannot be separated. The commission asserts that improved understanding between school officials and the community-at-large hinges directly on the working relationship between the board and the superintendent. The relationship of the local school board to government and its place in the governmental structure are important considerations in school board operation. An understanding of this relationship contributes to more effective leadership and communication by the local board.

Governing boards of school directors are generally one of the largest (if not the largest) employers in local communities. The news media cannot satisfy the total communication needs that such an employer requires to ensure that the district operates efficiently and effectively on a day-to-day basis. The commission supports the position, therefore, that planned communication programs (requiring some public expenditures) which can be supported, evaluated and measured, provide a long term benefit for students. Such programs are not frills. The commission feels that honest, straightforward two-way communication

⁸William J. Jones, ed., Building Public Confidence for Your Schools (Virginia: National School Public Relation Association, 1978), p. 24.

programs between local school officials and their constituents are absolutely necessary in retaining public confidence and support for public schools.⁹

Arthur L. Mallory, commissioner of education for the Missouri Department of Education, writing in the "Journal of Educational Communication," says:

The biggest "educational" job to be done in America today is with the parents of the young people attending our schools. I am not talking about adult or continuing education programs. Nor am I talking about parental shortcomings, parental responsibilities, or parental blame for any of the real or imagined failings of our schools.

I am talking about solving the many "larger-than-life" yet fundamental problems now faced by public education across the nation. I'm referring to curriculum problems, the size of classes, lack of discipline, pupils' lack of interest and school board policies, as well as proper financial support for our schools.

The answer to many of the problems facing our schools is parent involvement. Rapidly, it is becoming almost automatic that wherever you find a really successful educational program--regardless of the standards used in the evaluation--you will also find a strong, expanding program of parent involvement.¹⁰

A good school-community relations program balances four characteristics:

- (1) Two-way communication. A good Public Relations (PR) program listens as much as it talks.
- (2) For all people. Employees, students, and teachers--the internal publics--are as important as editors, legislators and Rotarians.

⁹William J. Jones, ed., Building Public Confidence for Your Schools (Virginia: National School Public Relation Association, 1978), p. 29.

¹⁰Jones, *ibid.*, p. 28.

- (3) Systematic. The communication specialist must systematically identify each segment of the public and decide upon the best medium to use to communicate with each -- print, radio/TV, group meetings, etc.
- (4) Continuous. School PR is a year-round operation.¹¹

The National School Public Relations Association (NSPRA) conducts an annual seminar to train and to update the skills of district communication specialists. In addition, the association also conducts staff development workshops to improve the communication skills of administrators, principals, teachers, board of education members, parents and support staff members.

A review of some reasons why school administrators should be concerned with public relations are as follows:

- Changing school patterns. During earlier periods of American education it was relatively easy for pupils, parents, and the public to know and to understand what was happening at school and in the community. But changes in regard to purpose, content, and teaching methods, along with the increasing size and costs of schools have tended to confuse the general public and to leave them without adequate information.
- Citizen information. The limited and often inaccurate information possessed by citizens concerning the work of the schools further points up the need for more adequate public relations. A classic study on citizen knowledge by William H. Todd, 1927, What Citizens Know About Their Schools, points out why it is significant (important) that citizens know about their school. In his study, he analyzed the response of 7,000 parents in seventeen cities; he found that citizens know about half of what they should or even must know about their schools if they are to give reasonably intelligent consideration to public school affairs. In the years since this early study, there has not been anything to refute these findings.

¹¹Jones, *ibid.*, p. 28.

- Possibilities for improvement. There is a tendency of the public to look with suspicion upon contemplated school changes characterizes the attitude of far too many communities; the school does not always express its objectives in the easiest manner for the layperson to understand.
- Changing faculty status. (teacher preparation).
- Public opinion of teachers.
- Pressure groups. Many board policies and state statutes have been passed as indirect results of some pressure groups. The administrator needs to be able to identify and to analyze pressure groups and to discover their purposes and actions. Only then can better relations be established.¹²

Some educators have now come to realize that the schools need more goodwill from the public than ever before. A particular need exists for the type of goodwill that results from an intelligent understanding by citizens of the aims, the scope, the achievements, and the problems of the school system.

¹²James J. Jones, School Public Relations, (New York: Center for Applied Research in Education, Inc., 1966), pp. 2-4.

METHODS AND PROCEDURES

The following is a chronological listing of events which the researcher developed this Master's Report during the Fall of 1981 through the Spring of 1982.

September 21.

The researcher presented a letter to the Associate Superintendent of the Cleveland County School System. The letter asked for permission to distribute questionnaires through the schools which the information gathered would be used to complete the survey. Permission was granted. Also, the researcher solicited the assistance of the office for data indicating numbers of students in grades 4, 5, and 6, along with the names of principals, schools, and addresses and a map of the study area, the Cleveland County School System. A duplication of this map can be found in the Appendix.

November 30.

Between the time span of 15 days November through December 15, the researcher was able to distribute and collect the returns from the ten schools that participated in the study.

December 28.

The researcher, assisted by the computer operator at Burns Junior High School, began tallying the return questionnaires.

January 30.

Over a period of one month and two days the analysis of the data was completed.

March 16.

The researcher mailed a copy of the results (55 percent return) of the survey to the Central Office of the Cleveland County Schools and promised them a complete Master's Report upon approval of the committee at Kansas State University.

March 22.

The researcher mailed a copy of the results of the survey to each school principal who participated in the study.

RESEARCH FINDINGS

The returned questionnaires totaled 55 percent of the 1,773 sent to the parents of Cleveland County School System. The findings, for the most part, are presented in tabular form. The percentages found in the tables have been rounded off to the nearest whole percent and are based on the 55 percent of the parents who returned the questionnaires sent out in December, 1981. Subsequent to the contents on page 30, the description of the findings will be arranged according to the Statement of Questions found on pages 10 and 11 of this report.

The following contents show the number of questionnaires sent out, the number of returned questionnaires, and the percentage of returned questionnaires by the parents of each school. The total number of families surveyed, the number of returns, and the percentage of returns from each school participating in the study in the Cleveland County School System are listed below in tabular form:

SCHOOL	TOTAL FAMILIES	NUMBER OF RETURNS	PERCENT OF RETURNS
(1)	(2)	(3)	(4)
South Cleveland	461	295	64
Fallston	263	28	11
Central Cleveland	259	145	56
Casar	180	105	58
Waco	177	108	61
Township Number Three	119	86	72
Boiling Springs	90	55	61
Washington	77	56	73
Lattimore	76	48	63
Elizabeth	71	45	63
TOTAL	1773	971	55

It is very interesting to note that all schools, except one, had more than 50 percent returns. The researcher believes that the reason for this low percentage return, 11 percent from Fallston, contributes to the date in which these questionnaires were expected, December 15, the day before Christmas vacation.

Question 1: What was the total number of students in grades 4, 5, and/or 6?

Table 1, page 32, shows the total number of students included in this study. Of the fourth graders, 651, in the study attending school in Cleveland County only eight of the ten schools house fourth grade. There were 575 fifth graders who were attending five of the ten schools that participated. The 547 sixth graders of Cleveland County whose parents were surveyed attend five schools of the ten included in the study also.

Table 1

The Number of Fourth, Fifth, and Sixth Grade Students
Attending Each School Included In The Survey
Of The Cleveland County School System

(Tenth Day Attendance Report, September, 1981)

SCHOOL	NUMBER OF FOURTH GRADE STUDENTS	NUMBER OF FIFTH GRADE STUDENTS	NUMBER OF SIXTH GRADE STUDENTS
(1)	(2)	(3)	(4)
South Cleveland		235	226
Fallston	83	94	86
Central Cleveland	74	94	91
Casar	61	60	59
Waco		92	85
Township Number Three	119		
Boiling Springs	90		
Washington	77		
Lattimore	76		
Elizabeth	71		
TOTAL	651	575	547

Question 2: How did the parents feel about the maximum miles, one-way, that an intermediate student should travel to school?

Table 2 on page 34 shows the findings. Fifty-two percent, the largest percentage, felt an intermediate student should travel no more than 4 to 7 miles to school. Only two percent felt the child should travel 13 to 20 miles to school, the remaining of the respondents, one percent felt distances other than the above should be traveled by the child to school.

Table 2

Percentage Of the Longest Distance In Miles, One Way,
The Parents In Cleveland County School System
Felt An Intermediate Student Should
Travel to School

SCHOOL (1)	1 to 3 MILES (2)	4 to 7 MILES (3)	8 to 12 MILES (4)	13 to 20 MILES (5)	OTHER MILES (6)
South Cleveland	24	51	20	3	1
Fallston	18	54	21	4	4
Central Cleveland	18	54	19	6	2
Casar	15	53	31	0	0
Waco	25	50	21	2	1
Township Number Three	41	40	17	0	1
Boiling Springs	23	59	18	0	0
Washington	25	54	20	2	0
Lattimore	23	56	19	0	2
Elizabeth	38	44	18	0	0
TOTAL	23	52	20	2	1

Question 3: According to the parents, should the elementary intermediate and high school pupils ride in the same bus to and from school?

Table 3, page 36, gives the following results. Seventy-seven percent opposed elementary, intermediate and high school students riding in the same bus to and from school. More than fifty percent stating their reason for opposing was because the bigger "kids" would "pick" on the little ones because they felt there was a lack of discipline on the buses. The remaining twenty-three percent favored all grades riding on the same bus. Their reason was "to save gas."

Table 3

Percentage Of Parents In Cleveland County School System
In Favor Or Opposed To Elementary, Intermediate,
And High School Students Riding In The Same Bus
To And From School

SCHOOL (1)	YES (2)	NO (3)
South Cleveland	16	84
Fallston	46	54
Central Cleveland	25	75
Casar	24	76
Waco	18	82
Township Number Three	22	78
Boiling Springs	18	82
Washington	20	80
Lattimore	23	77
Elizabeth	20	80
TOTAL	23	77

Question 4, Part A: Did the parents of the children in the study favor a kindergarten program in the Elementary Curriculum and what length of term did they feel was desirable?

The results of the survey are shown in Table 4, Part A page 38. Ninety-two percent of all the parents favored a kindergarten program in the Elementary Curriculum while on the other hand, only eight percent opposed a program for kindergarteners. It would be interesting to know why the eight percent opposed a kindergarten program, however, there is no way of knowing as related to this study.

Table 4 (A)

Percentage of Parents In Cleveland County School System
Who Favored Or Opposed A Kindergarten Program

SCHOOL (1)	FAVORED (2)	OPPOSED (3)
South Cleveland	90	10
Fallston	89	11
Central Cleveland	94	6
Casar	93	8
Waco	89	10
Township Number Three	89	10
Boiling Springs	92	7
Washington	95	5
Lattimore	95	6
Elizabeth	94	6
TOTAL	92	8

Question 4, Part B of Table 4: What length of term did the parents feel was desirable?

Thirty-seven percent of the parents indicated that a term of one-half day for two semesters was most desired. Twenty-five percent indicated a term of one-half day for only one semester. The remaining thirty-one percent expressed other ideas than those asked for on the questionnaire.

Table 4 (B)

Percentage of Parents In Cleveland County School System
Who Favored A Kindergarten Program Expressed The
Desire For Following Length of Term

SCHOOL (1)	ONE-HALF DAY ONE SEMESTER (2)	ONE-HALF DAY TWO SEMESTERS (3)	OTHER (4)
South Cleveland	29	42	19
Fallston	18	32	39
Central Cleveland	21	42	31
Casar	18	36	39
Waco	27	35	27
Township Number Three	29	31	29
Boiling Springs	22	36	34
Washington	30	34	31
Lattimore	23	42	30
Elizabeth	29	38	27
TOTAL	25	37	31

Question 5: Were the parents in favor of a program to help train the mentally retarded?

The percentage in favor of such a program was ninety- as shown in Table 5, Page 42. Although ten percent felt that such a program as this should not be in existence in the school system.

Table 5

Percentage of Parents In Cleveland County School System
Who Favored Or Opposed A Program For Training
Mentally Retarded Children

SCHOOL (1)	FAVORED (2)	OPPOSED (3)
South Cleveland	91	9
Fallston	96	4
Central Cleveland	93	7
Casar	87	14
Waco	90	10
Township Number Three	91	9
Boiling Springs	92	8
Washington	86	14
Lattimore	92	8
Elizabeth	84	16
TOTAL	90	10

Question 6: Did the parents prefer the self-contained or the departmentalized classroom for the instruction of intermediate grades (4-6)?

Table 6, page 44, indicated that thirty-eight percent preferred the self-contained classroom; fifty-one favored the departmentalized classroom and eleven percent expressed no opinion concerning the type of classroom organization.

Table 6

Percentage of Parents In Cleveland County School System
Who Preferred Self-Contained, Departmentalized, Or
No Opinion

SCHOOL (1)	SELF-CONTAINED CLASSROOM (2)	DEPARTMEN- TALIZED (3)	NO OPINION (4)
South Cleveland	33	57	10
Fallston	50	39	11
Central Cleveland	39	50	10
Casar	48	43	10
Waco	29	61	9
Township Number Three	34	55	10
Boiling Springs	29	57	14
Washington	32	61	7
Lattimore	42	44	15
Elizabeth	42	40	18
TOTAL	38	51	11

Question 7: Were the parents in favor of the system assuming the cost of all necessary workbooks?

Table 7 on page 46 shows that seventy-two percent of the parents favored the system to pay the cost of all workbooks. While twenty-seven percent felt the cost should be covered by some other means. Less than one percent (0.8) had no opinion on this subject.

Table 7

Percentage Of Parents In Cleveland County School System
Who Favored Or Opposed The Cost Of Necessary
Workbooks Be Assumed By The System

SCHOOL (1)	FAVORED (2)	OPPOSED (3)	NO OPINION (4)
South Cleveland	70	29	0
Fallston	71	29	0
Central Cleveland	78	22	0
Casar	82	18	0
Waco	75	25	0
Township Number Three	71	26	3
Boiling Springs	69	31	0
Washington	70	30	0
Lattimore	60	40	0
Elizabeth	73	22	5
TOTAL	72	27	0.8

Question 8: According to the parents how much teaching duty should a principal have in a school with an enrollment between 125 and 200 pupils?

Table 8, page 48 shows how they felt about school size. The percentages were as follows: Respondents favoring a principal having full-time teaching duty--ten percent, part-time teaching duty--thirty percent, and no-teaching duty--forty-four percent. The percentage of parents expressing no opinion was sixteen.

Table 8

Percentage Of Parents In Cleveland County School System
Who Favored A Full Time, Part Time Or No Teaching
Duty Principal In An Intermediate School With
An Enrollment Between 125-200 Pupils

SCHOOL (1)	FULL TIME (2)	PART TIME (3)	NO TEACHING (4)	NO OPINION (5)
South Cleveland	14	28	45	13
Fallston	11	36	46	7
Central Cleveland	6	26	50	18
Casar	5	33	44	18
Waco	12	30	41	17
Township Number Three	16	20	50	14
Boiling Springs	5	29	43	23
Washington	13	30	41	16
Lattimore	8	33	40	19
Elizabeth	11	33	44	12
TOTAL	10	30	44	16

Question 9: Did the parents feel their child was getting the necessary help he/she needs in reading?

Table 9, page 50, gives the results. The percentages are as follows: Thirty-five percent rated very much, twenty-two percent rated fairly much, and thirty-seven percent rated average. On the other hand, five percent rated not very much, while one rated not at all.

Table 9

Percentage of Parents in Cleveland County School System
Who Feels Their Child Is Getting The Necessary Help
He/She Needs in Reading

SCHOOL (1)	VERY MUCH (2)	FAIRLY MUCH (3)	AVERAGE (4)	NOT VERY MUCH (5)	NOT AT ALL (6)
South Cleveland	26	19	44	10	1
Fallston	29	43	25	0	4
Central Cleveland	26	20	41	12	1
Casar	37	22	38	1	2
Waco	21	19	44	16	0
Township Number Three	44	21	28	7	1
Boiling Springs	38	16	46	0	0
Washington	38	21	36	4	2
Lattimore	38	29	31	2	0
Elizabeth	56	9	33	0	2
TOTAL	35	22	37	5	1

Question 10: How did the parents feel about the amount of homework their child had this past year?

Table 10 on page 52 shows the findings. There were nine percent who felt their child had too much homework, sixteen percent not enough, seventy-two percent the right amount, whereas three percent rated other.

Table 10

Percentage Of Parents In Cleveland County School System
Who Feel Their Child's Homework Amount For This
Past Year Was Adequate

SCHOOL (1)	TOO MUCH (2)	NOT ENOUGH (3)	THE RIGHT AMOUNT (4)	OTHER (5)
South Cleveland	12	20	62	5
Fallston	0	4	96	0
Central Cleveland	22	12	62	3
Casar	13	16	70	1
Waco	14	17	63	7
Township Number Three	2	26	67	5
Boiling Springs	5	11	82	2
Washington	2	25	71	2
Lattimore	8	17	75	0
Elizabeth	16	7	73	4
TOTAL	9	16	72	3

Question 11: What degree of importance did the parents place on some educational specialists being available to an intermediate school?

Table 11, page 54, shows the findings. The educational specialists and the values placed on them by the parents as indicated in Table 11 were as follows: the percentage of those who rated very important or of moderate importance; art consultant--sixty-five, music instructor (vocal)--seventy-one, band instructor--fifty-seven, speech therapist--ninety, psychologist--seventy-four, remedial reading instructor--ninety-two, guidance counselor--seventy-seven, physical education instructor--eighty-nine, school nurse--eighty-two, and media specialists--sixty-five.

The percentage of those who rated of little importance or of no importance concerning the specialist were: art consultant--thirty, music instructor--twenty-five, band instructor--thirty-eight, speech therapist--eight, psychologist--twenty, remedial reading instructor--seven, guidance counselor--twenty, physical education instructor--nine, school nurse--fifteen, and media specialists--twenty.

There were some ratings of no opinion on each of the educational specialists; however, the researcher did not feel the percentages of no opinion were very important, therefore they are not listed entirely. Nevertheless, the highest percentage of no opinion was eleven percent ratings for media specialists, and the least percentage was two percent ratings for physical education instructor.

Table 11

Percentage Of Parents In Cleveland County School System Who Felt The Following Educational Specialists Were Very Important (1), Of Moderate Importance (2), Of Little Importance (3), Of No Importance (4)

SCHOOL (1)	ART CONSULTANT 1-2 3-4 (2)	MUSIC INSTRUCTOR (VOCAL) 1-2 3-4 (3)	BAND INSTRUCTOR 1-2 3-4 (4)	SPEECH THERAPIST 1-2 3-4 (5)	PSYCHOLOGIST 1-2 3-4 (6)	REMEDIAL READING INSTRUCTOR 1-2 3-4 (7)	GUIDANCE COUNSELOR 1-2 3-4 (8)	PHYSICAL EDUCATION INSTRUCTOR 1-2 3-4 (9)	SCHOOL NURSE 1-2 3-4 (10)	MEDIA SPECIALISTS 1-2 3-4 (11)
South Cleveland	63 30	69 27	58 35	95 4	70 20	92 5	85 14	89 9	89 10	64 23
Fallston	71 29	72 29	57 43	82 15	75 25	85 11	68 29	85 15	71 29	64 32
Central Cleveland	63 32	65 30	53 43	93 6	77 18	92 5	79 17	96 3	85 12	62 27
Casar	65 30	73 26	59 36	92 7	63 30	92 5	73 24	87 11	85 14	76 12
Waco	66 28	70 26	63 30	94 5	75 21	93 6	79 19	85 14	81 15	63 23
Township Number Three	74 26	79 18	63 33	92 7	85 9	95 5	81 14	94 5	87 10	73 22
Boiling Springs	67 31	79 20	65 32	88 10	68 30	91 8	59 37	88 10	71 21	53 35
Washington	61 34	66 28	50 40	93 4	78 16	92 6	80 17	87 11	82 13	75 16
Lattimore	56 40	69 29	50 46	85 12	79 17	84 13	81 15	87 10	84 13	56 33
Elizabeth	64 24	71 18	51 38	86 7	69 17	89 4	80 13	91 4	80 15	67 16
TOTAL	65 30	71 25	57 38	90 8	74 20	91 7	77 20	89 9	82 15	65 24

Question 12. What subjects did the parents feel should be available to the pupils in the Intermediate grades?

Table 12, page 56 shows the findings. The percentage of parents who rated of average importance and or more were as follows: media centers--seventy, industrial arts and home economics--seventy-six, foreign language--fifty-four, and vocal music--fifty-nine. On the other hand, the percentages for less than average importance and or less follows: media centers--twenty, industrial arts--seventeen, home economics--nineteen, foreign language--thirty-two and vocal music--thirty-three.

There were some percentage ratings for other subjects or services desired but the researcher did not list those percentages because they had little or no importance to this study.

Table 12

Percentage Of Parents In Cleveland County School System Who Felt The Following Subjects Or Services Were Average Importance (AI) Or More, Or Less Average Importance (LAI) Or Less

SCHOOL (1)	MEDIA CENTERS (2)	INDUSTRIAL ARTS (3)	HOME ECONOMICS (4)	FOREIGN LANGUAGE (5)	VOCAL MUSIC (6)
South Cleveland	AI LAI 71 22	AI LAI 74 21	AI LAI 79 16	AI LAI 55 30	AI LAI 55 35
Fallston	62 18	79 11	71 25	55 33	68 25
Central Cleveland	70 21	74 20	80 17	51 38	52 39
Casar	73 20	79 16	68 24	42 33	57 36
Waco	66 19	73 12	71 21	52 32	45 43
Township Number Three	73 19	75 19	81 14	63 25	58 33
Boiling Springs	63 28	68 22	83 13	63 28	64 32
Washington	77 16	79 18	73 23	55 29	57 27
Lattimore	77 16	81 19	79 21	40 42	65 29
Elizabeth	72 20	82 11	78 16	63 27	65 29
TOTAL	70 20	76 17	76 19	54 32	59 33

Question 13, Part A. Did the parents favor a summer program at their intermediate school facility? If so, what programs did they desire?

Table 13 A and 13 B, on page 58 and 60, shows the findings. The majority of the parents at each school favored summer programs. The results are stated below in the Table 13A. The overall percentage was seventy-one supported and thirty opposed summer programs.

Table 13 (A)

Percentage Of Parents In Cleveland County School System
Who Approved Or Opposed Summer Programs At
The Intermediate School Facility

SCHOOL (1)	YES (2)	NO (3)
South Cleveland	76	24
Fallston	72	29
Central Cleveland	69	31
Casar	65	35
Waco	75	25
Township Number Three	74	26
Boiling Springs	69	31
Washington	66	33
Lattimore	64	36
Elizabeth	76	24
TOTAL	71	30

Part B of Table 13 on page 60 indicates what the parents desired to be in the summer programs. Twelve percent felt the necessity for remedial programs, whereas twenty-nine favored enrichment programs and thirty percent wanted both.

Table 13 (B)

Percentage Of Parents In Cleveland County School System
Who Approved of Summer Programs Expressed A Desire
For Remedial Programs, Enrichment, Or Both

SCHOOL (1)	REMEDIAL (2)	ENRICHMENT (3)	BOTH (4)
South Cleveland	7	5	64
Fallston	4	11	57
Central Cleveland	7	61	1
Casar	15	49	1
Waco	18	56	1
Township Number Three	21	53	0
Boiling Springs	13	54	2
Washington	16	3	47
Lattimore	9	2	53
Elizabeth	7	0	69
TOTAL	12	29	30

Question 14. How did the parents rate the number of teachers their child has contact?

As stated in Table 14, page 62, the percentage of child's contacts with teachers are as follows: child having contacts with one teacher, thirty-five; two, twenty-six; three, twenty-one; and four, fifteen. There were four percent who had some other variation of contacts with teachers than those described above.

Table 14

Percentage Of Parents In Cleveland County School System
 Rated Their Child's Contacts with Teachers As
 As One, Two, Three, Four, or Other

SCHOOL (1)	ONE (2)	TWO (3)	THREE (4)	FOUR (5)	OTHER (6)
South Cleveland	21	42	16	17	4
Fallston	43	29	14	11	4
Central Cleveland	24	14	22	37	4
Casar	33	15	26	24	3
Waco	22	32	16	19	11
Township Number Three	47	28	18	6	1
Boiling Springs	58	11	20	9	2
Washington	32	36	21	5	5
Lattimore	35	31	12	10	4
Elizabeth	31	20	38	9	2
TOTAL	35	26	21	15	4

Question 15. How did the parents evaluate the overall instructional program in their school?

The final Table, Table 15, on page 64 shows the results. One fourth of the parents felt the program in their school was excellent, twenty-two percent. Fifty-seven percent evaluated good, fifteen percent fair, and only two percent poor. Five percent had no opinion.

Table 15

Percentage Of Parents In Cleveland County School System
Who Evaluated Their Present Overall Instruction
As Excellent, Good, Fair, and Poor

SCHOOL	EXCELLENT	GOOD	FAIR	POOR	NO OPINION
(1)	(2)	(3)	(4)	(5)	(6)
South Cleveland	17	59	17	3	4
Fallston	36	54	7	0	4
Central Cleveland	11	59	23	2	6
Casar	13	57	25	1	5
Waco	9	59	24	3	6
Township Number Three	22	57	15	5	1
Boiling Springs	33	55	9	2	2
Washington	16	59	20	4	2
Lattimore	25	58	4	0	13
Elizabeth	42	51	4	0	3
TOTAL	22	57	15	2	5

The researcher feels it should be stated at this point that the parents demonstrated a high level of concern and interest in their respective intermediate school and the education provided for their children. This concern and interest was shown by the large number of individuals who completed returns and also by the additional comments made by the parents on the returns. Of the additional comments made some were worthy of note because of recent developments in the financing and budgeting of schools; the ideas expressed would be an asset to the finance committee of the school system. This led the researcher to the conclusion that a follow-up survey should be given sincere consideration in the near future.

SUMMARY

It was the purpose of the study to discover some of the present attitudes and concerns of the parents of intermediate school children attending school in the Cleveland County School System toward various phases of their schools' operations, services, and facilities.

In order to carry out this study, a questionnaire was developed and sent to all the (elementary) intermediate school parents of the Cleveland County School System, except the one school that chose not to participate in the study, West Cleveland School. Based on a return of 55 percent of the 1,773 questionnaires, the following findings resulted as answers to the Statement of Questions:

1. What was the total number of students in grades 4, 5, and/or 6? There were:
fourth grade, 651; fifth grade, 575;
and sixth grade, 547.
2. How did the parents feel about the maximum number of miles, one-way, that an intermediate student should travel to school? The results were:
fifty-two percent, 4 to 7 miles
twenty-three percent, 4 to 7 miles
twenty percent, 8 to 12 miles
two percent, 13 to 20 miles

one percent rated something other than
the above miles.

3. According to the parents, should elementary, intermediate, and high school people ride in the same bus to and from school? The findings were:

twenty-three percent, yes
seventy-seven percent, no.

Those stating yes felt it would save gas. In contrast to the yes, those stating no feel that there is a lack of discipline on the buses and the "bigger kids tend to pick on the little ones."

4. Did the parents favor a kindergarten program in the elementary curriculum, and what length of term did they feel was desirable? The feelings were:

ninety-two percent favored
eight percent opposed
twenty-five percent, one-half day one semester
thirty-seven percent, one-half day two
semesters
thirty-one percent, something other than
what was on the questionnaire.

5. Were the parents in favor of a program to help train the mentally retarded? The results were:

in favor, ninety percent
opposed, ten percent.

6. Did the parents prefer the self-contained or the departmentalized classroom for the instruction of intermediate grades (4-6)?

The findings were:

self-contained, thirty-eight percent
departmentalized, fifty-one percent
no opinion, eleven percent

7. Were the parents in favor of the system assuming the cost of all necessary workbooks?

The findings were:

seventy-two percent, favored
twenty-seven percent, opposed
zero point eight percent had no opinion.

8. According to the parents, how much teaching duty should a principal have in a school with an enrollment between 125 and 200 pupils?

The findings were:

full-time, ten percent
part-time, thirty percent
no teaching, forty-four percent
no opinion, sixteen percent.

9. Did the parents feel their child was getting the necessary help he/she needs in reading?

The feelings were:

thirty-five percent, very much

twenty-two percent, fairly much
 thirty percent, average
 five percent, not very much
 one percent, not at all.

10. How did the parents feel about the amount of homework their child had this past year?

The findings were:

nine percent, too much
 sixteen percent, not enough
 seventy-two percent, the right amount
 three percent, something other than what
 was on the questionnaire.

11. What degree of importance did the parents place on some educational specialists being available to an intermediate school?

The educational specialists and the values placed on them by the parents as indicated in Table 11 were as follows: the percentage of those who rated very important or of moderate importance; art consultant--sixty-five, music instructor (vocal)--seventy-one, band instructor--fifty-seven, speech therapist--ninety, psychologist--seventy-four, remedial reading instructor--ninety-two, guidance counselor--seventy-seven, physical education instructor--eighty-nine, school nurse--eighty-two, and media specialists--sixty-five.

The percentage of those who rated of little importance or of no importance concern the specialist were: art consultant--thirty, music instructor--twenty-five, band instructor--thirty-eight, speech therapist--eight, psychologist--twenty, remedial reading instructor--seven, guidance counselor--twenty, physical education instructor--nine, school nurse--fifteen, and media specialists--twenty.

There were some ratings of no opinion on each of the educational specialists; however, the researcher did not feel the percentages of no opinion were very important, therefore they are not listed entirely. Nevertheless, the highest percentage of no opinion was eleven percent ratings for media specialists, and the least percentage was two percent ratings for physical education instructor.

12. What subjects did the parents feel should be available to the pupils in the intermediate grades?

The percentage of parents who rated of average importance and or more were as follows:
Media Centers--seventy, industrial arts and home economics--seventy-six, foreign language--thirty-two, and vocal music--thirty-three.

There were some percentage ratings for other subjects or services desired but the researcher did not list those percentages because they had little or no importance to this study.

13. Did the parents favor a summer program at their intermediate school and if so, what programs did they favor? The tabulated findings were:

seventy-one percent, favored
thirty percent, opposed.

The parents desiring summer programs indicated that they favored the following types of programs:

eleven percent, remedial program
twenty-nine percent, enrichment program
thirty percent, both (remedial and enrichment programs).

14. How did the parents rate the number of teachers their child has contact with? The findings were:

thirty percent, one
twenty-six percent, two
twenty-one percent, three
fifteen percent, four
four percent, something other than four.

15. How did the parents evaluate the overall instructional program in their school? The results were:

twenty-two percent, excellent
fifty-seven percent, good
fifteen percent, fair
two percent, poor
five percent, no opinion.

CONCLUSION

Based on the attitudes of the parents as interpreted from the returned questionnaires, the researcher concludes the following:

1. The majority felt that the longest distance that should be traveled in attending school, an intermediate student should not be over 4 to 7 miles, one-way.
2. By no means, did the majority feel that elementary, intermediate, or high school students should ride in the same bus. Some parents felt there is a lack of discipline, and "bad language" on the school bus carrying junior and senior high school students. This was a major concern of a number of the parents.
3. An overwhelming majority felt that kindergarten should be a part of the Elementary Curriculum. A large percentage of the parents felt the kindergarten term should be something other than what was stated on the questionnaire. The majority favored one-half day two semesters for kindergarten terms, but the researcher is of the opinion that if it had been stated, the majority would have selected one full day two semesters for the kindergarten term.

4. The largest group felt there should be a program for the mentally retarded.
5. The greater number felt that there should be departmentalized instruction for the intermediate grades and that the school system should assume the cost of necessary workbooks.
6. The small majority felt that the intermediate principal with not more than 125 to 200 pupils should have no teaching duties.
7. More than half felt the child was getting average help in reading; a large majority felt that their child's homework, this past year, was adequate.
8. According to the parents' ratings, the following educational specialists available to the intermediate school were considered the three highest as very important or of moderate importance:

Remedial reading instructor

Speech Therapist

Physical education instructor

There was a tie in the first highest ranking of the subjects of industrial arts and home economics.

9. The majority favored summer programs at their intermediate school facility where enrichment

and remedial programs would be available.

10. The greatest number of children had contact with only one teacher per day.

11. The majority of the parents felt that their child's overall instruction was good. They seemed to be reasonably satisfied, for the most part.

In general, it can be assumed that the parents were satisfied with their schools as they are. Many of the programs or ideas covered on the questionnaire are already in operation in the school system at the time of the survey.

RECOMMENDATIONS

The review of the literature and the findings by questionnaires led the researcher to make the following recommendations:

1. If there is not already a public relations program, one should be organized immediately.
2. A feasibility study of the school-community's attitudes and concerns about the schools should be implemented at least once a year. The results should be used in such a way that the respondents can offer their opinions.
3. Special service personnel already utilized by the school system should be continued.
4. The administration should implement a modern foreign language program or curriculum for the intermediate grades.
5. Elementary and intermediate students should not be allowed to travel more than 8 to 12 miles, one-way, to and/or from school. Thus, the present bus assignment should be retained as is.
6. The Board and Superintendent should develop a staff newsletter which goes to all employees, in order that the staff have an opportunity to

better understand the Board and Superintendent's jobs and operations.

7. The Board should establish guidelines and responsibilities for the public relations director to communication with the news media on a regular and on-going basis.
8. The Board should establish a communication system that will provide responsive feedback between the Board and its various publics.
9. The Board should provide an annual report to the community explaining the school system's programs and services.
10. The superintendent and the Board should establish a monthly or weekly newsletter for the parents, which is one way to communicate directly with the parents (the Dallas Independent School District puts out a daily publication for its staff and have found it to be very effective).
11. Further study should be completed concerning the departmentalizing or self-containing of the intermediate grades.
12. Further study as to the necessity of the media specialists in the intermediate grades is necessary.
13. Further study should be completed by the administration to see that the summer school

programs function according to needs and desires of the community.

In conclusion, the researcher recommends a more extensive survey be implemented in the near future with planned follow-up surveys at regular intervals. Minor problems are normally easier to rectify than major issues. Surveys tailored to fit the current and future needs of students can result in the improvement of educational opportunity and school-community relationships.

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APPENDIX

July 24, 1981

Master's Report Proposal Approval

We the committee members of Carl E. Leslie's graduate study program approve of his Master's Report Proposal, "An Assessment of Specific Attitudes and Concerns of Selected Parents of Intermediate Learns (4-6)."

This study will describe the present attitudes and concerns of the parents of intermediate school children in a small community.

Approved:

Roy A. Bartel Major Professor (Date)

Fred C. Flague 7-29-81
Committee Member (Date)

James B. Boyer 7-29-81
Committee Member (Date)

Carl E. Leslie

238-94-3053

Master's Report Proposal

"An Assessment of Specific Attitudes of Selected Parents
of Intermediate Learners (grades 4-6)"

The purpose of this study is to develop an awareness of the present attitudes and concerns of the parents of Intermediate Learners (grades 4-6), of the Cleveland County School System, toward various phases of their schools' operation, services and facilities. Some educators believe that the schools belong to the people and that one of the most effective ways of developing good community-school relations is to involve lay citizens in periodic evaluations of the educational program of their schools. Therefore, it is considered important that the parent's attitude toward certain aspects of the school's operations be measured so that the assets and liabilities of the school become known and thus available to the administration and board of education of the school district for future planning. By this means it is thought that the students' educational opportunities can be improved by utilizing as many of the school-community sources of information as possible.

A survey of the opinions of this school system's parents can be used to gain an understanding of the attitudes of these parents toward their schools. Furthermore, this data can be utilized in an attempt to upgrade the quality of education and improve school-community relations. Thus, the school administrators and the board of education will be able to make any necessary changes in administrative policies,

cognizant of the needs and desires of the parents.

The cooperation of the administration and board of education of the Cleveland County School System will be needed to facilitate the acquisition of data necessary for the implementation of the survey. It is further hoped that they will accept the findings and consider them for basic information. Other sources of data will include literature made available by; Kansas State Univeristy Library, Cleveland County Public Library, Cleveland County Technical College Library, records from the office of the Cleveland County School System superintendent and the returned questionnaires by the parents of the study area.

Questionnaires will be sent to parents of six students in the fourth, fifth and sixth grades, selected at random by the researcher. Each school in the system will be represented. Approximately 360 questionnaires will be sent out. Of the total percentage completed and returned questionnaires, a study will be made from the information gained.

The survey will disclose the parents' present attitudes and concerns about their schools.

Other Uses of the Findings

The researcher is of the opinion that the data could be used in a number of ways. Several possible uses of the assessment are listed below:

1. This data could bring a new awareness of the public toward the school. It will give the parents of the community a feeling that they have a part in the school and that their interests and opinions are important.
2. The information gathered from this project could be useful material for the local Board of Education, Administrators, for professional meetings of the school staff and for other groups interested in curriculum program improvement.
3. The data from this assessment could help to point out both strengths and weaknesses of certain educational programs and also point out misunderstandings that may exist.
4. Dissatisfaction expressed in certain phases of the school may suggest that remedial measures be taken.

Carl E. Leslie
Route 2 Box 345-C
Lawndale, N.C. 28090
September 21, 1981

Dr. Jerry L. Blake
Superintendent of Cleveland County Schools
130 South Post Road
Shelby, N.C. 28150

Dear Dr. Blake:

I am a former student of the Cleveland County School System, to be specific Burns High, of which I am very proud. I feel the system is second to none in implementing productive programs.

As a candidate for the Master of Arts Degree from Kansas State University, it is necessary for me to complete a final project or master's degree report. Being a graduate of this school system and my desire to help it to be the best school system in the state of North Carolina; I have chosen a study that I feel will help us reach this goal.

The title of my master's report is, "An Assessment of Specific Attitudes and Concerns of Selected Parents of Intermediate Learners (grades 4-6)". This study is a survey of these parents as to certain general concerns of their children's education.

At this point and other points in the future, I solicit your assistance. This is a request for the name of each school, principals' name and schools' address in the Cleveland County School System that houses Intermediate Learners, (grades 4, 5 and/or 6). Also please state the present population or enrollment of the fourth grade, fifth grade and sixth grade separately. This information is needed so that I can get the questionnaire into the hands of the parents of Intermediate Learners.

Thank you in advance for your cooperation and an early reply.

Sincerely,


Carl E. Leslie

*I think it would be good to
cooperate with Carl. Thanks*

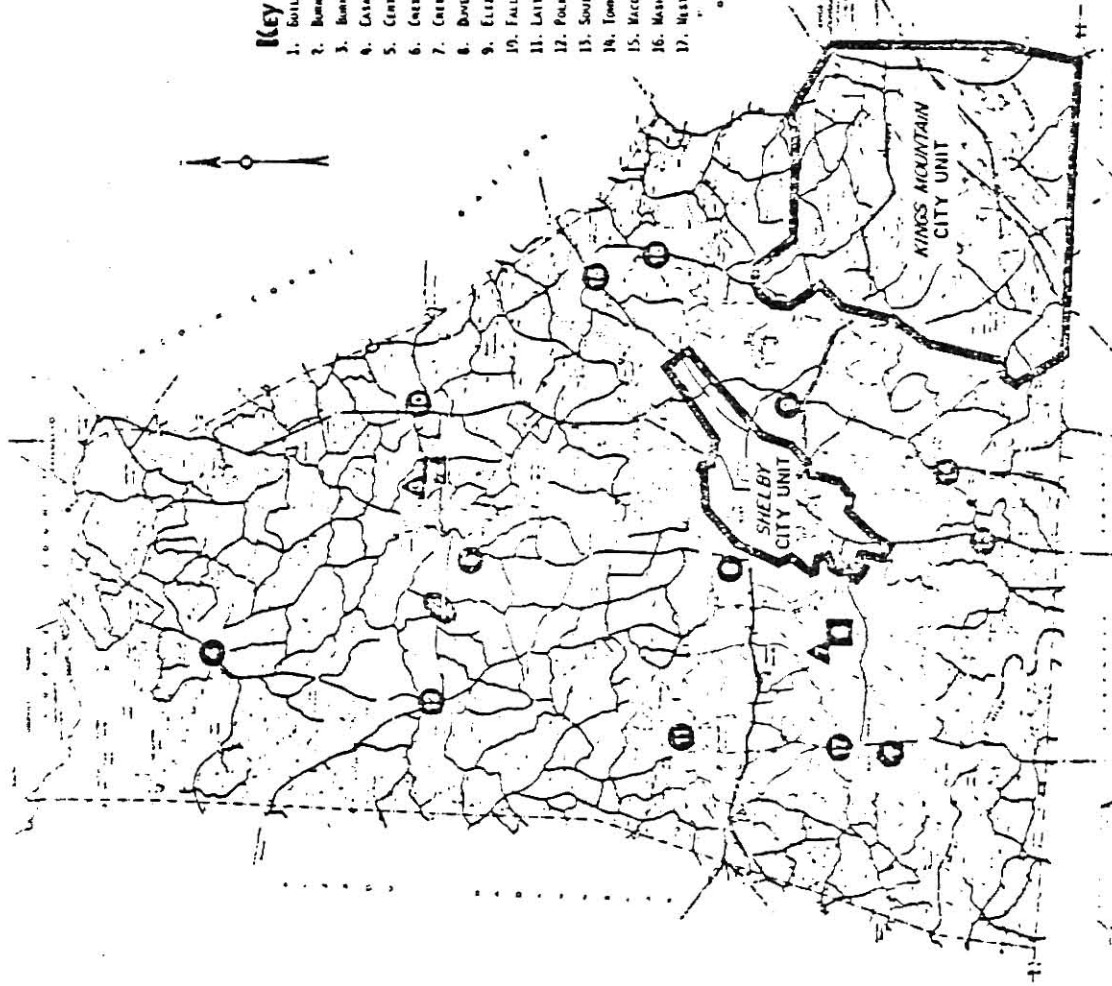
CLEVELAND COUNTY

Key

1. Boiling Springs A-4
2. Burns Hill 10-12
3. Burns Junction Hwy 7-9
4. Cassie A-6
5. Central Cleveland A-6
6. Crest Hill 10-12
7. Crest Junction Hwy 7-9
8. Davis A-3
9. Ellington A-4
10. Fallston A-6
11. Lattimore A-4
12. Polkville A-3
13. South Cleveland 5-6
14. Township Inset A-4
15. Vaco 5-6
16. Washington A-4
17. West Cleveland 5-6

Legend

- Elementary
 Junior High
 High



Route 2 Box 345 C
Lawndale, N. C. 28090
(704) 538 7801
March 15, 1982

Mr. Robert Borders
Cleveland County Schools
130 South Post Road
Shelby, N. C. 28150

Dear Mr. Borders:

Thank you for giving me permission to make a survey of the parents' attitudes and concerns of the Cleveland County School System. Without your cooperation my study would have been impossible. I am truly grateful to you.

The information collected was quite revealing, and I hope it will be of some help to you in some capacity. It serves well for me as data in my Thesis, "An Assessment Of Specific Attitudes And Concerns Of The Parents Of Intermediate Learners, (grades 4, 5 and 6)."

After my Thesis has been accepted, approved and bound, I plan to present a completed copy for the County Office Library.

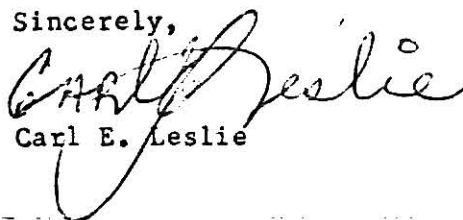
All schools in Cleveland County that houses grades 4, 5 and 6 were asked to cooperate. I received 99 percent cooperation.

Enclosed you will find the Table showing the results of the survey of those schools who chose to cooperate.

If there are any questions about my survey please do not hesitate to contact me at the above address.

Thank you again for your cooperation.

Sincerely,



Carl E. Leslie

spl

Enclosure

Child's Sex

_____ F

_____ M

Questionnaire

Name the elementary or intermediate school(s) in which your child or children are enrolled.

1. What grade is your child presently in?

_____ 4th

_____ 5th

_____ 6th

2. What is the longest distance in miles, one way, should an intermediate (4th, 5th, or 6th grade) student travel to school?

_____ 1 to 3 miles

_____ 4 to 7 miles

_____ 8 to 12 miles

_____ 13 to 20 miles

_____ other

3. In your opinion, should elementary, intermediate and high school pupils ride in the same bus to and from school?

_____ yes

_____ no

Why?

4. Should the elementary curriculum include kindergarten?

_____ yes

_____ no

If yes, indicate the length of the term that, in your judgment, is most desirable.

_____ one-half day for one semester each year

_____ one-half day for two semesters each year

_____ length of term other than either of the above

If no, please explain why? _____

Assuming that the following programs would not involve substantial increases in taxes, please indicate your feelings about the desirability of the program. (Some of the following programs are already in operation as you will note. However, your opinion of them is as important to this study as your opinion of the programs which are not a part of the intermediate system in this area.)

5. Do you think a school system should have some type of program to help train the mentally retarded?

_____ yes

_____ no

6. Check the organization that you feel is better for intermediate grades (4-6).

_____ self-contained classrooms (basic subjects taught by one teacher)

_____ departmentalized classrooms (basic subjects taught by specialized teachers of their fields)

_____ no opinion

Should a school system assume the cost of all necessary workbooks used in the intermediate grades? (Each workbook can be used only one term because the pupil does written exercises in it.)

_____ yes

_____ no

In an intermediate school with an enrollment of between 125 and 200 pupils, should the principal also have:

_____ full-time teaching duty

_____ part-time teaching duty

_____ no teaching duty

_____ no opinion

Do you feel your child is getting the help he/she needs in reading?

_____ very much

_____ fairly much

_____ average

_____ not very much

_____ not at all

How do you feel about the amount of homework your child had this past year?

_____ too much

_____ not enough

_____ about the right amount

_____ other (explain) _____

- .. Indicate the degree of importance which you would place upon the following educational specialists available to the intermediate schools, by checking the appropriate number using the following values: (1) very important; (2) of moderate importance; (3) of little importance; (4) of no importance; (5) no opinion.

art consultant	(1) (2) (3) (4) (5)
music instructor (vocal)	(1) (2) (3) (4) (5)
band instructor	(1) (2) (3) (4) (5)
speech therapist	(1) (2) (3) (4) (5)
psychologist	(1) (2) (3) (4) (5)
remedial reading teacher	(1) (2) (3) (4) (5)
guidance counselor	(1) (2) (3) (4) (5)
physical education instructor	(1) (2) (3) (4) (5)
school nurse	(1) (2) (3) (4) (5)
media specialists	(1) (2) (3) (4) (5)
_____ other(s)	(1) (2) (3) (4) (5)

- . Which of the following do you think should be available for the intermediate grades? Rate the following 1 through 6, according to importance. (1 being most important and 6 being least important)

_____ media centers

_____ industrial arts

_____ home economics

_____ foreign languages

_____ vocal music

_____ other(s) desires _____

Are you in favor of summer pgorams at your intermediate school facility?

_____ yes

_____ no

If your answer is yes, please indicate your preferences below.

Remedial program:

_____ reading

_____ mathematics

_____ other desired

Enrichment program:

_____ piano lessons

_____ art classes

_____ arts and crafts

_____ other desired

How many teachers does your child have contact with?

_____ one

_____ two

_____ three

_____ four

_____ other

Rate the instructional program of your school.

_____ excellent

_____ good

_____ fair

_____ poor

_____ no opinion

Route 2 Box 345 C
Lawndale, N. C. 28090
(704) 538 7801
March 17, 1982

Ms. Yvonne C. Hoyle, Principal
South Cleveland Elementary
Route #11
Shelby, North Carolina 28150

Dear Ms. Hoyle:

Please accept my thanks and appreciation to you for your cooperation during my study. I am truly grateful.

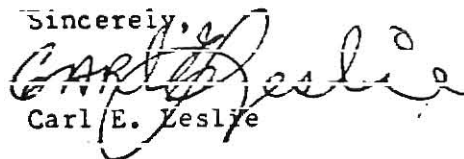
Also, please relate my gratitude to your 5th and 6th grade teachers. For without their assistance, my study certainly could not have become a reality.

I feel the information collected was quite revealing, and I hope it can be useful to you in some capacity. To me, it serves well as data in the completion of my Thesis, "An Assessment Of Specific Attitudes And Concerns Of The Parents Of Intermediate Learners, (grades 4, 5 and 6)."

Enclosed you will find a copy of the analysis of all the questionnaires sent out in December, 1981. If you have any questions concerning the survey please do not hesitate to contact me at the above address.

Thank you again for your cooperation.

Sincerely,



Carl E. Leslie

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Enclosure

Route 2 Box 345 C
Lawndale, N. C. 28090
(704) 538 7801
March 17, 1982

Mr. E. C. Hoover, Principal
Fallston Elementary
Box 39
Fallston, North Carolina 28042

Dear Mr. Hoover:

Please accept my thanks and appreciation to you for your cooperation during my study. I am truly grateful.

Also, please relate my gratitude to your 4th, 5th and 6th grades teachers. For without their assistance, my study certainly could not have become a reality.

I feel the information collected was quite revealing, and I hope it can be useful to you in some capacity. To me, it serves well as data in the completion of my Thesis, "An Assessment Of Specific Attitudes And Concerns Of The Parents Of Intermediate Learners, (grades 4, 5, 6)."

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Thank you again for your cooperation.

Sincerely,


Carl E. Leslie

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Enclosure

Route 2 Box 345 C
Lawndale, N. C. 28090
(704) 538 7801
March 17, 1982

Mr. Harold Watts, Principal
Central Cleveland Elementary
Box 458
Lawndale, North Carolina 28090

Dear Mr. Watts:

Please accept my thanks and appreciation to you for your cooperation during my study. I am truly grateful.

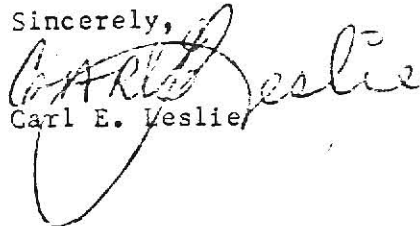
Also, please relate my gratitude to your 4th, 5th and 6th grade teachers. For without their assistance, my study could not have become a reality.

I feel the information collected was quite revealing, and I hope it can be useful to you in some capacity. To me, it serves well as data in the completion of my Thesis, "An Assessment Of Specific Attitudes And Concerns Of The Parents Of Intermediate Learners, (Grades 4,5,6)."

Enclosed you will find a copy of the analysis of all the questionnaires sent out in December, 1981. If you have any questions concerning the survey please do not hesitate to contact me at the above address.

Thank you again for your cooperation.

Sincerely,


Carl E. Leslie

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enclosure

Route 2 Box 345 C
Lawndale, N. C. 28090
(704) 538 7801
March 17, 1982

Mr. Jack McMurry, Principal
Casar Elementary
Box 128
Casar, North Carolina 28020

Dear Mr. McMurry:

Please accept my thanks and appreciation to you for your cooperation during my study. I am truly grateful.

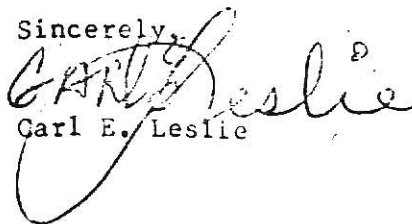
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Thank you again for your cooperation.

Sincerely,


Carl E. Leslie

spl

Enclosure

Route 2 Box 345 C
Lawndale, N. C. 28090
(704) 538 7801
March 17, 1982

Mr. Jerry Lee Simmons
Waco Elementary
Box 56
Waco, North Carolina 28169

Dear Mr. Simmons:

Please accept my thanks and appreciation to you for your cooperation during my study. I am truly grateful.

Also, please relate my gratitude to your 5th and 6th grade teachers. For without their assistance, my study certainly could not have become a reality.

I feel the information collected was quite revealing, and I hope it can be useful to you in some capacity. To me, it serves well as data in the completion of my Thesis, "An Assessment Of Specific Attitudes And Concerns Of The Parents Of Intermediate Learners, (grades 4, 5 and 6)."

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Thank you again for your assistance.

Sincerely,


Carl E. Leslie

spl

Enclosure

Route 2 Box 345 C
Lawndale, N. C. 28090
(704) 538 7801
March 17, 1982

Mr. Jack Powell, Principal
Township Three Elementary
1224 Davis Road
Shelby, North Carolina 28150

Dear Mr. Powell:

Please accept my thanks and appreciation to you for your cooperation during my study. I am truly grateful.

Also, please relate my gratitude to your 4th grade teachers. For without their assistance, my study certainly could not have become a reality.

I feel the information collected was quite revealing, and I hope it can be useful to you in some capacity. To me, it serves well as data in the completion of my Thesis, "An Assessment Of Specific Attitudes And Concerns Of The Parents Of Intermediate Learners, (grades 4, 5 and 6)."

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Thank you again for your cooperation.

Sincerely,


Carl E. Leslie

spi

Enclosure

Route 2 Box 345 C
Lawndale, N. C. 28090
(704) 538 7801
March 17, 1982

Mr. T. W. Martin, Principal
Boiling Springs Elementary
Box 896
Boiling Springs, N. C. 28017

Dear Mr. Martin:

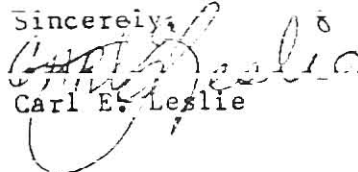
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Sincerely,

Carl E. Leslie

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Enclosure

Route 2 Box 345 C
Lawndale, N. C. 28090
(704) 538 7801
March 17, 1982

Mr. W. Brodus Howell, Principal
Washington Elementary
Route #1 Box 225 C
Shelby, North Carolina 28150

Dear Mr. Howell:

Please accept my thanks and appreciation to you for your cooperation during my study. I am truly grateful.

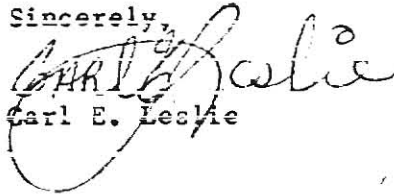
Also, please relate my gratitude to your 4th grade teachers. For without their assistance, my study could not have become a reality.

I feel the information collected was quite revealing, and I hope it can be useful to you in some capacity. To me, it serves well as data in the completion of my Thesis, "An Assessment Of Specific Attitudes And Concerns Of The Parents Of Intermediate Learners, (grades 4, 5 and 6)."

Enclosed you will find a copy of the analysis of all the questionnaires sent out in December, 1981. If you have any questions concerning the survey please do not hesitate to contact me at the above address.

Thank you again for your cooperation.

Sincerely,


Carl E. Leslie

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Enclosure

Route 2 Box 345 C
Lawndale, N. C. 28090
(704) 538 7801
March 17, 1982

Mr. Ronald F. Wilson, Principal
Lattimore Elementary
Box 128
Lattimore, North Carolina 28089

Dear Mr. Wilson:

Please accept my thanks and appreciation to you for your cooperation during my study. I am truly grateful.


Also, please relate my gratitude to your 4th grade teachers. For without their assistance, my study certainly could not have become a reality.

I feel the information collected was quite revealing, and I hope it can be useful to you in some capacity. To me, it serves well as data in the completion of my Thesis, "An Assessment Of Specific Attitudes And Concerns Of Parents Of Intermediate Learners, (grades 4, 5 and 6)."

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Thank you again for your cooperation.

Sincerely,


Carl E. Leslie

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Enclosure

Route 2 Box 345 C
Lawndale, N. C. 28090
(704) 538 7801

Mr. Courtney Madden, Principal
Elizabeth Elementary
220 South Post Road
Shelby, North Carolina 28150

Dear Mr. Madden:

Please accept my thanks and appreciation to you for your cooperation during my study. I am truly grateful.


Also, please relate my gratitude to your 4th grade teachers. For without their assistance, my study certainly could not have become a reality.

I feel the information collected was quite revealing, and I hope it can be useful to you in some capacity. To me, it serves well as data in the completion of my Thesis, "An Assessment Of Specific Attitudes And Concerns Of The Parents Of Intermediate Learners, (grades 4, 5, and 6)."

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Sincerely,


Carl E. Leslie

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Enclosure

AN ASSESSMENT OF SPECIFIC ATTITUDES
AND CONCERNS OF THE PARENTS
OF INTERMEDIATE LEARNERS
(GRADES 4, 5, AND 6)

by

CARL EVANS LESLIE
B.A., Livingstone College, 1979

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the
requirements for the degree of

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1982

The purpose of this study was to develop an awareness of some of the present attitudes and concerns of the parents of Intermediate Learners (grades 4-6), of the Cleveland County School System, toward various phases of their schools' operation, services, and facilities. Some educators believe that the schools belong to the people and that one of the most effective ways of developing good community-school relations is to involve lay citizens in periodic evaluations of the educational program of their schools. Therefore, it is considered important that the parent's attitude toward certain aspects of the school's operations be measured so that the assets and liabilities of the school become known and thus available to the administration and board of education of the school district for future planning. By this means it is thought that the students' educational opportunities can be improved by utilizing as many of the school-community sources of information as possible.

A survey of the opinions of this school system's parents can be used to gain an understanding of the attitudes of these parents toward their schools. Furthermore, this data can be utilized in an attempt to upgrade the quality of education and improve school-community relations. Thus, the school administrators and the board of education will be able to make any necessary changes in curriculum and administrative policies, cognizant of the needs and desires of the parents.

The cooperation of the administration of the Cleveland County School System was needed to facilitate the acquisition of data necessary for the implementation of the survey. One hundred percent cooperation was obtained from the School System's administration. After the survey was completed, the System's administration accepted the findings and was presented a copy of the results. A completed and bound copy of the study will be made available to the Cleveland County school system.

Questionnaires were sent to all the parents of 4th, 5th, and 6th grade students of the schools that houses grades 4, 5, and/or 6, except the one school, West Cleveland Elementary (5-6), that chose not to participate in the study. A total of 1,773 questionnaires were sent out during the month of December (1981). Of this total, 55 percent of the questionnaire were completed and returned. From this return percentage of completed questionnaires this study was made possible.

The survey disclosed that the parents were reasonably satisfied with their schools. Twenty-two percent evaluated their schools present overall instruction as excellent, fifty-seven percent good, fifteen percent fair, two percent poor, and five percent no opinion.

The results of the survey led to the following recommendations which were deemed educationally sound in the light of the desires and needs of the parents:

- (1) If there is not already a public relations program, one should be organized immediately.
- (2) A feasibility study of the school-community's attitudes and concerns about the schools should be implemented at least once a year. The results should be used in such a way that the respondents can offer their opinions.
- (3) Special service personnel already utilized by the school system should be continued.
- (4) The administration should implement a modern Foreign Language Program or Curriculum for the Intermediate grades.
- (5) Elementary and Intermediate students should not be allowed to travel more than 8 to 12 miles one-way to and/or from school, thus the present bus assignments be retained.
- (6) The Board and Superintendent should develop a staff newsletter which goes to all employees, in order that the staff have an opportunity to better understand the Board of Superintendent's job and operations.
- (7) The Board should establish guidelines and responsibilities for the public relations director to communicating with the news media on a regular and on-going basis.

- (8) The Board should establish a communication system that will provide responsive feedback between the Board and its various publics.
- (9) The Board should provide an annual report to the community explaining the school system's programs and services.
- (10) The Superintendent and the Board should establish a monthly or weekly newsletter for the parents. This is one way to communicate directly with the parents (the Dallas Independent School District puts out a daily publication for its staff and has found it to be very effective).
- (11) Further study should be completed concerning the departmentalizing or self-containing of the intermediate grades.
- (12) Further study as to the necessity of the media specialists in the intermediate grades is necessary.
- (13) Further study should be completed by the administration to see that the summer school programs function according to the needs and desires of the community.

In conclusion, the researcher recommends a more extensive survey to be implemented in the near future with planned follow-up surveys at regular intervals. Minor problems are normally easier to rectify than major issues. Surveys

tailored to fit the current and future needs of students can result in the improvement of educational opportunity and school-community relationships.