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A STUDY OF PUBLIC RELATIONS ACTIVITIES
USED AND VALUED BY ELEMENTARY AND
SECONDARY SCHOOL ADMINISTRATORS
IN DoDDS, DEPARTMENT OF DEFENSE
DEPENDENTS (OVERSEAS) SCHOOLS,
PACIFIC REGION

By

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ABSTRACT

A STUDY OF PUBLIC RELATIONS ACTIVITIES USED AND VALUED BY ELEMENTARY AND SECONDARY ADMINISTRATORS IN DoDDS, DEPARTMENT OF DEFENSE DEPENDENTS (OVERSEAS) SCHOOLS, IN THE PACIFIC REGION

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HOWARD WILLIAM RYSKAMP

The problem to be solved by this study was twofold. First, to identify which of 45 public relations activities were used most often by DoDDS Pacific principals and assistant principals; secondly, to determine which of the 45 activities these school administrators believed had the highest value for them in their present positions. DoDDS, the nation's eighth largest school system, provides an American type education in 270 schools for over 150,000 military dependents and dependents of civilians employed by the Department of Defense on U. S. military installations in 25 foreign countries. The study sought to determine whether the administrators' mean ranking of the 45 public relations activities as used and valued by them differed with the variables of type of position (principal or assistant principal), type of school (elementary or

junior/senior high school), enrollment of school and number of years of administrative experience.

Data for the study were obtained through the use of an experiential questionnaire and two Q sort grids which were mailed to the 90 principals and assistant principals. The survey yielded a response rate of 85%. From the data collected eight hypotheses were tested using a t-test. Data generated by the statistical t-test analysis of respondent groups were presented in tabular form. Significant differences were measured at the 0.05 alpha level. There were significant differences, through a varying number, for all eight hypotheses.

The following conclusions were derived from the analysis of data submitted by 75 of the 90 school administrators.

1. DoDDS-Pacific administrators believe there should be an emphasis on positive staff relations as a public relations activity. Establishing positive staff relations was ranked number one for use and value by these administrators. Establishing a humanistic approach was ranked second for use and number three for value.
2. DoDDS-Pacific administrators place a higher value on activities that develop the foundation, e.g. goals, policies, strategies, of a public relations program than on their present use of these activities in the school.
3. Sixty-one of 73 administrators who responded to the questions on the questionnaire desire more preparation in the area of school public relations.
4. As a planned and systematic two-way process of communication, public relations embraces a broad context of application among the recognized duties and functions of a school administrator.

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Chapter 1

Introduction: Statement of the Problem

What is public relations?

The National School Public Relations Association defines school public relations as a planned and systematic two-way process of communication between an educational organization and its internal and external publics. Its program serves to stimulate a better understanding of the role, objectives, accomplishments, and needs of the organization. Educational public relations is a management function that interprets public attitudes, identifies the policies and procedures of an individual organization with the public interest, and executes a program of action to encourage public involvement and to earn public understanding and acceptance.

Educators, community leaders, and others agree that school public relations is an issue of growing importance. In a recent biennial survey, members of the National Association of Secondary School Principals cited building greater confidence in schools as the highest priority. School public relations tries to do just that - develop the best program possible and help communicate it so that the community understands and supports it (NASSP, 1986).

Every school has a public relations program whether it recognizes it as such or not. Whenever students or staff members leave the building and respond to questions asked by parents or community members, an image of the school is projected. Principals do not have a choice about operating a public relations program in the school; it is happening all the time. Those who take issue with education will communicate negative messages. A conscious and intentional public relations program tends to take the initiative to share positive news.

Much of the "press" that the schools receive is devoted to the "bad" news, often presented as the result of a study committee's research, such as A Nation At Risk by the National Commission on Excellence in

Education in 1983. However, it is likely that there are many good things happening in the schools each day that are not being reported to the community in a regular, systematic manner. George Gallup said in 1982 that every Gallup Poll survey taken from 1957 - 1982 showed that the public wanted more information about the schools and educational system (Gallup, 1982).

Howard Jarvis' promotion of Proposition 13, which decreased tax support for California schools, tended to make the point that it is not good policy to wait until a crisis develops to begin assertive communication. As Jarvis went throughout California several years ago promoting Proposition 13, more and more educators realized that the responsibility for communicating positive messages about schools rested with them. Unfortunately, "bad news" is more readily on the surface, quickly available to the press. The press is prepared to skim "bad news" from the surface and share it with the world. Perhaps this is what they feel the public wants and will "buy." The "good news" tends to lie buried and often needs to be mined by aggressive and imaginative efforts.

In the 1983 Gallup Poll more than one-third of the individuals surveyed said they knew "very little" or "nothing" about their local schools. In the 14-year span between 1969 and 1983 the increase in the number who said that they knew "quite a lot" about their local schools was only four percentage points, from 18% to 22% (Gallup, 1984). These figures suggest that until 1983 the public relations efforts of schools were less successful than they might have been. The question was not included in the Gallup Polls for 1984, 1985, 1986, or 1987.

Public relations and letting people know what is happening in the schools, along with the schools' responses to demands for educational reform, may be one of the major reasons for the dramatic increase, (31% to

42%), in public approval of local schools from the 1983 to 1984 Gallup Poll (Gallup, 1984). George Gallup, who wrote the analysis of the 1984 findings only a week before his death, speculated that one important reason for this increase in approval was the fact that, as a result of the national debate and its local applications, people knew more than ever about their schools and came to recognize their strength as a result of this increased knowledge. Gallup's speculation is supported by the fact that the "don't know" category of respondents to the ratings questions fell from 17% in 1983 to only 5% in 1984 (Gallup, 1984).

The results of the 1987 Gallup Poll illustrate the need for a continued requirement for the schools to use public relations activities to get the message out to the public. In 1987 only 15% of the American public felt well-informed about local schools. Among public school parents this percentage rose to only 25%. Most disturbing is the fact that a majority of those without children (55%) either asserted they were not well-informed or said they did not know (Gallup, 1987).

Administrators of schools need to be knowledgeable about public relations activities that can be used to help the public better understand their schools while providing for two-way communication by soliciting input from the public. The present study attempts to identify those public relations activities which have been listed as being used by Department of Defense Dependents Schools, Pacific Region, principals and assistant principals; and to examine the value they place upon them. (See Chapter 3, page 28 for a fuller description of the 45 public relations activities used in this study). One outcome of this study will be to

develop rankings of the activities identified and to assist administrators then to focus upon specific activities deemed most useful and valuable for effectively implementing the role of public relations in school community responsibilities.

Need for the Study

A. A General Need for Public Relations Knowledge Among School Administrators

Support and advancement of public education in a democratic society depends upon the understanding and cooperation of the community. It is primarily the administrators at the school level who are responsible for enlisting the cooperation of the school's publics so that the school's total program is better understood and supported by the community.

"School public relations is a management function. Just as the principal is the instructional leader of the school so is (s)he the image development leader. If the principal sets a goal that is both worthy and workable, a positive image will result. It is the principal's responsibility to manage the public relations program of the school" (NASSP, 1986).

Assistant principals help the principals in the operation of the school and thus share in this responsibility. It is extremely important that the public is informed about the many activities of the school and especially the school's curriculum. (For this study a broad definition of curriculum will be what is taught in the classroom to children who attend the school, and the experiences they have while participating in school

sponsored activities). Community members should understand the achievements of their schools, and be kept informed as to what is being done to correct the problems on which the general press has concentrated. In order for these ends to be achieved, school principals and assistant principals presumably might benefit from being knowledgeable of the most effective public relations activities and practices.

Good public relations begins with the premise that the public has a right to know everything about such a basic community institution as the school. A corollary assumption is that given the facts, the public will act wisely. One goal of school public relations is to create support for and understanding of the school's educational program and involvement of the community in it.

William Glasser in his recent book, Control Theory in the Classroom (1986), stresses the importance of teachers informing parents and the community of what is happening in the classrooms. He states, "Whether you like it or not, public relations are an important part of the identity society in which we live, and it is no sin to blow your horn if there is high-level learning going on in your classroom" (Glasser, 1986). The school administrator is well positioned to assist teachers in using various public relations activities so that public support may be accomplished.

Public relations is an investment in the education of students. A second goal of a school's public relations program should be to develop positive attitudes about the school. Good public relations will encourage more civic groups to consider awarding scholarships for students; businesses will be anxious to hire graduates; more positive information in

the community can defuse rumors and complaints. More taxpayers are likely to vote "yes". More volunteers will assist teachers and administrators; and more people will be able to provide recognition and positive comments about staff and students (NASSP, 1986).

B. Need for a Study of Public Relations Practices in DoDDS Schools

It appears that only one study has previously been undertaken in the area of public relations in the DoDDS system. That study, in 1970, was limited to "School Public Relations in the DoDDS Schools on Clark Air Base, Republic of the Philippines" (Vahovich, 1970).

DoDDS as a school system has been in existence since 1946, and has grown to become the nation's eighth largest school system with over 150,000 students in more than 270 schools in 25 foreign countries. There are no DoDDS schools in the United States. The budget for school year 1986-87 was over 800 million dollars.

DoDDS is governed at three administrative levels: central, region and local. The DoDDS director, with offices in Alexandria, Virginia, functions much as does the superintendent of a large U.S. school system. A staff of departmental supervisors oversees the overall operation of the worldwide system.

DoDDS is separated into five geographic regions. DoDDS-Germany has a student population of 86,000; the Pacific Region has 28,000; the Atlantic, 16,000; the Mediterranean, 14,000; and Panama 7,500. This study will be limited to DoDDS-Pacific which operates schools in Japan, Okinawa, Korea, and the Philippines and has its regional headquarters located on the island of Okinawa.

The mission of DoDDS is to serve the educational needs of dependents of military personnel and civilian government employees stationed on foreign soil with school facilities which vary from quonset huts to modern American-style buildings.

The DoDDS curriculum is similar to that of most stateside school systems. Specialists at the central and region levels follow a seven year curriculum development plan, designed to ensure the appropriate assessment, execution and evaluation of curriculum in all subject areas. Often separated many miles from the schools, these specialists must communicate through telephone and mail, augmented with occasional school visits.

Students, teachers, and administrators in DoDDS are "special breeds." They come from all 50 states and have travelled more widely than their counterparts in the U.S. Many have also made friends time after time, only to have their friends move away or to be uprooted themselves. Being a teacher or administrator abroad makes special demands on versatility, flexibility, and initiative when compared to working in most stateside schools. To be effective, DoDDS employees must not merely cope with living and working in a foreign country; they must thrive in that challenging environment (Walling, 1985).

DoDDS is a school system spread over the world. It is unlike any stateside system geographically, and this presents unique problems in transportation, communication, and obtaining supplies and equipment. Frequently, it is difficult to communicate with region and central offices because of problems with international telephone connections, mail delays, and the availability of the military transportation system must be relied upon. It takes four to six months to receive supplies and equipment

ordered through the military procurement system. Transportation expenses are large. Some high school students have a bus ride of an hour or longer. There are a few dormitories where students who live a great distance from the school may stay during the school week.

Some of the "forces" existing in U.S. schools which may encourage an increase in the use of public relations activities do not exist in DoDDS schools. For example, when many schools in the U.S. increased their public relations awareness in the 70's and early 80's because millage votes had failed to pass, administrators tried to inform the community about the schools' roles in educating the nation's youth in order to gain the millage support of the public. In contrast, no millage votes have to be passed for DoDDS. There are no school boards in DoDDS, and existing School and Installation Advisory Committees are strictly advisory in nature and may not set policy. Moreover, the DoDDS school community is constantly changing. There is almost a 100% change of the people stationed in the community every three to four years. Many parents of children in DoDDS schools are coming from stateside locations where they have been involved in the schools and want to be informed on all aspects of the operation of the school, including curriculum, budget, staffing, and extracurricular activities. Ignoring such parents' requests can cause future problems for schools.

DoDDS administrators in the 1980's, now more than ever, need expertise in public relations in their work with staff and community. The enactment of the challenged Gramm-Rudman Act has challenged DoDDS with possible cuts in staff and programs funds. In January 1986, some ten million dollars was cut out of a 97 million dollar DoDDS-Pacific budget for fiscal year 1986 (1 Oct, 1985 - 30 Sep, 1986). Since this came at the

half-way point in the school year, funds for supplies, equipment, maintenance, field trips, transportation, extracurricular activities, and the teachers' transfer program were cut. These cuts caused severe staff morale problems. Students, parents, and teachers will continue to be upset unless administrators use all of their expertise to explain budget cuts, and plan how the academic and extracurricular programs will have to change because of a decrease in the budget. Skills in communication are needed!

To be effective, public relations should be well planned and involve the entire school community in a two-way communication process. It would appear that school administrators generally have not been prepared to practice positive public relations. Only rarely do college or university curricula require formal class work in school communication for a teaching certificate or administrative credential. Knowledge of low-cost, practical ways to promote a school is not inherited; it has to be learned (NASSP, 1986).

By reading articles and sharing them with staff, by devoting a portion of staff meetings to video or audio tapes on public relations, and by attending occasional workshops and seminars, principals can help build an understanding of public relations principles and practices. The investment is likely to result in greater support of a school and its students (NASSP, 1986). DoDDS administrators may be no different from their stateside counterparts in the need for additional training in the use of effective public relations activities. Based upon the results of this study, recommendations will be made to DoDDS officials as to types of training school administrators believe is needed to assist them in their role as managers of the public relations programs of the schools.

Purpose of the Study

Edward L. Bernays has been called the "Father of Public Relations." Now 94, he has provided public relations counsel to Enrico Caruso, Woodrow Wilson, and Alexander Graham Bell, among many others. Mr. Bernays said in a recent article, "School principals play a key role in ensuring that this nation will remain a democracy. It is vitally important for our democratic leaders - of whom our school principals are among the most important - to know how to deal with the public, upon whom everything in a democratic society depends" (Bernays, 1986).

This study is intended to identify which of 45 public relation activities were used most often by DoDDS-Pacific school administrators. It also seeks to determine which of the 45 activities the administrators believed were most useful, i.e. had the highest value, as they worked with students, staff and community in these years of smaller budgets. Administrators will also be asked to list areas of school public relations in which they would benefit from additional preparation. The study sought to determine if the type of administrative position (principal or assistant principal), the grade structure of the school (elementary or junior/senior high school), the enrollment of the school (<400 or ≥400 students), and the years of administrative experience (<6 or ≥6 years) would be significant in determining the administrators' rankings of the 45 activities they used and the values they placed upon the activities.

The information from this study should help enable DoDDS to determine in-service needs for its administrators in the area of school public relations, and to help develop a course of study for workshops in School Public Relations for DoDDS Administrators. This study will seek to

determine whether the administrators' mean ranking of the 45 public relations activities as used and valued by them differs with the variables of the type of position the administrator holds, type of school, size of school and the number of years of administrative experience.

Design of the Study

This study concerned itself with surveying and then analyzing the opinions of DoDDS-Pacific administrators regarding the use and value of 45 school public relations activities to determine if differences existed on selected kinds of variables (See Chapter 3, page 28 for a fuller description of the 45 public relations activities used in this study).

The hypotheses tested, which provided direction and framework to this study, are as follows (hereafter in null form and tested in null form):

H_{o_1} There is no significant difference in the activities principals use more often to fulfill the public relations function in relation to those used by assistant principals.

H_{o_2} There is no significant difference in the activities administrators of elementary schools (K-6) use more often to fulfill the public relations function in relation to those used by administrators of junior/senior high schools (7-12). (In the study a K-8 school will be listed with elementary schools, and middle schools [5 or 6-8] and K-12 schools will be listed with junior/senior high schools).

- Ho₃ There is no significant difference in the activities administrators of small size schools use more often to fulfill the public relations function in relation to those used by administrators of large size schools.
- Ho₄ There is no significant difference in the activities administrators of long tenure use more often to fulfill the public relations function in relation to those used by administrators of shorter tenure.
- Ho₅ There is no significant difference in the value principals place on recognized public relations activities in relation to those placed by assistant principals.
- Ho₆ There is no significant difference in the value administrators of elementary schools (K-6) place on recognized public relations activities in relation to those placed by administrators of junior/senior high schools (7-12). (In the study a K-8 school will be listed with elementary schools, and middle schools [5 or 6-8] and K-12 schools will be listed with junior/senior high schools).
- Ho₇ There is no significant difference in the value administrators of small size schools place on recognized public relations activities in relation to those placed by administrators of large size schools.
- Ho₈ There is no significant difference in the value administrators of long tenure place on recognized public relations activities in relation to those placed by administrators of shorter tenure.

Definition of Terms

For the purpose of this study, the following definitions will be applied:

Community - The community served by a DoDDS school is composed of U.S. military personnel and civilians working on a U.S. military installation in a foreign country, e.g. England, Germany, Japan, Philippines, Spain, Turkey, and their dependents. The dependents who are age appropriate attend a DoDDS school on the installation. There are a varying number of contacts and associations between U.S. citizens and citizens of the host nation and between DoDDS schools and their students and the host nation schools and their students.

DoDDS-Pacific - A geographic region of DoDDS, which is composed of 10 schools in the Philippines, nine in Korea, seven in Okinawa, and 15 in mainland Japan. The student population is about 28,000 in these 41 schools. DoDDS provides an American-type education for about 150,000 military dependents and dependents of civilians employed by the Department of Defense in more than 270 schools in 25 countries overseas. DoDDS is the nation's eighth largest school system.

Large Size School - A school with an average daily enrollment of 400 or more students.

Long Tenure Administrator - A principal or assistant principal with six or more years of service as an administrator.

Public Relations - A planned and systematic two-way process of communication between an educational organization and its internal and external publics (Bagin, et.al, 1976).

Public Relations Activity - A specific action initiated and executed by a school administrator and designed to facilitate achievement of the objectives which accrue from the preceding definition of public relations.

Schools - The 41 schools involved in the study include elementary and high schools of various grade structures and enrollments. There are a variety of grade structures in DoDDS-Pacific schools, including: grades K-3, K-4, K-8, 4-6, 5-8, 9-12, 7-12, and K-12. Enrollments may vary from 40 students to 1,400 students in the schools

School Administrator - The principal or assistant principal of a school. All other administrative positions of a school and school system are not included in this study.

Short Tenure Administrator - A principal or assistant principal with less than six years of service as an administrator.

Small Size School - A school with an average daily enrollment of less than 400 students.

Limitations and Delimitations

The limitations and delimitations inherent in this study were identified to ensure accurate interpretation.

1. The survey instrument, as completed may have reflected the personal bias of the respondents.
2. Only administrators from DoDDS-Pacific schools and under contract during the 1987-88 school year were included in this study.
3. It was assumed that the perceptions expressed by the questionnaire respondents were reasonably reliable indices of their true feelings and actions.
4. The study reflected the perceptions of the specific

sample at a specific time and did not reflect possible changes over a period of time.

5. The study focused upon the personal knowledge of administrators as determined by their academic preparation, actual experiences and years of experience. No attempt was made in this study to study the personality traits of individual administrators.

Organization of the Study

The study is organized into a series of five chapters. Chapter 1, the Introduction and Statement of the Problem, will provide knowledge of the problem and the need for (both a general need for public relations knowledge among school administrators and the need for a study of public relations practices in DoDDS-Pacific Schools), and design of the study. Definitions, hypotheses to be tested, and limitations of the study will also be included. Chapter 2, Review of Related Literature, will contain an introduction followed by an overview of previous research. Chapter 3, Procedures for the Study, will provide information pertaining to the population, instrumentation, including the forty-five public relations activities of the survey, reliability and validity of the instrument and procedures for data collection and analysis. Chapter 4, Analysis of Data, will present the data collected. The data will be presented in tabular form, and will include discussion of the data. Chapter 5, Summary, Principal Findings, Conclusions, Recommendations and Implications for Further Research of the study will contain a discussion of major findings, conclusions drawn from the findings, recommendations, any implications for further study, and the professional contribution of the study.

Chapter 2
REVIEW OF RELATED LITERATURE
Introduction

In the United States it was not until the 1920's that the first writings on school public relations were published. In 1957 after "Sputnik" and the beginning of the space age, the interest in school public relations was renewed. In the late 1970's and the 1980's there has been increased interest again in this field, and increased publications as a result of the failure of millage votes and critical reports about schooling in the United States.

This chapter will provide a review of the literature from 1920 to the present in the area of school public relations.

Overview of Previous Research

Since the 1920's there has been much literature which emphasizes the need and justification for school public relations. Many practical techniques and useful methods for managing school public relations are found in the publications. The theme of the need for school public relations is a continuing one.

In 1929 the public was more interested in school news that pertained to the instructional program of the school. Farley (1929) in a study of the content of the public school publicity program did research in the

areas of what people wanted to know about the public schools, what they were being told about them, and what to tell the people about the schools.

Schools have been compared to businesses as to the need for public relations. The various publics associated with a school have the same right to be kept informed about their school as do the stockholders of a private corporation (Reeder 1937).

The American Association of School Administrators' Twenty-Eighth Yearbook was concerned with the topic of school public relations. Certain principles are particularly important in school public relations. A school public relations program to be successful "must be honest in intent and execution, intrinsic in the school program, continuous in application, positive in approach, comprehensive in character, sensitive to the publics concerned, and simple in meaning and conception" (AASA, 1950).

A community understands a school better as the result of a good public relations program, and this better understanding comes with the members of the community participating in the school and its activities. "The best schools are those in which the people of the community have confidence - confidence which comes from understanding and participation" (Harral 1952).

It is possible for parents to significantly reinforce the work of the school if school personnel sincerely request their help. In an article in the Journal of Reading Criscuolo (1974) said that "nothing turns off parents more than the closed door policies which some school systems have unwisely established."

A computer search for dissertations between 1961-1986 in the area of school public relations/communications used by administrators of elementary and secondary schools, public and private, listed 18 dissertations. Several of these dissertations were concerned with special areas, such as

public relations used with the integration of schools or in such specific subject fields as physical education and vocational education.

The majority of the dissertations were written in the 60's and early 70's, possibly as a result of renewed public interest in schooling and education after Sputnik. It appears that one result of recent critical studies and reports is a renewed interest again in school public relations/communications. Resurgence of public interest has already occurred within the past few years, perhaps as a result of the failure of millage votes, evidence of decreased public confidence in the schools, and the increased proportion of adults who do not have children in schools. Administrators are again pressed to inform their local publics about what goes on in the schools and to solicit opinions from these publics as to what their concerns are with the schools.

Studies have shown that it is the principal who usually takes the lead, and that success in public relations is determined largely by the quality of his/her leadership. However, an individual principal or school cannot take on the public relations tasks for the district. Public relations appears to function best when public relations consciousness permeates every level of the school system. In the long run studies say educators secure the best kind of public relations by maintaining the highest professional standards, and by dealing fairly, honestly, courteously, tactfully, sympathetically and courageously with the public (Ray, 1960).

Over 30 years ago Millard Baughman (1956), as a result of his study of school-community relations activities used by Indiana secondary school principals, said that colleges and universities should put greater emphasis on the values of better human relations and harmonious school-community

relations in the preparation of teachers and administrators. Harmonious relations may be even more important today as schools seek for ways to increase the confidence the public has in their schools. Other recommendations made by Baughman appear to be equally valid today, such as upkeep of buildings and grounds so as to impress the public favorably, creating and maintaining cordial relations with the press, lay advisory committees, surveying the community, increased involvement and a "voice" in school activities for parents, and participation in community activities by teachers and administrators. The current emphasis on improvement in schools and education may cause these recommendations to "take hold" during the new few years.

Carr (1969) found in his analysis of the principal's perceptions of public relations programs in selected suburban elementary schools in Illinois, that elementary principals bring more enthusiasm than training to their work in the area of public relations. Principals desire to work well in school public relations, but they have not received adequate training in this field. Directions given to principals in public relations vary widely, and few policies and procedures were found in district documents. The principals were not necessarily aware of materials made available by the National School Public Relations Association. Principals reported that districts spent little if any time with in-service programs designed to foster positive public relations. The findings of this study suggest that the elementary principal believes his/her role as a leader in public relations activities is assumed rather than assigned. Few guidelines in public relations have been established at the district level for him/her to follow, and (s)he creates and passes few guidelines on to members of his/her staff.

Though Carr's study was made in the 60's, the situation appears to remain much the same today. One of the conclusions reached by Schmutzler in a 1982 study of the ranking by school superintendents of school community relations competencies was: It appeared that the superintendents who responded to the study did not think that formulating school community relations policies, goals and objectives was the core of a well developed community relations program. Their ranking of these competencies could lead to an interpretation that school community relations programs were haphazard at their best (Schmutzler, 1982). The survey used in this study was similar to that used in Schmutzler's study.

Patterson (1962) in his study of the role of public secondary school principals in New York State in school public relations found that a great majority of the principals were active in trying to increase community respect for the teaching profession, though the teaching and non-teaching staff were not trained by the principals to take on their roles as public relations agents for the schools. Students and staff can be the most effective public relations agents for the schools.

A most significant finding by Patterson was that principals do not appraise or evaluate their public relations program. In 1988 in DoDDS the principals with whom this writer has been in contact also do not appear to evaluate their public relations program. What may be needed is a definite stated policy by DoDDS-Pacific about public relations and a clear statement of what the process of public relations should be. There is some guidance in the literature.

DoDDS does not have school boards and its School Advisory Committees could assist with developing a public relations policy for the school. The National School Public Relations Association gives guidance as to what the

school should include as it develops its public relations policy.

1. The educational organization should commit to writing a clear and concise policy statement with respect to its public information program.
2. The policy statement should be approved through formal action by the governing body of the organization, should be published in its policy manual, and should be reviewed by the governing body annually.
3. The policy statement should express the purposes of the organization's public information program and provide for the delegation of such authority to the executives of the organization as necessary to achieve the objectives.
4. The provisions of the policy statement should be made known to the entire staff or membership of the organization through all appropriate means.
5. Commitment to the achievement of the purposes of the organization's public information policy should be demonstrated through the allocation of adequate human and financial resources to the public information program (Texas Education Agency, 1978).

There are several advantages of a school's public relations program being based on written policies. These advantages as listed in Kindred, Bagin and Gallagher (1984) are:

1. Policy facilitates the orientation of new board members regarding relations between the school and the community.
2. Policy facilitates a similar orientation on the part of new employees in the school system, both professional and non-professional.
3. Policy acquaints the public with the position of the school and encourages citizen involvement in educational affairs.
4. Policy provides a reasonable guarantee that there will be consistency and continuity in the decisions that are made under it.
5. Policy informs the superintendent what (s)he may expect from the board and what the board may expect from him/her.
6. Policy creates the need for developing a detailed program in order that it may be implemented.
7. Policy provides a legal reason for the allocation of funds and facilities in order to make the policy work.
8. Policy establishes an essential division between policy making and policy administration.

In an article in School and Community Cone (1979) lists four basic

steps to the process of school public relations.

1. Analyzing who the priority audiences of the school system are and understanding their attitudes, degree of awareness, and support.
2. Planning two-way communication programs with the priority audiences, in order to deal effectively with what is important to the school system, not just what is urgent.
3. Communicating (both listening and telling).
4. Evaluating the effectiveness of the public information activities.

Twenty practical suggestions which can be used in a school's public relations program have been stated succinctly by Armistead (1975) who is director of information for the National Association of Secondary School Principals.

1. Organize an inservice training program.
2. Publish a staff-oriented newsletter.
3. Publish a parent-oriented newsletter.
4. Consider advisory committees.
5. Hold monthly informal "talk sessions."
6. Survey the school community.
7. Set up a "Welcome Wagon" for new parents, students, and teachers.
8. Plan something special for new teachers.
9. Develop school mini-tours.
10. Be visible to students and staff.
11. Try a "suggestion box."
12. Set up an "in-the-news" bulletin board.
13. Set up something for senior citizens.
14. Have students make presentations to the Board of Directors.
15. Display student arts and crafts.
16. Get more than "nothing" home.
17. Be someone who follows through.
18. Be enthusiastic.
19. If you are fortunate enough to have a central Public Information Office, use its services.
20. Work at school public relations five minutes a day.

Lester and West (1979) in an article, "How fares the Future of the Education Information Specialist," studied 28 public relations activities they believed were necessary for administrators to make use of in school public relations. The 28 activities are arranged in six groups. Many of these activities could be used by principals and assistant principals in their public relations role.

1. Community. Develop an effective two-way channel of

communication between the schools and the community. Promote an increased understanding of and support for the public schools. Stimulate community involvement in the schools. Develop public relations programs designed to help the school's priority publics to understand the goals, accomplishments, shortcomings, needs and plans of the school system. Establish a good working relationship with the media. Maintain credibility with the media.

2. Staff. Develop a two-way channel of communication with school employees. Work to have public relations courses included in training programs for teachers and administrators.
3. Inservice. Develop an awareness in administrators of their role in public relations. Develop an inservice program to provide top administrators with public relations skills, techniques, and tools. Develop an awareness in teachers of their roles in public relations. Develop an inservice program to provide teachers with public relations skills, techniques, and tools. Develop support of (non-certified) personnel and an awareness of their role in public relations. Develop an inservice program to provide (non-certified) personnel with public relations skills, techniques, and tools.
4. Finance. Develop strategies to communicate the school's need for appropriate financing to citizens and legislators.
5. Administration. Establish the school district's credibility to the community it serves. Restore public confidence in the school through communication. Develop an awareness of the school district's leadership of the need for public relations. Assist the superintendent, board of education, and district staff to develop a clear concept of the role and function of the educational public relations specialist. Assist building principals in planning and implementing communications programs for their schools. Provide communications and public relations counsel for the board and administration. Plan, coordinate, and evaluate techniques for communications.
6. Professionalism. Build greater competence and professionalism into education communications. Gain recognition of the role of the educational public relations specialist as part of top management. Demand that the role of the educational public relations specialist be one of trust. Improve public relations skills - both short and long term. Build expertise in the social sciences, communications, technology, marketing, and "politics." Increase research in the field of educational public relations.

The best place to begin with the improvement of a school's public relations program may be with the teaching staff. However, teachers must be familiar with the school's public relations program. If they know the goals and objectives of the program and have provided input in forming

them, teachers will also support the program. Development of the school's public relations program should include five activities (Swedmark, 1979).

1. Include research to identify attitudes, opinions and reactions of the publics in order to determine the subject to be addressed and the public to be reached.
2. Planning to maximize the effectiveness of the public relations program. Decide what publics to reach and who will be responsible for the activities.
3. Finance the public relations effort. Where to get funds, establishing priorities and determining specific uses of funds.
4. Administration of the public relations plan. This includes the selection of the technique used to reach publics, the best media to use and identifying alternatives.
5. Evaluation of the effort. Assessment should be made to determine if the effort was worth the time and money.

What training have principals had or do they need in public relations? Carol (1964), in a study to determine the needed training in school-community relations and/or school public relations for school administrators, recommended that training in specific public relations areas be required. The typical course in school-community relations attempted to cover too broad an area. There appeared to be a need for more intensive coverage of the important areas. Technical details should be more the responsibility of inservice workshops and "on-the-job" training than of college courses.

The present executive director of the National School Public Relations Association is John Wherry. His 1970 study, "School System Public Relations Practices in North Central Association Cities of over 100,000 population," made several recommendations. Those pertinent to this study include: the school's public relations program must have objectives or there will be aimless

activities which are impossible to evaluate; a specific budget within the total school budget should be created for public relations activities; and communication lies at the heart of public relations (Wherry, 1970). It is recommended that training in communication theory and skills be provided as part of any courses or workshops on public relations for school administrators.

Administrators continued to make known their need for more preparation in the area of school public relations. Jones (1978) in Building Public Confidence for Your Schools stated:

More leadership failures are reputed to be caused by poor public relations, by breaches of understanding between schools and their publics, than by any other single factor. Yet many practicing administrators report that they receive little preparation in this area. Some suggest that the training they did obtain was ineffective.

Sharon Zickefoose (1979), in her study of successful and unsuccessful superintendents in West Virginia, found leadership, communication skills, and good public relations skills were all mentioned as being critical to the success of any superintendent. These feelings were expressed by those superintendents determined to be successful in West Virginia.

Administrators in DoDDS-Pacific may find these skills to be helpful in developing good relations between the school and community.

In recent years the realization of the importance of school- community relations and overall school public relations has grown rapidly. Studies conducted in the late seventies and early eighties by Phi Delta Kappa, the National Institute of Education, the Nation's Schools Report and the New York State Department of Education have shown that superintendents have been recognizing the value of public relations and communication skills. All of the studies asked superintendents which courses they wish they had taken more of when they were preparing for their administrative careers.

In all the studies communications and community relations were listed first or second (Kindred, 1984). Similar studies of elementary and secondary principals might have similar results.

Superintendents who responded to Sandra Schmutzler's study in 1981 indicated a need for further training in the area of public relations especially in the area of information gathering (measuring public opinion) and dissemination of information to the public.

The commitment to better two-way communications with all the audiences served by the schools is important. One of the reasons more of a commitment has not been made may lie in the fact that so few school officials have been formally prepared to handle public relations responsibilities.

The importance of communication in the overall school operation is being recognized by more states each year (Kindred, 1984). They are requiring that candidates for administrative certification complete a course in the field of community relations. In 1982 the American Association of School Administrators recognized the emerging role played by school community relations by devoting a general session (one of six) to the topic. Other national and state education associations are committing more and more sessions to the topic each year (Kindred, 1984).

Dr. Frank Vahovich concluded that the DoDDS schools at Clark Air Base, Republic of the Philippines, did not have a formal public relations policy or program. In order to assist these schools in developing policies and program, a Public Relations Manual was included as a part of Dr. Vahovich's study (Vahovich, 1970). In Appendix D of this study is the draft of a Public Relations Guide that could be used today by administrators in DoDDS-Pacific.

A review of the literature substantiates the need for research in the area of school public/community relations as it has been possible to identify only 18 studies from 1961-1986. Continuing research is welcome for assessing effectiveness in school public relations and communications programs. No doubt the effort will continue and be brought into sharper focus. With the passage of time and the resultant generation of further research findings addressing the public relations component of the school administrators' role, those charged with communication responsibility will be better equipped to perform the functional requirements of their positions.

Chapter 3
PROCEDURES FOR THE STUDY
Population

All 41 principals and 49 assistant principals of the 41 schools in DoDDS-Pacific constituted the population for this study. Thirty-five principals and 40 assistant principals returned their survey questionnaires, for an overall 83% level of participation.

The Forty-Five School Public Relations Activities

The activities listed in the questionnaire are based on those used in February 1981 by Sandra Lynne Schmutzler, for her dissertation, "Superintendents' Ranking of School Community Relations Competencies," West Virginia University, Ed.D., 1982. The word activities, rather than competencies was used in this study. For the purposes of this study, activities was perceived to be a better word to use as the items in the survey are more closely associated with an activity or practice rather than a competency or skill.

In Schmutzler's study the competencies in the area of school community relations were gleaned from a cross-reference of school community relations publications. National School Public Relations Association's publications Education Public Relations Standards for Programs and Professions (1968), Building Confidence for your Schools (1978), and Public Relations Resource

Tips (1980), were used to secure specific competencies deemed as essential. Additionally Public Relations for Public Schools by Doyle Bortner (1973) offered a list of over 100 "benchmarks" that were pertinent to the school community relations program (Schmutzler, 1982). Bortner's revised 1983 edition still lists these 144 "benchmarks."

In Schmutzler's study a list of 60 school community relations competencies were compared to those used in another research study, (Drennan Daves, 1980), and were reviewed by three professors of educational administration who were former superintendents and were teaching school community relations courses. Additional consolidation and rewording were suggested, and the final evaluation for concise and inclusive competencies resulted in a list of 45 items. Six superintendents used as a jury in the validation of the data questionnaire also reviewed the remaining 45 competencies for wording and relevance. In a field-test of the revised instrument, an additional 20 area superintendents, assistant superintendents, and deputy superintendents from West Virginia, Virginia, and Maryland completed the questionnaire and placed the 45 competencies in the Q sort grid. These superintendents assured that the directions were clear, the terminology was appropriate and the 45 competencies were representative of the school community relations activities which a superintendent either should or does deal with while in the position of district administrator (Schmutzler, 1982). For the purpose of this study it has been assumed that a school administrator also should or does deal with these 45 competencies (activities). Three of the activities have been revised because of the uniqueness of the DoDDS system, e.g., no school boards. Six of the activities which pertained more to the function of a superintendent have been omitted, and six activities added that coincided more with the position of a school principal or assistant principal.

The Data Questionnaire

The questionnaire (Appendix A) containing experiential data and Q sort grids was mailed to all 90 administrators. The questionnaire contained a list of 45 school public relations activities placed in random order. Respondents were asked to rank the activities as to use and value according to the individual's perceived needs as an administrator of the school.

The basic format of the Q sort grid forces rating choices which can be converted to a ranking scale. The grid provides for a ranking of the competencies into a Likert scale on a 1-9 continuum.

Reliability and Validity

Kerlinger detailed three ways of improving an instrument's reliability. The instrument "must be written unambiguously, have clear and concise directions, and contain a high number of items" (Kerlinger, 1973). The instrument used in this study was developed using those criteria.

Validity will be defined as the quality of measuring what the instrument intends to measure. Content validity will be thought of as the ability of the instrument to represent adequate sampling. The list of 45 activities is intended to include separate items which are not grouped for data collection or interpretation. Six DoDDS principals and assistant principals from different size schools and different countries were requested to validate the intent of the instrument and to verify each activity. Based upon their input several changes in wording were made in order to make the survey more appropriate for DoDDS administrators.

Q Sort Methodology

The Q technique, according to Frederick Kerlinger is a "sophisticated way of rank-ordering items" (Kerlinger, 1973). This technique allows for a correlation between individual cases (Schmutzler, 1982).

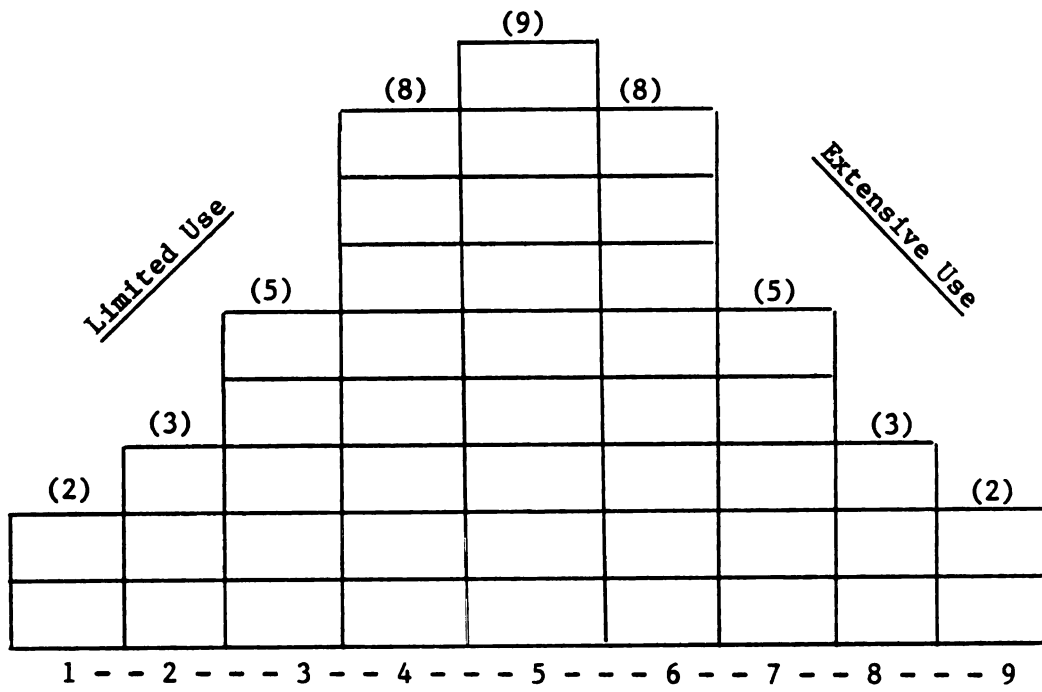
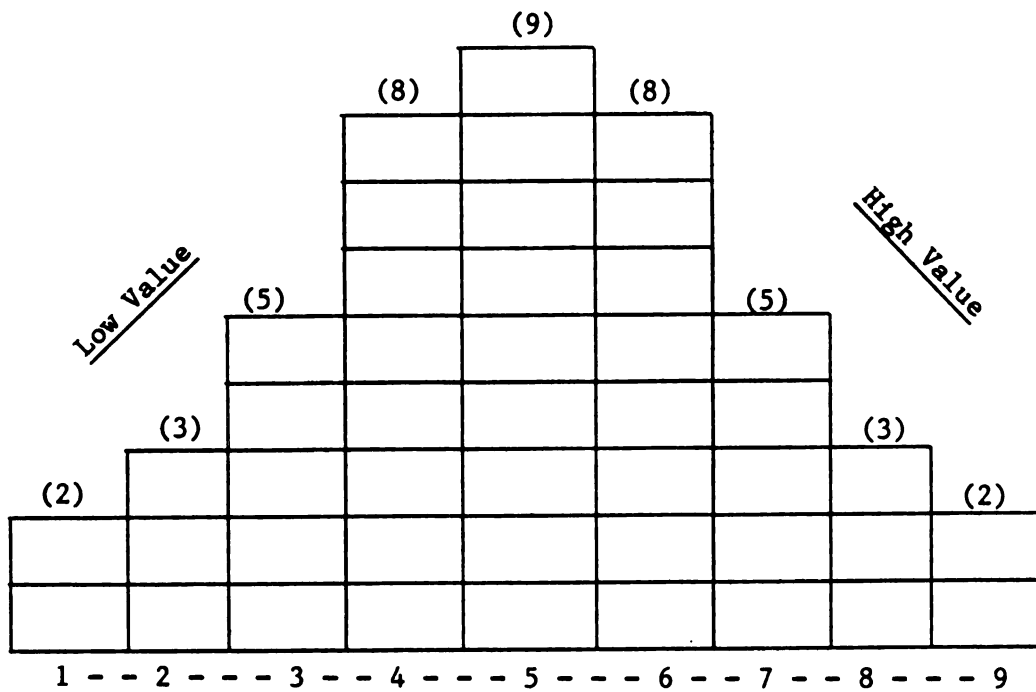
The rank-ordered continuum is designed to accommodate 45 forced-choice responses. For the purpose of analyzing the data, there were nine ratings with one being the least used or valued activity and nine being the most used or valued activity.

The respondent was directed to put the number representing an activity in a space (box). The continuum on the survey appeared as on page 32.

The respondent was directed to indicate the most used and valued and least used and valued activities by putting the number of the activity in the box in the column that indicated the perceived use or value. The number above each column indicates the number of activities to be placed in that column.

Procedure for Data Collection

On December 1, 1987, the instrument (Appendix A), was mailed to the 90 school administrators in DoDDS-Pacific. Each administrator was requested to complete the instrument and return it by mail to the investigator using a pre-addressed, stamped envelope. A small Philippine Christmas ornament was enclosed as a small token for participation in the study. In mid-January 1988, post cards were mailed to all administrators, thanking those who had responded, and requesting those who had not to please do so. During the first week of February 1988, a second post card was mailed to administrators from whom results had still not been received. Finally, a total of 75 returns were thus collected.

Use of ActivityValue of Activity

Each instrument was coded with a number for purposes of identification. Upon return of the instruments and recording of data, the code was destroyed to guarantee respondent anonymity.

Procedure for Data Analysis

For purposes of data analysis the population of the study was divided into four classifications: type of position, (principal or assistant principal), type of school, (elementary or junior/senior high school), size of school (< or $\geq$ 400 students), and tenure as a school administrator (< or $\geq$ six years). Thirty-five of 41 principals and 40 of 49 assistant principals in DoDDS-Pacific are included in this study. Forty-one respondents were classified as administrators of elementary schools (K-6) and 34 of junior/senior high schools using the criteria stated in Hypotheses two and six.

Enrollments of the schools in DoDDS-Pacific are listed in Appendix B, pages 87-90. Most schools in DoDDS-Pacific are large according to the definitions of size used in this study, small <400 students and large $\geq$ 400 students. Eleven of the 41 schools with a total of 14 administrators can be called "small" using the definition. Ballard in his study classified as "small," schools with an enrollment less than 418 students (Ballard, 1984).

Administrators were grouped according to years of experience as a school principal or assistant principal. Thirty-eight administrators were classified as of short tenure, less than six years, and 52 as of long tenure, six or more years. Schmutzler defined short and long tenure using six years (Schmutzler, 1982).

The data collected in this study required a comparison of mean scores of averages. Any difference in the averages could be caused by a number of factors. Through statistical procedures, called tests of significance, differences were tested to determine whether they were so great as to be related to the variables being examined and not just to error and chance. Respondents' scores on the instrument were subjected to a test with the level of significance at the 0.05 level. All statistical tests were performed on a computer system using software from the Statistical Packages for Social Sciences (SPSS, 1980).

The responses to the questionnaire were tabulated and the results from the analyses of the data are reported in Chapter 4.

Chapter 4
Analysis of Data
Introduction

Chapter 4 contains an analysis of the data obtained from the completed forms of the instrument which were returned by the DODDS-Pacific school administrators contacted for this survey. The data presented in this chapter were based upon the responses of 75 of 90 administrators who were responsible for the operation of DODDS-Pacific schools during school year 1987-88. Responses were collected by means of a questionnaire and Q sort grids designed for use with this study. The questionnaire was concerned with experiential data, and the Q sort grids relied on a forced ranking of 45 school public relations activities as used and valued by the administrators.

The study was designed to determine if there were significant differences in opinions between administrators concerning the use and value of the 45 school public relations activities. An analysis of the data included the following relative to the administrators: position (principal or assistant principal), grade structure of school, enrollment of school, and years of school administrative experience. Eight null hypotheses were tested for such differences using an alpha level of .05.

The Population and Response

A total of 90 administrators, 41 principals and 49 assistant

principals were invited to participate in this study. Ninety instruments were sent out and 75 were returned, for a return rate of 83%. One assistant principal had taken a new position in the United States, and one principal was in the hospital for an extended period of time. It was not possible for them to complete the survey. Two assistant principals said they mailed the completed forms, but they were not received, apparently "lost" in the mail. One principal completed only the "use" grid and one assistant principal only the "value" grid, thus the slight discrepancy in totals in the data, i.e. 74 instead of 75, 39 instead of 40 and 34 instead of 35, in data on the computer print out.

Demographic Characteristics of Respondents

Administrators and school information gathered included the administrator's position and experience and the school's grade structure and enrollment. Tables 1-4 show, respectively, the classification of administrators based upon position, grade structure and enrollment of school, and tenure.

Table 1
Percent of Return
by
Position of Administrator

	Principals	Assistant Principals	Total
Number of Surveys Mailed to Administrators	41	49	90
Number of Surveys Returned	35	40	75
Percent of Return	85%	82%	83%

Table 2
Percent of Return
by
Grade Structure of School

	Elementary K-6	Junior/Senior 7-12	Total
Number of Surveys Mailed to Administrators	51	39	90
Number of Surveys Returned	41	34	75
Percent of Return	80%	87%	83%

Table 3
Percent of Return
by
Enrollment of School

	Small <400 Students	Large ≥400 Students	Total
Number of Surveys Mailed to Administrators	14	76	90
Number of Surveys Returned	13	62	75
Percent of Return	93%	82%	83%

Table 4
Percent of Return
by
Tenure of Administrator

	Short Tenure <6 years	Long Tenure ≥6 years	Total
Number of Surveys Mailed to Administrators	38	52	90
Number of Surveys Returned	32	43	75
Percent of Return	84%	83%	83%

The percent of return for all categories was 80% or higher. The sample size was adequate with the possible exception of the number of "small" schools.

Presentation of Data

The analysis of data was categorized by the administrator's position, grade, structure and enrollment of school, and years of administrative experience. A t-test of the mean scores of each activity, as used and valued by DODDS-Pacific administrators, was implemented to determine significant differences in responses between principals and assistant principals. The same t-test of mean scores was applied to responses from administrators of elementary and junior/senior high schools, small and large schools and administrators of short and long tenure. Significant differences were measured at the 0.05 alpha level.

School Public Relations Activities

Table 5, entitled Mean Rankings and Standard Deviation of School Public Relations Activities Use by DODDS-Pacific Administrators, shows the ten activities ranked by the 75 administrators as most useful to them in their present positions.

The ten activities with the highest mean were:

- Establishing positive staff relations (1)
- Establishing a humanistic approach with individuals (2)
- Preparing printed materials-newsletters, etc. (3)
- Maintaining positive relationships with local military base officials (4)
- Handling telephone calls (5)
- Working with parents (6)
- Receiving office visitors (7)

Working with teacher groups within the school (8)

Encouraging community support (9)

Working with School Advisory Committees (10)

Table 5

Mean Rankings and Standard Deviation of
School Public Relations Activities Use by
DODDS-Pacific Administrators

Activity	Number of Activity	Mean	Standard Deviation
Establishing positive staff relations	38	7.270	1.306
Establishing a humanistic approach	45	6.703	1.804
Preparing printed materials - newsletters, etc,	23	6.541	1.753
Maintaining positive relationships with local military base officials	1	6.514	1.946
Handling telephone calls	25	6.378	1.576
Working with parents	11	6.274	1.417
Receiving office visitors	24	6.270	1.607
Working with teachers within school	36	6.068	1.599
Encouraging community support	7	6.000	1.581
Working with School Advisory Committees	12	5.932	1.625
Understanding the community	5	5.919	1.603
Writing communications	34	5.851	1.733
Communicating verbally to accomplish tasks	33	5.824	1.808
Handling student unrest/discipline	39	5.608	2.563
Servicing complaints	41	5.392	1.735

Providing communication process within the system	32	5.378	1.568
Managing organizational and interpersonal climates	30	5.311	1.820
Publicizing the school's extracurricular activities program to the community	17	5.270	1.730
Interpreting the instructional program	29	5.216	1.317
Utilizing community resources	13	5.149	1.532
Working with Overseas Education Association faculty representatives	37	5.014	1.889
Monitoring community concerns relating to instructional practices	28	4.973	1.355
Knowing where to go for help with school and/or community public relations problems	43	4.865	1.746
Providing appropriate feedback procedures within the community	35	4.838	1.395
Participating in community activities	8	4.824	1.723
Organizing and publicizing open houses	27	4.770	1.635
Working with community groups	10	4.757	1.393
Providing citizen involvement in the school program	14	4.757	1.577
Supervising the school public relations program	4	4.730	1.649
Involving parents/community in "special weeks"	18	4.730	1.547
Working with family support centers	19	4.568	1.472
Assessing organizational climate	31	4.568	1.631

Coping with criticism	42	4.473	1.939
Identifying community influentials	9	4.392	1.678
Approving community use of facilities	16	4.311	2.020
Formulating school public relations policy	3	4.284	1.583
Formulating school public relations goals and strategies	2	4.257	1.888
Dealing with mass media	21	4.230	1.495
Measuring public opinion	6	4.122	1.543
Preparing material for the press	22	3.824	1.475
Participating in interviews and public appearances	26	3.635	1.458
Satisfying special interest groups	40	3.297	1.568
Involving the community while constructing new facilities	16	2.878	1.655
Interpreting the budget for community	44	2.608	1.742
Using National School Public Relations Association materials	20	2.324	1.415

Table 6 entitled Mean Ranking and Standard Deviation of School Public Relations Activities Value by DODDS-Pacific administrators shows the ten activities ranked by the 75 administrators as most valuable to them in their present positions. Listed from highest to lowest were:

Establishing positive staff relations (1)

Maintaining positive relationships with local military base officials (2)

Establishing a humanistic approach with individuals (3)

Working with parents (4)

Understanding the community (5)

Encouraging community support (6)

Preparing printed materials - newsletters, etc. (7)

Working with School Advisory Committees (8)

Providing communication process within the system (9)

Managing organizational and interpersonal climates (10)

Table 6

Mean Rankings and Standard Deviation of
School Public Relations Activities Value by
DODDS-Pacific Administrators

Activity	Number of Activity	Mean	Standard Deviation
Establishing positive staff relations	38	7.149	1.702
Maintaining positive relationships with local military base officials	1	6.937	1.638
Establishing a humanistic approach with individuals	45	6.568	2.152
Working with parents	11	6.378	1.576
Understanding the community	5	6.351	1.530
Encouraging community support	7	6.211	1.433
Preparing printed materials - newsletters, etc.	23	6.000	1.499
Working with School Advisory Committees	12	5.797	1.735
Providing communication process within the system	32	5.743	1.966
Managing organizational and interpersonal climates	30	5.581	1.704
Working with teacher groups within the school program	36	5.581	1.798
Formulating school public relations goals and strategies	2	5.514	2.115
Receiving office visitors	24	5.486	1.657
Supervising the school public relations program	4	5.351	1.846

Formulating school public relations policy	3	5.284	2.091
Handling telephone calls	25	5.270	1.738
Providing citizen involvement in school program	14	5.230	1.717
Utilizing community resources	13	5.189	1.468
Monitoring community concerns relating to instructional practices	28	5.189	1.362
Communicating verbally to accomplish tasks	33	5.189	1.984
Providing appropriate feedback procedures within the community	35	5.189	1.541
Publicizing the school's extracurricular activities program to the community	17	5.068	1.437
Interpreting the instructional program	29	5.014	1.794
Working with community groups	10	4.986	1.514
Handling student unrest/discipline	39	4.932	2.185
Managing organizational and interpersonal climates	30	4.878	1.923
Measuring public opinion	6	4.865	1.674
Servicing complaints	41	4.865	1.573
Writing communications	34	4.851	1.430
Working with family support centers	19	4.797	1.414
Participating in community activities	8	4.703	1.726
Organizing and publicizing open houses	27	4.676	1.434
Working with Overseas Education Association faculty representatives	37	4.649	1.771
Involving parents/community in "special weeks"	18	4.635	1.593

Identifying community influentials	9	4.581	1.887
Knowing where to go for help with school and/or community public relations problems	43	4.486	1.730
Dealing with mass media	21	4.338	1.483
Preparing materials for press	22	4.178	1.540
Participating in interviews and public appearances	26	3.892	1.627
Coping with criticism	42	3.892	2.123
Approving community use of facilities	16	3.595	1.850
Satisfying special interest groups	40	3.081	1.841
Involving the community while constructing new facilities	15	2.932	1.582
Using National School Public Relations Association materials	20	2.838	1.605
Interpreting budget for community	44	2.699	1.516

Activities ranked in the top 10 for both use and value are:

Activity	Number of Activity	Use	Value
Establishing positive staff relations	38	1	1
Establishing a humanistic approach with individuals	45	2	3
Preparing printed materials - newsletters, etc,	23	3	7
Maintaining positive relationships with local military base officials	1	4	2
Working with parents	11	6	4
Encouraging community support	7	9	6
Working with School Advisory Committees	12	10	7

Of note is that the activity ranked as most useful and also valuable was "establishing positive staff relations." "Establishing a humanistic approach with individuals" was ranked second in use and third in value. Apparently DODDS-Pacific administrators believe the development of staff relations skills is extremely important for any school administrator in communicating with students, teachers, parents and the community. It is also useful and valuable to maintain positive relations with local military base officials. They would be similar to city, town or county officials in the United States as valuable people to call upon for assistance in having a positive public relations program for the school.

Statistical Analysis of Hypotheses

This section was designed to report the analyses and findings relevant to the eight hypotheses. Each of the hypotheses was examined for statistical significance and the findings were reported under the appropriate subheading. In Appendix C are Tables 20 and 21. The tables list the mean, standard deviation and t-value of the 45 Public Relations Activities according to Use and Value by school administrators in DODDS-Pacific.

Hypothesis One. There is no significant difference in the activities principals use more often to fulfill the public relations function in relation to those used by assistant principals.

A t-test was completed on the mean scores of the use of school public relations activities by principals and assistant principals of DODDS-Pacific schools. As shown in Table 7, the t-test revealed there was a significant difference in the mean scores of seven activities.

Table 7

Mean, Standard Deviation and t-Value
of Public Relations Activities Use
with Significant Differences in Mean Scores of
Administrators According to Position Held

Activity	Activity Number	Principal	Assistant	t-Value
		$\bar{X}$ SD	$\bar{X}$ SD	
Understanding the community	(5)	6.4118 1.417	5.500 1.649	2.53
Encouraging community support	(7)	6.4118 1.617	5.6410 1.478	2.13
Publicizing extracurricular activities	(17)	4.7941 1.887	5.6750 1.492	-2.24
Receiving office visitors	(24)	5.7353 1.639	6.7250 1.450	-2.76
Handling telephone calls	(25)	5.6176 1.371	7.0250 1.459	-4.25
Handling student unrest/ discipline	(39)	4.3529 2.173	6.6750 2.401	-4.33
Servicing complaints	(41)	4.7941 1.771	5.900 1.549	-2.36

A t-test value greater positively than 2.00 or greater negatively than -2.00 was necessary for significance at the 0.05 level of confidence. Therefore, Hypothesis One was rejected for activities 5, 7, 17, 24, 25, 39 and 41.

Hypothesis Two. There is no significant difference in the activities administrators of elementary schools (K-6) use more often to fulfill the public relations function in relation to those used by administrators of junior/senior high schools (7-12). (In the study a K-8 school will be listed with elementary schools, and middle schools [5 or 6-8] and K-12 schools will be listed with junior/senior high schools).

A t-test was completed on the mean scores of the use of school public relations activities by DODDS-Pacific administrators of elementary and junior/senior high schools. As shown in Table 8, the t-test revealed there was a significant difference in the mean scores of six activities.

Table 8

Mean, Standard Deviation and t-Value
of Public Relations Activities Use
with Significant Differences in Mean Scores of
Administrators According to Grade Structure of School

Activity	Activity Number	Elementary	Junior/Senior	t-Value
		K-6 $\bar{X}$ SD	7-12 $\bar{X}$ SD	
Publicizing extracurricular activities	(17)	4.6250 1.596	6.0294 1.586	-3.78
Involving parents/community in special weeks	(18)	5.1250 1.418	4.2647 1.582	2.47
Working with Family Support Centers	(19)	4.2500 1.410	4.9412 1.476	-2.06
Preparing printed materials-newsletters, etc.	(23)	6.9250 1.655	6.0882 1.782	2.09
Receiving office visitors	(24)	6.6500 1.442	5.8235 1.696	2.27
Organizing and publicizing open houses	(27)	4.3500 1.703	5.2647 1.421	-2.48

A t-test value greater positively than 2.00 or greater negatively than -2.00 was necessary for significance at the 0.05 level of confidence. Therefore, Hypothesis Two was rejected for activities 17, 18, 19, 23, 24, and 27.

Hypothesis Three. There is no significant difference in the activities administrators of small size schools use more often to fulfill the public relations function in relation to those used by administrators of large size schools.

A t-test was completed on the mean scores of the use of school public relations activities by DODDS-Pacific administrators of small, <400 students, and large, $\geq$ 400 students, schools. As shown in Table 9, the t-test revealed there was a significant difference in the mean scores of five activities.

Table 9

Mean, Standard Deviation and t-Value
of Public Relations Activities Use
with Significant Differences in Mean Scores of
Administrators According to Enrollment of School

Activity		Small <400 $\bar{X}$ SD	Large $\geq$ 400 $\bar{X}$ SD	t-Value
Participating in community activities	(8)	6.0769 1.754	4.5574 1.608	3.05
Identifying community influentials	(9)	5.2308 1.481	4.2131 1.674	2.03
Working with community groups	(10)	5.5385 1.5461	4.5902 1.309	2.29
Involving community in construction of facilities	(15)	3.7692 1.589	2.6885 1.618	2.19
Handling student unrest/discipline	(39)	4.0769 1.935	5.9344 2.575	-2.45

A t-test value greater positively than 2.00 or greater negatively than -2.00 was necessary for significance at the 0.05 level of confidence. Therefore Hypothesis Three was rejected for

activities 8, 9, 10, 15 and 39.

Hypothesis Four. There is no significant difference in the activities administrators of long tenure use more often to fulfill the public relations function in relation to those used by administrators of shorter tenure.

A t-test was completed on the mean scores of the use of school public relations activities by DODDS-Pacific administrators of short tenure, <6 years, and long tenure, ≥6 years. As shown in Table 10, the t-test revealed there was a significant difference in the mean scores of five activities.

Table 10

Mean, Standard Deviation and t-Value
of Public Relations Activities Use
with Significant Differences in Mean Scores of
Administrators According to Tenure of Administrator

Activity		Short Tenure	Long Tenure	t-Value
		<6 years $\bar{X}$ SD	≥6 years $\bar{X}$ SD	
Utilizing community resources	(13)	4.6875 1.378	5.500 1.566	-2.33
Involving parents/community in special weeks	(18)	4.1875 1.575	5.1429 1.407	-2.75
Using National School Public Relations Association materials	(20)	1.6563 .937	2.8333 1.513	-3.87
Receiving office visitors	(24)	6.7188 1.550	5.9286 1.583	2.15
Handling telephone calls	(25)	6.9375 1.458	5.9524 1.545	2.78

A t-test value greater positively than 2.00 or greater negatively than -2.00 was necessary for significance at the 0.05

level of confidence. Therefore, Hypothesis Four was rejected for activities 13, 18, 20, 24 and 25.

Hypothesis Five. There is no significant difference in the value principals place on recognized public relations activities in relation to those placed by assistant principals.

A t-test was completed on the mean scores of the value of school public relations activities by principals and assistant principals of DoDDS-Pacific schools. As shown in Table 11, the t-test revealed there was a significant difference in the mean scores of two activities.

Table 11

Mean, Standard Deviation and t-Value
of Public Relations Activities Value
with Significant Differences in Mean Scores of
Administrators According to Position Held

Activity	Activity Number	Principal	Assistant	t-Value
		X SD	Principal X SD	
Involving parents/community in special weeks	(18)	5.0857 1.442	4.2308 1.630	2.38
Preparing material for press	(22)	3.7941 1.122	4.5128 1.775	-2.03

A t-test value greater positively than 2.00 or greater negatively than -2.00 was necessary for significance at the 0.05 level of confidence. Therefore, Hypothesis Five was rejected for activities 18 and 22.

Hypothesis Six. There is no significant difference in the value administrators of elementary schools (K-6) place on

recognized public relations activities in relation to those placed by administrators of junior/senior high schools (7-12). (In the study a K-8 school will be listed with elementary schools, and middle schools [5 or 6-8] and K-12 schools will be listed with junior/senior high schools).

A t-test was completed on the mean scores of the value of school public relations activities by DODDS-Pacific administrators of elementary and junior/senior high schools. As shown in Table 12, the t-test revealed there was a significant difference in the mean scores of seven activities.

Table 12

Mean, Standard Deviation and t-Value
of Public Relations Activities Value
with Significant Differences in Mean Scores of
Administrators According to Grade Structure of School

Activity	Activity Number	Elementary	Junior/Senior	t-Value
		K-6 $\bar{X}$ SD	7-12 $\bar{X}$ SD	
Measuring public opinion	(6)	4.4500 1.724	5.3529 1.495	-2.38
Encouraging community support	(7)	6.5526 1.537	5.8182 1.211	2.21
Identifying community influentials	(9)	4.1000 1.878	5.1471 1.760	-2.46
Involving community in construction	(15)	2.500 1.281	3.4412 1.761	-2.65
Publicizing extracurricular activities	(17)	4.6750 1.185	5.5294 1.581	-2.65
Working with teacher groups within school	(36)	6.0750	5.000	2.67
Handling student unrest/ discipline	(39)	4.3500 1.657	5.6176 2.535	-2.58

A t-test value greater positively than 2.00 or greater negatively than -2.00 was necessary for significance at the 0.05 level of confidence. Therefore, Hypothesis Six was rejected for activities 6, 7, 9, 15, 17, 36, and 39.

Hypothesis Seven. There is no significant difference in the value administrators of small size schools place on recognized public relations activities in relation to those placed by administrators of large size schools.

A t-test was completed on the mean scores of the value of school public relations activities by DODDS-Pacific administrators of small, <400 students, and large, $\geq$ 400 students, schools. As shown in Table 13, the t-test revealed there was a significant difference in the mean scores of four activities.

Table 13

Mean, Standard Deviation and t-Value
of Public Relations Activities Value
with Significant Differences in Mean Scores of
Administrators According to Enrollment of School

Activity		Small <400 $\bar{X}$ SD	Large $\geq$ 400 $\bar{X}$ SD	t-Value
Maintaining positive relation- ships with military base officials	(1)	7.9231 .862	6.7705 1.697	2.38
Formulating school public relations policy	(3)	4.1538 1.772	5.5246 2.087	-2.20
Participating in community activities	(8)	5.8462	4.4590	2.75
Working with School Advisory Committees	(12)	6.6154 .650	5.6230 1.428	2.44

A t-test value greater positively than 2.00 or greater negatively than -2.00 was necessary for significance at the 0.05 level of confidence. Therefore Hypothesis Seven was rejected for activities 1, 3, 8 and 12.

Hypothesis Eight. There is no significant difference in the value administrators of long tenure place on recognized public relations activities in relation to those placed by administrators of shorter tenure.

A t-test was completed on the mean scores of the value of school public relations activities by DODDS-Pacific administrators of short tenure, <6 years, and long tenure, ≥6 years. As shown in Table 14, the t-test revealed there was a significant difference in the mean scores of four activities.

Table 14

Mean, Standard Deviation and t-Value
of Public Relations Activities Value
with Significant Differences in Mean Scores of
Administrators According to Tenure of Administrator

Activity		Short Tenure	Long Tenure	t-Value
		<6 years	≥6 years	
		$\bar{X}$	$\bar{X}$	
		SD	SD	
Approving community use of facilities	(16)	4.1563 1.798	3.1667 1.793	2.35
Involving parents/community in special weeks	(18)	4.000 1.626	5.1190 1.400	-3.13
Using National School Public Relations Association materials	(20)	2.2813 1.114	3.2619 1.795	-2.72
Providing feedback procedures within community	(35)	4.7813 1.601	5.500 1.436	-2.03

A t-test value greater positively than 2.00 or greater negatively than -2.00 was necessary for significance at the 0.05 level for significance at the 0.05 level of confidence. Therefore, Hypothesis Eight was rejected for activities 16, 18, 20 and 35.

Disposition of Hypotheses

In order to more clearly illustrate the findings within this chapter, four tables are presented. Table 15 summarizes significant differences based upon the administrator's position, Table 16 upon grade structure of the school, Table 17 upon school enrollment, and Table 18 upon the tenure of the administrator. The activity number and statement are provided with applicable table number and t-values for use or value. In the last column is listed the number of the hypothesis rejected due to a significant difference of the mean score of use or value.

Table 15

t-Test Summary for Statistically
Significant Differences in Use and Value
of Public Relations Activities by DODDS-Pacific
Administrators According to Position
(Principal or Assistant Principal)

Activity	Activity Number	Table Number	t-Value For Use	t-Value For Value	Hypothesis Rejected
Understanding the community	5	7	2.53		1
Encouraging community support	7	7	2.13		1
Publicizing extracurricular activities	17	7	-2.24		1
Involving parents/community in special weeks	18	11		2.38	5
Preparing materials for press	22	11		-2.03	5
Receiving office visitors	24	7	-2.76		1
Handling telephone calls	25	7	-4.25		1
Handling student unrest/ discipline	39	7	-4.33		1
Servicing complaints	41	7	-2.36		1

As shown in table 15, Hypothesis One was rejected for seven activities and Hypothesis Five for two. None of the hypotheses were rejected for use and value of the same activity.

Table 16

t-Test Summary for Statistically
Significant Differences in Use and Value
of Public Relations Activities by DODDS-Pacific
Administrators According to Grade Structure of School
(Elementary or Junior/Senior High School)

Activity	Activity Number	Table Number	t-Value For Use	t-Value For Value	Hypothesis Rejected
Measuring public opinion	6	12		-2.38	6
Encouraging community support	7	12		2.21	6
Identifying community influentials	9	12		-2.46	6
Involving community in construction	15	12		-2.65	6
Publicizing extracurricular activities	17	8 12	-2.65	-3.78	2 6
Involving parents/community in special weeks	18	8	2.47		2
Working with Family Support Centers	19	8	-2.06		2
Preparing printed materials - newsletters, etc.	23	8	2.09		2
Receiving office visitors	24	8	2.27		2
Organizing and publicizing open houses	27	8	2.48		2
Working with teacher groups within school	36	12		2.67	6
Handling student unrest/discipline	39	12		-2.58	6

As shown in Table 16, Hypothesis Two was rejected for six activities and Hypothesis Six for seven. For Activity 17, the hypothesis was rejected for use and value.

Table 17

t-Test Summary for Statistically
Significant Differences in Use and Value
of Public Relations Activities by DODDS-Pacific
Administrators According to Enrollment of School
(Small <400 or Large $\geq$ 400)

Activity	Activity Number	Table Number	t-Value For Use	t-Value For Value	Hypothesis Rejected
Maintaining positive relationships with local military base officials	1	13		2.38	7
Formulating school public relations policy	3	13		-2.20	7
Participating in community activities	8	13 9	3.05	2.75	7 3
Identifying community influentials	9	9	2.03		3
Working with community groups	10	9	2.29		3
Working with School Advisory Committees	12	13		2.44	7
Involving community in construction	15	9	2.19		3
Handling student unrest/discipline	39	9	-2.45		3

As shown in Table 17, Hypothesis Three was rejected for five activities and Hypothesis Seven for four. For Activity 8, the hypothesis was rejected for use and value.

Table 18

t-Test Summary for Statistically
Significant Differences in Use and Value
of Public Relations Activities by DoDDS-Pacific
Administrators According to Tenure of Administrator
(Short <6 years or Long ≥6 years)

Activity	Activity Number	Table Number	t-Value For Use	t-Value For Value	Hypothesis Rejected
Utilizing community resources	13	10	-2.33		4
Approving community use of facilities	16	14		2.35	8
Involving parents/community in special weeks	18	10 14	-2.75	-3.18	4 8
Using National School Public Relations Association materials	20	10 14	-3.87	-2.72	4 8
Receiving office visitors	24	10	2.15		4
Handling telephone calls	25	10	2.78		4
Providing feedback procedures within the community	35	14		-2.03	8

As shown in Table 18, Hypothesis Four was rejected for five activities and Hypothesis Eight for four. For Activities 18 and 20, the hypotheses were rejected for use and value.

Analysis of Related Data

A related data analysis occurring with this study was to complete a t-test on the mean scores of the use and value of the 45 public relations activities as ranked by DODDS-Pacific school administrators. As shown in Table 19, the t-test revealed there was a significant difference in the mean scores of 11 activities.

Table 19

Mean, Standard Deviation and t-Value
of Public Relations Activities with
Significant Differences in Mean Scores
As Ranked According to Use and Value
by DODDS-Pacific Administrators

Activity	Activity Number	Use $\bar{X}$ SD	Value $\bar{X}$ SD	t-Value
Formulating school public relations goals and strategies	(2)	4.2568 1.888	5.5135 2.115	-3.81
Formulating school public relations policy	(3)	4.2838 1.583	5.2838 2.091	-3.28
Supervising the school public relations program	(4)	4.7297 1.649	5.3514 1.846	-2.16
Measuring public opinion	(6)	4.1216 1.543	4.8649 1.674	-2.81
Approving community use of facilities	(16)	4.3108 2.020	3.5946 1.850	2.25
Using National School Public Relations Association materials	(20)	2.3243 1.415	2.8378 1.605	-2.06
Preparing printed materials, newsletters, etc.	(23)	6.5405 1.753	6.000 1.499	2.02
Receiving office visitors	(24)	6.2703 1.607	5.4865 1.657	2.92
Handling telephone calls	(25)	6.3784 1.576	5.2703 1.738	4.06
Communicating verbally to accomplish tasks	(33)	5.8243 1.808	5.1892 1.984	2.04
Writing communications	(34)	5.8514 1.733	4.8514 1.430	3.83

For this data a t-test value greater positively than 1.96 or greater negatively than -1.96 was necessary for significance at the 0.05 level of confidence.

Questionnaire Data

Question Five on the Questionnaire, (See Appendix A), asked administrators if they had had any training in school public relations and to describe the training. Of the 75 administrators who responded to the survey, 49 had had some type of training, 24 had not, and two did not answer Question Five. Twenty-seven administrators had had course work, 17 had had workshops and five both courses and workshops.

Responses to Question Six, if the respondent would be interested in receiving more training in school public relations, were, 61 - yes and 12 - no. This would appear to indicate that administrators of DODDS-Pacific schools desire more training so they can be more effective in the use of school public relations activities. The areas of school public relations activities in which more training was desired were varied and included how to get more parent involvement in the school and more participation from the community; how to build and maintain good relations with military and host nation communities; how to publicize positive achievements of the school; how to prepare information for the media and how to make publications more enhancing to parents; how to develop policies and strategies for and supervise the school's public relations program.

In the chapter which follows (Chapter 5) the findings included in Chapter 4 are summarized and discussed in light of the conclusions, and reasonable implications and recommendations are made.

Chapter 5

Summary

This chapter includes a summary of the study including its principal findings and major conclusions. In addition, recommendations are made with suggestions for further research.

The purpose of this study was to determine whether the DoDDS- Pacific school administrators' mean rankings of use and value of the 45 school public relations activities differed with the variables of type of position (principal or assistant principal), grade structure of the school (elementary or junior/senior high school), enrollment of the school (<400 or $\geq$ 400 students), and years of administrative experience (<6 or $\geq$ 6 years).

The intent of this study was to survey and analyze the opinions of DoDDS-Pacific school principals and assistant principals regarding the use and value of 45 selected school public relations activities.

To conduct the study, an instrument was sent to 90 DoDDS- Pacific school administrators, of whom 41 were principals and 49 assistant principals. Part one of the questionnaire, (Appendix A), contained six demographic questions. The numbers of the 45 school public relations activities were placed on Q sort grids for use and value. Each activity had a value of 1 (low) - 9 (high) when placed on the grid. The study was designed to reveal differences in the use and value assigned to the activities by the school administrators.

Of the 90 administrators surveyed, 75 instruments were returned yielding an overall response rate of 83%. Thirty-five of the 41 principals, 85%, responded; and 40 of 49 assistant principals, 82%, responded

Principal Findings

Respondents were quite well distributed within the variable groups of type of position, grade structure of school and years of administrative experience. However, only 13 of the 75 respondents were administrators of "small" schools, <400 students.

For the purposes of investigation and testing, eight hypotheses were formulated. Each is presented, along with the highlights of the data analysis.

Hypothesis One

There is no significant difference in the activities principals use more often to fulfill the public relations function in relation to those used by assistant principals.

The data presented in Table 7, p. 48, show the seven individual activities that generated a t-test value greater or less than the tabled values ± 2.00 which was necessary for the rejection of Hypothesis One, [5(2.53), 7(2.13), 17(-2.24), 24(-2.76), 25(-4.25), 39(-4.33) and 41(-2.36). Of particular interest are: the values of -4.33 for activity 39, handling student unrest/discipline; -4.25 for activity 25, handling telephone calls; and -2.76 for activity 24, receiving office visitors. It appears that assistant principals use these activities more for purposes of

public relations than principals do. Principals used Activity 5, t-value 2.53, understanding the community, more than assistant principals do. This may indicate their strong concern for the school community.

Hypothesis Two

There is no significant difference in the activities administrators of elementary schools (K-6) use more often to fulfill the public relations function in relation to those used by administrators of junior/senior high schools (7-12). (In the study a K-8 school will be listed with elementary schools, and middle schools [5 or 6-8] and K-12 schools will be listed with junior/senior high schools).

As was shown in Table 8, p. 50, six activities exceeded the t-value of ± 2.00 , [17(-3.78), 18(2.47), 19(-2.06), 23(2.09), 24(2.27), and 27(-2.48)].

Of note are: Activity 17, publicizing the school's extracurricular activities program to the community with a t-value of -3.78; Activity 27, organizing and publicizing open houses, t-value of -2.48; and Activity 18, involving parents/community in "special weeks," t-value of 2.47.

Administrators of junior/senior high schools make more use of extracurricular activities for public relations purposes than do administrators of elementary schools. The extracurricular program of a junior/senior high school is apparently much more extensive than that of an elementary school. Usually, the non-athletic activity that "draws" most parents to a junior/senior high school during a school year is the annual "open house," and thus the need for good organization and publicity.

On the other hand, elementary school administrators seem to find more useful public relations activities that will involve parents and community in "special weeks," (18), such as, American Education, Black History, Hispanic Heritage, and others.

Hypothesis Three

There is no significant difference in the activities administrators of small size schools use more often to fulfill the public relations function in relation to those used by administrators of large size schools.

As is evident in Table 9, p. 51, five activities had a larger t-value than +2.00 or greater negatively than -2.00, [8(3.05), 9(2.03), 10(2.29), 15(2.19), 39(-2.45)]. Administrators of "small size" schools appear to make more use of the community for public relations purposes, as four of the five activities (8, 9, 10, 15) pertain to the community. They do not use their dealings with discipline as frequently for public relations purposes as do administrators of "large size" schools. The t-value for activity 39, handling student unrest/discipline was -2.45.

Hypothesis Four

There is no significant difference in the activities administrators of long tenure use more often to fulfill the public relations function in relation to those used by administrators of shorter tenure.

The data in Table 10, p. 52, show five activities with t-values >+2.00 or greater negatively than -2.00, [13(-2.33), 18(-2.75), 20(-3.87), 24(2.15) and 25(.78)]. Administrators with less than six years of experience use the telephone more (25) and receiving office visitors (24) as public relations activities than do administrators with six or more years of experience. More experienced administrators find they use more the community (13 & 18) and National School Public Relations Association materials (20) as methods for communication with internal and external publics. However, for Activity 18 both groups recorded an $\bar{x}$ below 3.0.

Hypothesis Five

There is no significant difference in the value principals place on recognized public relations activities in relation to those placed by assistant principals.

Table 11, p. 53, shows that only two activities, [18(2.38) and 22(-2.03)], had a t-value of $>+2.00$ or greater negatively than -2.00 . Principals find more valuable public relations activities that involve parents/community in "special weeks" (18); and assistant principals place a greater value than principals on public relations activities that will help in preparing material for the press (22), though in the case of activity 22, both groups recorded a below average mean value ($\bar{X} < 5.0$).

Hypothesis Six

There is no significant difference in the value administrators of elementary schools (K-6) place on recognized public relations activities in relation to those placed by administrators of junior/senior high schools (7-12). (In the study a K-8 school will be listed with elementary schools, and middle schools [5 or 6-8] and K-12 schools will be listed with junior/senior high schools).

As shown in Table 12, p. 54, there are seven activities with a t-value of $>+2.00$ or greater negatively than -2.00 , [6(-2.38), 7(2.21), 9(-2.46), 15(-2.65), 17(-2.65), 36(2.67) and 39(-2.58)]. Elementary school administrators, as compared to junior/senior high school administrators, are of the opinion that public relations activities that help with encouraging community support (7) and working with teacher groups within the school (36) are of greater value, though the $\bar{X}$ value for both groups in both cases was ≥ 5.0 . Junior/senior high school administrators, as compared to elementary school administrators, find more valuable public relations activities for publicizing extracurricular activities (17), involving the community in construction of new school facilities (15) and handling student unrest and discipline problems (39).

Hypothesis Seven

There is no significant difference in the value administrators of small size schools place on recognized public relations activities in relation to those values placed by administrators of large size schools.

The data in Table 13, p. 55, show four activities, [1(2.38), 3(-2.20), 8(2.75) and 12(2.44)], with a t-value $>+2.00$ or greater negatively than -2.00 . Possibly because of a closer involvement with parents and community, administrators of "small size" schools, as compared to administrators of "large size" schools, place a greater value on public relations activities that will assist with participating in community activities (18), working with School Advisory Committees (12) and maintaining positive relationships with local military base officials (1). Administrators of "large size" schools, as compared to administrators of "small size" schools, place a greater value on formulating school public relations policy (3). In all four cases the $\bar{X}$ values for both groups were fairly high, (from above 4.0 to as high as 7.9).

Hypothesis Eight

There is no significant difference in the value administrators of long tenure place on recognized public relations activities in relation to those values placed by administrators of shorter tenure.

The data presented in Table 14, p. 56, show the four activities, [16(2.35), 18(-3.18), 20(-2.72) and 35(-2.03)], $>+2.00$ with a t-value $>+2.00$ or greater negatively than -2.00 . Of special note is that more experienced administrators, as compared with those with less than six years experience, place a higher value on using as public relations activities feedback procedures within the community (35), National School Public Relations Association Materials (20), though both $\bar{X}$ are below 3.5 for activity (20), and the involvement of parents in "special weeks" (18).

Table 19, p. 62, contains data that do not pertain specifically to any of the eight hypotheses. However, because of large t-values for several of the activities, this data may be useful to principals and assistant principals as they plan and use public relations activities. A t-test was performed on the mean scores of the use and value of the 45 school public relations activities as ranked by DoDDS-Pacific school administrators. A t-test value greater than 1.96 or greater negatively than -1.96 was necessary for significance at the 0.05 level of confidence. Eleven activities (2, 3, 4, 6, 16, 20, 23, 24, 25, 33 and 34) had a t-value of greater than +1.96 or greater negatively than -1.96. To be noted are several activities with a greater mean for use than value. They include: handling telephone calls (25), t-value = 4.06; receiving office visitors (24), t-value = 2.92; and approving community use of facilities (16), t-value = 2.25.

The data show that several activities basic to the foundation of a school's public relations program were ranked higher according to value than use. The activities were: formulating school public relations goals and strategies (2), t-value = -3.81; formulating school public relations policy (3), t-value = -3.28; measuring public opinion (6), t-value = -2.81; and supervising the school public relations program (4), t-value = -2.16. Also, the activity, using National School Public Relations Association materials (20) had a t-value of -2.06 but a low $\bar{X}$ for both use and value.

Conclusions

On the basis of the analysis of the results, the following conclusions are offered with reference to the population studied:

1. School principals and assistant principals in DODDS-Pacific believe there should be an emphasis on positive staff relations as a public relations activity. Establishing positive staff relations was ranked number one for use and value by these principals and assistant principals. Establishing a humanistic approach was ranked second for use and number three for value. Developing positive relationships with all people involved in the operation of a school will help "tell the story" of the many good things happening in a school.
2. DODDS-Pacific school principals and assistant principals place a higher value on developing the foundation e.g. goals, policies, strategies, of a public relations program than on their present use of these activities in the school.
3. DODDS-Pacific school principals and assistant principals make little use of materials available from the National School Public Relations Association. They also place a low value on these materials.
4. Sixty-one of 73 principals and assistant principals who responded to the questions on the questionnaire desire more preparation in the area of school public relations.
5. As a planned and systematic two-way process of communication, public relations embraces a broad context of application among the recognized duties and functions of a school administrator.

6. Upon thorough review of the major findings in this study, it appears that the list of 45 school public relations activities especially developed for this study may be used as a viable public relations activities checklist for purposes of a principal's or assistant principal's self- evaluation and DoDDS district or region improvement.

Recommendations

Based upon the conclusions drawn from the principal findings, the following recommendations are offered:

1. In-service preparation should be made available to DoDDS school principals and assistant principals in the area of school public relations. Special emphasis should be placed on developing the goals, policies and strategies for a successful program, and on the study of communication theory and techniques.
2. A Public Relations Guide for DoDDS School Administrators should be developed, and the guide should include objectives for the DoDDS public relations programs. The draft guide in Appendix D could be improved upon and distributed to principals and assistant principals.
3. There should be a person in each DoDDS region office who is responsible for the public relations program for the region. Each region should be a member of the National School Public Relations Association in order to make use of the materials available.
4. A specific budget within the total DoDDS budget should be created for public relations activities. This will be of assistance in planning a viable public relations program.
5. Continuous efforts should be made to measure staff and public opinions of each school and the DoDDS system. Interpreting correctly attitudes towards the schools and understanding of the school and community by school administrators provides the basis for direction for a successful school public relations program.

6. It is recommended that DoDDS-Pacific develop a Public Relations Guide for School Administrators. The draft guide in Appendix D of this study could be used as a model to be improved with input from other DoDDS-Pacific principals and assistant principals.

Implications for Further Research

The major findings, conclusions and the recommendations offered from this study provide an opportunity for some additional research. Five areas of need will be discussed briefly.

1. A similar study should be conducted in other DoDDS regions.

Findings from such a study(ies) could be compared to determine whether school principals and assistant principals perceive the same need for the use and value of the 45 school public relations activities.

2. A similar study should be conducted with school principals and assistant principals of a district in the United States. Only a few of the activities would need to be rephrased because of the unique nature and location of a DoDDS school (overseas and on a military installation). Such a study could then compare findings to determine if these school principals and assistant principals perceive the same need for the use and value of school public relations activities as do their DoDDS counterparts.

3. A similar study could be conducted with teachers of DoDDS schools using the 45 public relations activities and the value they placed upon each one. The mean ranking of the values could be compared to those of principals and assistant principals. A similar study could be conducted in another U.S. school system.

4. A similar study could be conducted with parents of students in DoDDS schools using the 45 public relations activities and the value they placed upon each one. The mean ranking of the values could be compared with those of teachers and principals and assistant principals.

5. A pilot study could be developed in a DoDDS or other U.S school system. Public relations activities identified as having a high value by DoDDS-Pacific principals and assistant principals would be used and emphasized in the pilot of one year or longer. Some areas to be followed in the pilot could be impact on pupil achievement, the cultural integration of ESL (English as a second language) students into the student body of the school, and effect on school climate as measured by student, teacher and parent surveys.

Professional Contribution

The expected professional contribution of this study is to provide for the practitioner and for those responsible for the training of school principals and assistant principals an awareness of a number of public relations activities that can assist the administrator in his/her role as the person responsible for public relations in the school. Furthermore, the results of the study may provide knowledge pertaining to values assigned to public relations activities by principals and assistant principals of DoDDS-Pacific elementary and high schools. In addition, this study may be able to provide a basis for determining the areas of public relations where DoDDS-Pacific principals and assistant principals need more preparation, thereby providing direction for professional growth and development. The study then will be able to assist DoDDS personnel responsible for preparing school administrators in the development of improved instructional programs in the area of public relations.

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APPENDIX

Appendix A

11 December 1987

Dear

As a doctoral student under Dr. Benjamin Bohnhorst of the Department of Education at Michigan State University, I am conducting a study of school principals and assistant principals in DoDDDS-Pacific to determine the extent of use of 45 public relations activities and to compare values placed upon these activities. On the enclosed survey instrument you will be able to indicate the extent to which the public relations activities are used in your school and the value you place upon each activity. I have received approval from Dr. Jerald Bloom to conduct this study.

I ask that you complete the questionnaire and the instrument and return the questionnaire and two grids in the pre-addressed enveloped enclosed for your convenience. There are two identical lists of the activities. You may use these as work sheets while completing the grids and need not return the lists. It should take about 30 minutes to complete the survey.

It would be extremely helpful if you would respond within 10 days of receiving these materials. Each survey is coded for purposes of identifying returned data and subsequent follow-up mailings. All data will be held in complete confidence. The master list and codings will be destroyed when the returns are complete.

A summary of the findings will be mailed to those who desire a copy. Based upon the findings, recommendations will be made to DoDDDS-Pacific and DoDDDS-Washington for further training in school public relations for principals and assistant principals. Upon completion of this study, a quarterly Public Relations and Communication Tips sheet will be available to principals and assistant principals who take part in this study.

Thank you for your assistance in this research project. Merry Christmas and Happy New Year!

Sincerely,

QUESTIONNAIRE

Please place a ✓ or number as appropriate in the spaces below:

1. Principal _____ Assistant Principal _____
2. Number of years of experience as a school administrator. _____
3. Grade structure of school _____
Ex. K-4, 5-8, 7-12, etc.
4. Student enrollment of school _____
5. Have you had any courses/workshops/training in school public
(community) relations? Yes _____ No _____

Please Describe

6. Would you be interested in receiving more training in school
public relations? Yes _____ No _____

Please describe any particular area of school public relations
in which more training is desired.

Public Relations Activities
Used and Valued by DoDDS-Pacific School
Administrators

Included in this survey is a list of 45 public relations activities commonly performed by school principals and assistant principals, and two Q Sort Grids. If the activity is not a specific public relations activity in itself, there is an element of public relations associated with its execution.

EXTENT OF USE OF ACTIVITY

Before each activity on the attached list is a number. On the Q Sort Grid below please put the number of each activity in one of the boxes according to the EXTENT that you use the activity in your current position. The numbers corresponding to the two activities that you use most often should be placed in either box in the column above the number nine (9). Conversely, the column above the number (1) should contain the numbers of the two activities used least often.

When you have completed this grid, each block should contain a number representing an activity. Each number is to be used only once.

Use of Activity

Use of Activity

Limited Use Extensive Use

1 - - 2 - - - 3 - - 4 - - - 5 - - - 6 - - 7 - - - 8 - - 9

SCHOOL PUBLIC RELATIONS ACTIVITIES

- _____ 1. Maintaining positive relationships with local military base officials.
- _____ 2. Formulating school public relations goals and strategies.
- _____ 3. Formulating school public relations policy.
- _____ 4. Supervising the school public relations program.
- _____ 5. Understanding the community.
- _____ 6. Measuring public opinion.
- _____ 7. Encouraging community support.
- _____ 8. Participating in community activities.
- _____ 9. Identifying community influentials.
- _____ 10. Working with community groups.
- _____ 11. Working with parents.
- _____ 12. Working with School Advisory Committees.
- _____ 13. Utilizing community resources.
- _____ 14. Providing citizen involvement in the school program.
- _____ 15. Involving the community while constructing new facilities.
- _____ 16. Approving community use of facilities.
- _____ 17. Publicizing the school's extracurricular activities program to the community.
- _____ 18. Involving parents/community in "special weeks," e.g. American Education, Black History, Hispanic Heritage.
- _____ 19. Working with Family Support (Family Service) Centers on student/family problems.
- _____ 20. Using National School Public Relations Association materials.
- _____ 21. Dealing with mass media (newspaper, radio, TV).
- _____ 22. Preparing material for the press.
- _____ 23. Preparing printed materials, e.g. newsletters, parent/student handbooks, surveys, letters.
- _____ 24. Receiving office visitors (parents as well as other members of community).
- _____ 25. Handling telephone calls (from parents & non-parents).
- _____ 26. Participating in interviews and public appearances.
- _____ 27. Organizing & publicizing open houses.
- _____ 28. Monitoring community concerns relating to instructional practices.
- _____ 29. Interpreting the instructional program.
- _____ 30. Managing organizational and interpersonal climates.
- _____ 31. Assessing organizational climate.
- _____ 32. Providing communication process within the system.
- _____ 33. Communicating verbally to accomplish tasks.
- _____ 34. Writing communications.
- _____ 35. Providing appropriate feedback procedures within the community.
- _____ 36. Working with teacher groups within the school.
- _____ 37. Working with Overseas Education Association faculty representatives.
- _____ 38. Establishing positive staff relations.
- _____ 39. Handling student unrest/discipline.
- _____ 40. Satisfying special interest groups.
- _____ 41. Servicing complaints.
- _____ 42. Coping with criticism.
- _____ 43. Knowing where to go for help with school and/or community public relations problems.
- _____ 44. Interpreting the budget for the community.
- _____ 45. Establishing a humanistic approach with individuals.

VALUE OF ACTIVITY

Before each activity on the attached list is a number. On the Q Sort Grid below please put the number of each activity in one of the boxes below according to the VALUE you believe the activity has in the area of school public relations for you in your current position. The numbers corresponding to the two activities that you believe have the highest value should be placed in either box in the column above the number nine (9). Conversely, the column above number one (1) should contain the numbers of the two activities that you believe have the least value.

When completing this grid please mentally change your thinking from USE to VALUE. Therefore, the number configuration of this grid when completed will not necessarily be the same as the configuration of the previous grid.

When you have completed the grid, each block should contain a number representing an activity. Each number is to be used only once.

Value of Activity

The grid is a pyramid shape with 9 columns and 5 rows. The columns are numbered 1 to 9 at the bottom. The left side is labeled 'Low Value' and the right side is labeled 'High Value'.

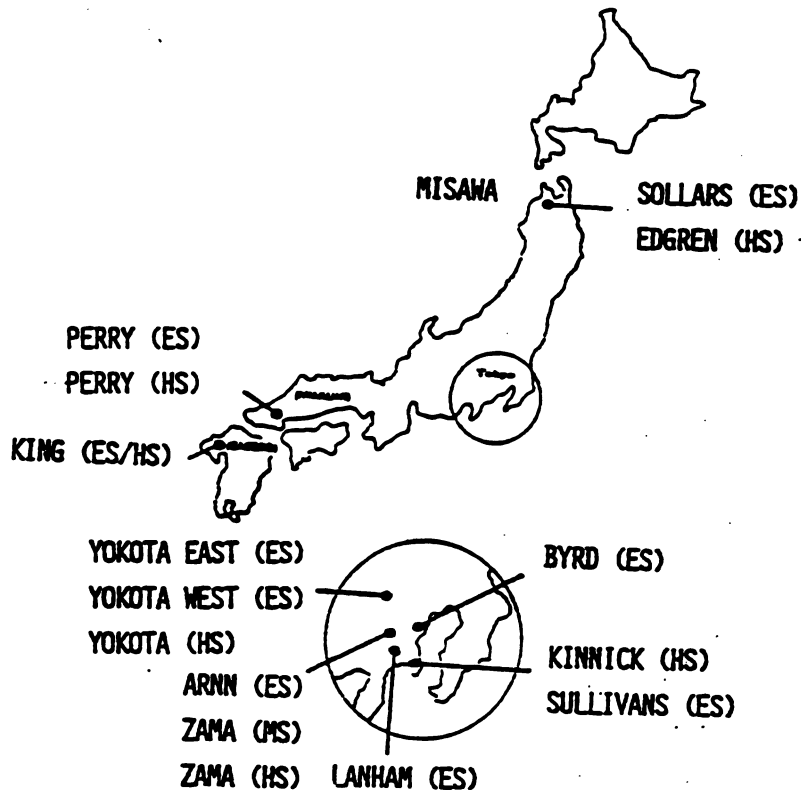
1	2	3	4	5	6	7	8	9

SCHOOL PUBLIC RELATIONS ACTIVITIES

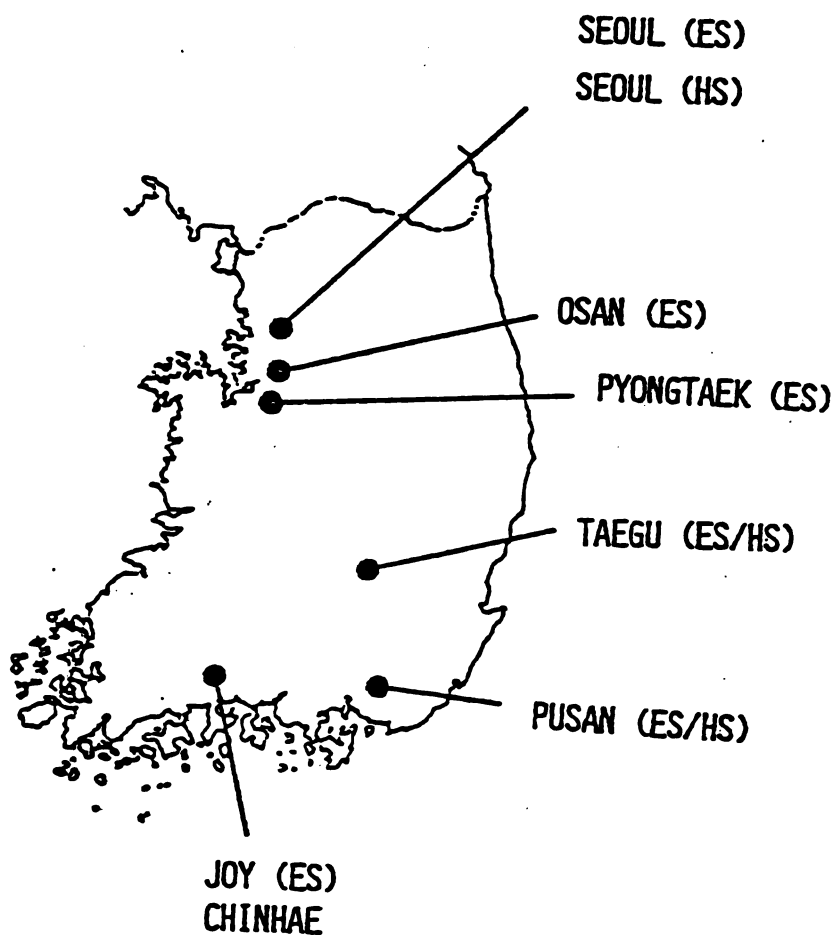
- _____ 1. Maintaining positive relationships with local military base officials.
- _____ 2. Formulating school public relations goals and strategies.
- _____ 3. Formulating school public relations policy.
- _____ 4. Supervising the school public relations program.
- _____ 5. Understanding the community.
- _____ 6. Measuring public opinion.
- _____ 7. Encouraging community support.
- _____ 8. Participating in community activities.
- _____ 9. Identifying community influentials.
- _____ 10. Working with community groups.
- _____ 11. Working with parents.
- _____ 12. Working with School Advisory Committees.
- _____ 13. Utilizing community resources.
- _____ 14. Providing citizen involvement in the school program.
- _____ 15. Involving the community while constructing new facilities.
- _____ 16. Approving community use of facilities.
- _____ 17. Publicizing the school's extracurricular activities program to the community.
- _____ 18. Involving parents/community in "special weeks," e.g. American Education, Black History, Hispanic Heritage.
- _____ 19. Working with Family Support (Family Service) Centers on student/family problems.
- _____ 20. Using National School Public Relations Association materials.
- _____ 21. Dealing with mass media (newspaper, radio, TV).
- _____ 22. Preparing material for the press.
- _____ 23. Preparing printed materials, e.g. newsletters, parent/student handbooks, surveys, letters.
- _____ 24. Receiving office visitors (parents as well as other members of community).
- _____ 25. Handling telephone calls (from parents & non-parents).
- _____ 26. Participating in interviews and public appearances.
- _____ 27. Organizing & publicizing open houses.
- _____ 28. Monitoring community concerns relating to instructional practices.
- _____ 29. Interpreting the instructional program.
- _____ 30. Managing organizational and interpersonal climates.
- _____ 31. Assessing organizational climate.
- _____ 32. Providing communication process within the system.
- _____ 33. Communicating verbally to accomplish tasks.
- _____ 34. Writing communications.
- _____ 35. Providing appropriate feedback procedures within the community.
- _____ 36. Working with teacher groups within the school.
- _____ 37. Working with Overseas Education Association faculty representatives.
- _____ 38. Establishing positive staff relations.
- _____ 39. Handling student unrest/discipline.
- _____ 40. Satisfying special interest groups.
- _____ 41. Servicing complaints.
- _____ 42. Coping with criticism.
- _____ 43. Knowing where to go for help with school and/or community public relations problems.
- _____ 44. Interpreting the budget for the community.
- _____ 45. Establishing a humanistic approach with individuals.

Appendix B

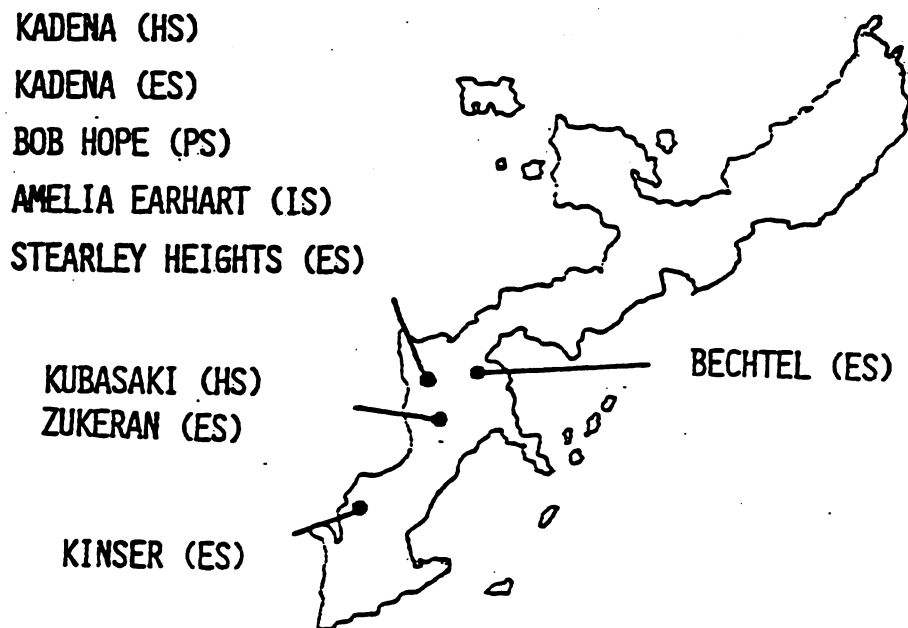
Schools Within DODDS-Pacific Region, by
Country with Grade Structure, Enrollment and
Number of Administrators



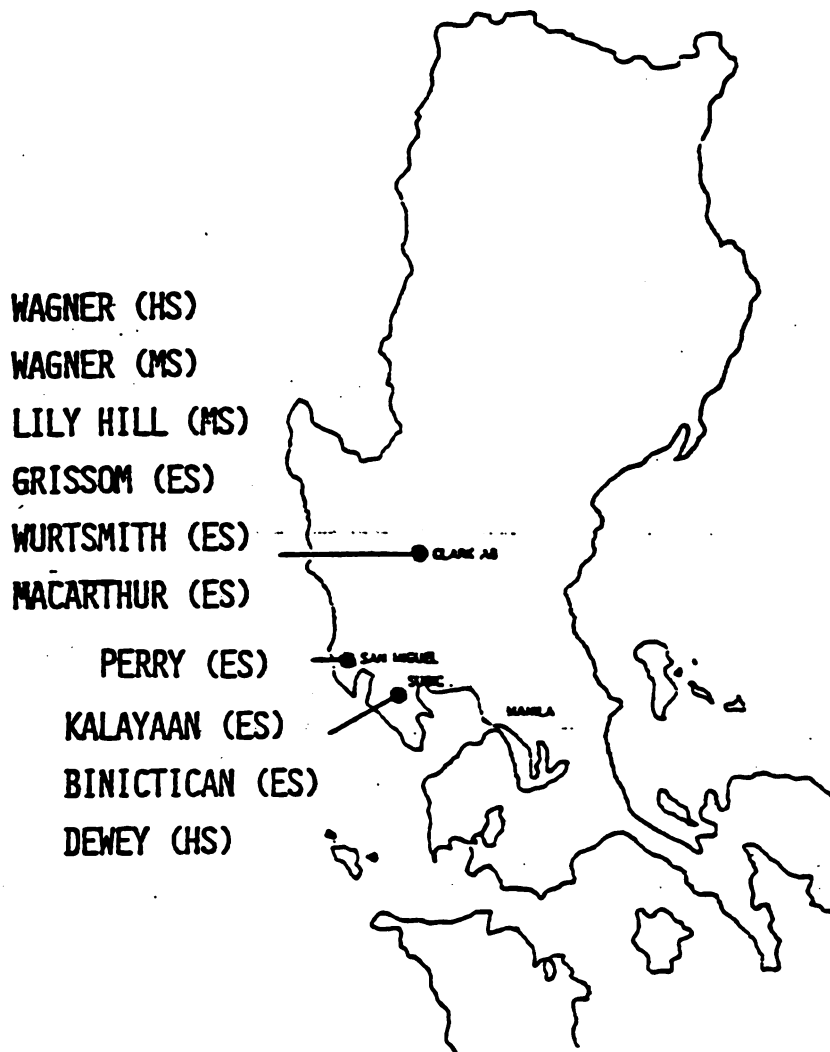
<u>Country</u>	<u>School</u>	<u>Grade Structure</u>	<u>Enrollment</u>	<u>Number of Administrators</u>
Japan	John O Arnn Elem School	K-6	610	2
	Richard E Byrd Elem School	K-6	210	1
	Robert D Edgren High School	7-12	630	2
	Ernest J. King School	K-12	300	2
	Nile C Kinnick High School	7-12	730	3
	Shirley Lanham Elem School	K-6	510	2
	Matthew C Perry Elem School	K-6	390	2
	Matthew C Perry High School	7-12	200	1
	Sollars Elem School	K-6	1,350	3
	Sullivans Elem School	K-6	1,210	3
	Yokota East Elem School	K-6	950	3
	Yokota West Elem School	K-6	520	2
	Yokota High School	7-12	890	3
	Zama Middle School	7-8	230	1
	Zama High School	9-12	390	2



<u>Country</u>	<u>School</u>	<u>Grade Structure</u>	<u>Enrollment</u>	<u>Number of Administrators</u>
Korea	C Turner Joy Elem School	K-6	40	1
	Osan Elem School	K-6	360	1
	Pusan American School	K-12	230	2
	Pyongtaek American Elem School	K-6	50	1
	Seoul American Elem School	K-6	1,400	3
	Seoul American High School	7-12	1,060	3
	Taegu American School	K-12	620	2



<u>Country</u>	<u>School</u>	<u>Grade Structure</u>	<u>Enrollment</u>	<u>Number of Administrators</u>
Okinawa	Amelia Earhart Intermed School	4-6	720	2
	Bechtel Elem School	K-6	510	2
	Bob Hope Primary School	K-3	980	3
	Kadena Elem School	K-6	1,300	3
	Kadena High School	7-12	1,330	4
	Kinser Elem School	K-6	470	1
	Kubasaki High School	7-12	1,400	4
	Stearley Heights Elem School	K-6	720	2
	Zukeran Elementary School	K-6	1,010	3



<u>Country</u>	<u>School</u>	<u>Grade Structure</u>	<u>Enrollment</u>	<u>Number of Administrators</u>
Philippines	Binictican Elem School	3-6	580	2
	George Dewey High School	7-12	690	2
	Virgil I Grissom Elem School	K-4	720	2
	Kalayaan Elem School	K-2	620	2
	Lily Hill Middle School	5-8	650	2
	MacArthur Elem School	K-4	640	2
	Oliver Hazard Perry School	PreK-6	200	1
	Wagner Middle School	9-12	830	2
	Wagner High School	9-12	830	3
	Wurtsmith Elem School	K-4	1,100	3

Mean, Standard Devia
Public Relations Activities
Administrators

Activity	Principal $\bar{X}$ SD	Assistant Principal $\bar{X}$ SD	t-Value	Elementary K-6 $\bar{X}$ SD	Junior/Senior 7-12 $\bar{X}$ SD
Maintaining positive relationships with local military base officials	6.9118 1.658	6.1759 2.123	1.64	6.4750 1.811	6.5588 2.120
Formulating school public relations goals and strategies	4.5588 2.033	4.000 1.739	1.27	4.2250 1.790	4.2941 2.023
Formulating school public relations policy	4.4706 1.581	4.1250 1.588	.93	4.4000 1.336	4.1471 1.844
Supervising school public relations program	4.8824 1.737	4.600 1.582	.73	4.9250 1.716	4.5000 1.562
Understanding the community	6.4118 1.417	5.5000 1.6490	2.53	5.9000 1.614	5.9412 1.613
Measuring public opinion	4.2941 1.528	3.9750 1.561	.89	4.2500 1.676	3.9706 1.381
Encouraging community support	6.4118 1.617	5.6410 1.478	2.13	6.1750 1.662	5.7879 1.474
Participating in community activities	5.1765 1.678	4.5250 1.724	1.64	4.6500 1.748	5.0294 1.695
Identifying community influentials	4.3235 1.646	4.4500 1.724	-.32	4.3500 1.626	4.4412 1.761
Working with community groups	5.0294 1.527	4.5250 1.240	1.57	4.6000 1.566	4.9412 1.153
Working with parents	6.2941 1.219	6.2564 1.585	.11	6.4250 1.279	6.0909 1.569
Working with School Advisory Committees	6.1471 1.690	5.7500 1.565	1.05	5.9750 1.819	5.8824 1.387
Utilizing community resources	5.4412 1.655	4.9000 1.392	1.53	5.4000 1.582	4.8529 1.438
Providing citizen involvement	4.7941 1.684	4.7250 1.502	.19	5.0750 1.474	4.3824 1.633

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tion and t-Value of
According to Use, by School
in DoDDS-Pacific

t-Value	Small School <400 Students	Large School ≥400 Students	t-Value	Short Tenure As Administrator <6 years	Long Tenure As Administrator ≥6 years	t-Value
	$\bar{X}$ SD	$\bar{X}$ SD		$\bar{X}$ SD	$\bar{X}$ SD	
-.18	7.3846 1.325	6.3279 2.014	1.80	6.0625 2.031	6.8571 1.829	-1.77
-.16	3.8462 1.994	4.3443 1.870	-.86	3.9063 1.873	4.5238 1.877	-1.40
.68	3.5385 1.613	4.4426 1.544	-1.90	3.9688 1.694	4.5238 1.469	-1.51
1.11	4.0769 1.656	4.8689 1.628	-1.59	4.7188 1.571	4.7381 1.726	-.05
-.11	6.0000 1.291	5.9016 1.670	.20	6.0000 1.666	5.8571 1.571	.38
.77	4.2308 1.166	4.0984 1.620	.28	4.3438 1.494	3.9524 1.577	1.08
1.04	6.3077 1.653	5.9333 1.572	.77	6.0323 1.516	5.9762 1.645	.15
-.94	6.0769 1.754	4.5574 1.608	3.05	4.6563 1.911	4.9524 1.577	-.73
-.23	5.2308 1.481	4.2131 1.674	2.03	4.7500 1.796	4.1190 1.549	1.62
-1.05	5.5385 1.561	4.5902 1.309	2.29	4.5625 1.190	4.9048 1.527	-1.05
1.00	6.0769 1.382	6.3167 1.432	-.55	6.2258 1.586	6.3095 1.297	-.25
.24	6.5385 1.561	5.8033 1.621	1.49	5.8125 1.615	6.0238 1.645	-.55
1.55	4.9231 1.441	5.1967 1.558	-.58	4.6875 1.378	5.5000 1.566	-2.33
1.92	4.7692 1.787	4.7541 1.545	.03	4.6875 1.712	4.8095 1.486	-.33

Activity	Principal	Assistant	t-Value	Elementary	Junior/Senior
	$\bar{X}$ SD	Principal $\bar{X}$ SD		K-6 $\bar{X}$ SD	7-12 $\bar{X}$ SD
Involving community in construction	2.9706 1.784	2.8000 1.556	.44	2.6750 1.403	3.1176 1.903
Approving community use of facilities	3.8529 1.844	4.7000 2.103	-1.83	4.1760 2.999	4.4706 1.063
Publicizing the school's extracurricular activities program to the community	4.7941 1.887	5.6750 1.492	-2.24	4.6250 1.596	5.0294 1.586
Involving parents/community in "special weeks"	4.9412 1.575	4.5500 1.518	1.09	5.1250 1.418	4.2647 1.582
Working with Family Support Centers	4.3824 1.371	4.7250 1.552	-1.00	4.2500 1.410	4.9412 1.476
Using National School Public Relations Association materials	2.5588 1.375	2.1250 1.436	1.32	2.3750 1.480	2.2647 1.355
Dealing with mass media	4.0294 1.487	4.4000 1.499	-1.06	4.2000 1.480	4.2647 1.355
Preparing materials for press	3.5882 1.282	4.0250 1.609	-1.28	3.5250 1.432	4.1765 1.466
Preparing printed materials - Newsletters, etc.	6.5588 1.812	6.5250 1.724	.08	6.9250 1.655	6.0882 1.782
Receiving office visitors	5.7353 1.639	6.7250 1.450	-2.76	6.6500 1.696	5.8235 1.442
Handling telephone calls	5.6176 1.371	7.0250 1.459	-4.25	6.5250 1.450	6.2059 1.719
Participating in public appearances	3.8235 1.381	3.4750 1.519	1.03	3.6750 1.347	3.5882 1.598
Organizing & publicizing open houses	4.8824 1.805	4.6750 1.492	.54	4.3500 1.703	5.2647 1.421
Monitoring community concerns	5.1765 1.114	4.8000 1.522	1.19	4.7250 1.358	5.2647 1.310
Interpreting the instructional program	5.2941 1.244	5.1500 1.386	.47	5.4250 1.259	4.9706 1.359
Managing organizational & interpersonal climates	5.4706 1.926	5.1750 1.738	.69	5.2000 1.742	5.4412 1.926

t-Value	Small School <400 Students	Large School ≥400 Students	t-Value	Short Tenure As Administrator <6 years	Long Tenure As Administrator ≥6 years	t-Value
	$\bar{X}$ SD	$\bar{X}$ SD		$\bar{X}$ SD	$\bar{X}$ SD	
-1.15	3.7692 1.589	2.6885 1.618	2.19	2.9375 1.722	2.8333 1.622	.27
-.62	4.8462 1.864	4.1967 2.048	1.05	4.7813 1.930	3.9524 2.036	1.77
-3.78	5.7692 1.301	5.1639 1.800	1.15	5.5313 1.524	5.0714 1.866	1.13
2.47	4.9231 1.498	4.6885 1.566	.49	4.1875 1.575	5.1429 1.407	-2.75
-2.06	4.2308 1.235	4.6393 1.517	-.91	4.6563 1.537	4.5000 1.436	.45
.33	2.0006 .816	2.3934 1.509	-.91	1.6563 .937	2.8333 1.513	-3.87
-.18	3.8462 1.463	4.3115 1.500	-1.02	3.9375 1.458	4.4524 1.501	-1.48
-1.93	3.6923 1.316	3.8525 1.515	-.35	3.7813 1.560	3.8571 1.424	-.22
2.09	6.5385 1.854	6.5410 1.747	-.01	6.6250 1.519	6.4762 1.928	.36
2.27	6.1538 1.676	6.2951 1.606	-.29	5.7188 1.550	5.9286 1.583	2.15
.37	5.8462 1.345	6.4918 1.609	-1.35	6.9575 1.458	5.9524 1.545	2.78
.25	3.1538 1.625	3.7377 1.413	-1.32	3.3125 1.615	3.8810 1.292	-1.68
-2.48	4.7692 1.235	4.7705 1.717	-.00	4.8125 1.469	4.7381 1.768	.19
-1.73	5.1538 1.519	4.9344 1.328	.53	5.0313 1.576	4.9286 1.177	.32
1.49	5.1538 1.214	5.2295 1.347	-.19	5.1875 1.330	5.2381 1.322	-.16
.57	5.4615 2.025	5.2787 1.790	.33	5.2813 1.555	5.3333 1.734	-.12

Activity	Principal	Assistant	t-Value	Elementary	Junior/Senior
	Principal $\bar{X}$ SD	Principal $\bar{X}$ SD		K-6 $\bar{X}$ SD	7-12 $\bar{X}$ SD
Assessing organizational climate	4.9706 1.678	4.2250 1.527	2.00	4.7750 1.609	4.3235 1.646
Providing communication process	5.3529 1.555	5.4000 1.598	-.13	5.4500 1.449	5.2941 1.715
Communicating verbally to accomplish tasks	5.5294 2.092	6.0750 1.509	-1.30	5.7750 1.656	5.8824 1.996
Writing communications	5.4412 1.862	6.2000 1.556	-1.91	6.0500 1.880	5.6176 1.538
Providing feedback procedures within community	5.0588 1.324	4.6500 1.442	1.26	4.7750 1.291	4.9118 1.525
Working with teachers within school	6.1471 1.708	6.0000 1.519	.39	6.3250 1.542	5.7647 1.634
Working with Overseas Educational Association	5.0606 2.193	4.9750 1.625	.19	5.1750 2.062	4.8182 1.667
Establishing positive staff relations	7.1471 1.438	7.3750 1.192	-.75	7.1500 1.312	7.4118 1.305
Handling student unrest-discipline	4.3529 2.173	6.6750 2.401	-4.33	5.3250 2.495	5.9412 2.639
Satisfying special interest groups	3.2059 1.591	3.3750 1.564	-.46	3.4000 1.661	3.1765 1.466
Servicing complaints	4.7941 1.771	5.9000 1.549	-2.86	5.4500 1.724	5.3235 1.770
Coping with criticism	4.1765 2.022	4.7250 1.853	-1.22	4.2500 1.932	4.7353 1.943
Knowing where to go for help with public relations problems	5.1471 1.743	4.5250 1.735	1.29	4.6000 1.707	5.1765 1.766
Interpreting budget for community	2.5588 1.580	2.6500 1.889	-.22	2.6750 1.716	2.5294 1.796
Establishing a humanistic approach	7.0000 1.891	6.4500 1.709	1.31	6.6750 1.845	6.7353 1.781

Value	Small School <400 Students $\bar{X}$ SD	Large School ≥ 400 Students $\bar{X}$ SD	t-Value	Short Tenure As Administrator <6 years $\bar{X}$ SD	Long Tenure As Administrator ≥ 6 years $\bar{X}$ SD	t-Value
1.19	4.4615 1.941	4.5902 1.575	-.26	4.4375 1.544	4.6667 1.706	-.60
.42	5.4615 1.808	5.3607 1.528	.21	5.3438 1.599	5.4048 1.563	-.16
-.25	6.0000 2.198	5.7869 1.733	.38	5.9375 1.605	5.7381 1.964	.47
1.07	5.4615 1.713	5.9344 1.740	-.89	6.0313 1.694	5.7143 1.771	.78
-.42	5.1538 1.405	4.7705 1.395	.90	4.5938 1.388	5.0238 1.388	-1.32
1.52	5.8462 1.676	6.1148 1.593	-.55	5.8125 1.575	6.2619 1.609	-1.20
.80	5.6154 1.895	4.8833 1.878	1.27	5.2813 1.591	4.8049 2.063	1.07
-.86	7.2308 1.301	7.2787 1.318	-.12	7.3438 1.181	7.2143 1.406	.42
-1.03	4.0769 1.935	5.9344 2.575	-2.45	6.2188 2.524	5.1429 2.524	1.82
.61	3.3077 3.057	3.2951 1.465	.03	3.5313 1.295	3.1190 1.742	1.12
.31	4.7692 1.835	5.5248 1.699	-1.44	5.7500 1.481	5.1190 1.877	1.57
-1.07	3.6154 2.022	4.6557 1.888	-1.78	4.6875 1.575	4.3095 2.181	.83
-1.43	5.3077 2.136	4.7705 1.657	.317	5.1563 1.568	4.6429 1.859	1.26
.36	2.7692 1.641	2.5738 1.774	.37	2.6563 1.537	2.5714 1.902	.21
-.14	6.5335 2.025	6.7377 1.769	-.36	6.6250 1.699	6.7619 1.897	-.32

Mean, Standard Devia
Public Relations Activities
Administrators

Activity	Principal X SD	Assistant Principal X SD	T-Value	Elementary K-6 X SD	Junior/Senior 7-12 X SD
Maintaining positive relationships with local military base officials	6.9714 1.495	6.9744 1.807	-.01	6.6500 1.515	7.3529 1.688
Formulating school public relations goals and strategies	5.6571 2.267	5.3846 1.955	.55	5.6500 2.398	5.3529 1.861
Formulating school public relations policy	5.2857 2.328	5.2821 1.824	.01	5.3000 2.287	5.2641 1.937
Supervising school public relations program	5.6571 1.841	5.0769 1.830	1.36	5.4500 1.908	5.2353 1.811
Understanding the community	6.4857 1.512	6.2308 1.560	.71	6.4750 1.553	6.2059 1.519
Measuring public opinion	4.9714 1.662	4.7692 1.706	.52	4.4500 1.495	5.3529 1.724
Encouraging community support	6.3636 1.402	6.0789 1.475	.83	6.5526 1.211	5.8182 1.537
Participating in community activities	4.9714 1.876	4.4615 1.524	1.27	4.5750 1.617	4.8529 1.824
Identifying community influentials	4.5714 1.943	4.5897 1.852	-.04	4.1000 1.760	5.1471 1.878
Working with community groups	5.2941 1.356	4.7179 1.643	1.64	5.0256 1.496	4.9412 1.547
Working with parents	6.2857 1.636	6.4615 1.526	.48	6.4500 1.643	6.2941 1.535
Working with School Advisory Committees	5.8857 1.450	5.7179 1.301	.52	5.6750 1.301	5.9412 1.439
Utilizing community resources	5.2000 1.502	5.1795 1.451	.06	5.3000 1.369	5.0538 1.556
Providing citizen involvement	5.2286 1.912	5.2308 1.497	.01	5.4750 1.890	4.9412 1.536

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According to Value, By school
in DoDDS-Pacific

Value	Small School <400 Students	Large School ≥400 Students	T-Value	Short Tenure As Administrator <6 years	Long Tenure As Administrator ≥6 years	T-Value
	$\bar{X}$ SD	$\bar{X}$ SD		$\bar{X}$ SD	$\bar{X}$ SD	
-1.87	7.9231 6.7705	.862 1.697	2.38	7.0000 6.9524	1.437 1.794	.12
.60	4.5385 5.7213	1.854 2.122	-1.86	5.5313 5.5000	2.229 2.051	.06
.07	4.1538 5.5246	1.772 2.087	-2.20	5.1875 5.3571	2.320 1.923	-.34
.50	4.6154 5.5082	1.557 1.876	-1.60	5.2188 5.4524	1.773 1.915	-.54
.75	6.3846 6.3443	1.446 1.559	.09	6.4375 6.2857	1.413 1.627	.42
-2.38	5.0769 4.8197	1.656 1.688	.50	5.0938 4.6905	1.376 1.867	1.03
2.21	6.5833 6.1356	1.621 1.395	.99	6.2581 6.1750	1.365 1.500	.24
-.69	5.8462 4.4590	1.068 1.747	2.75	4.4688 4.8810	2.094 1.383	-1.02
-2.46	4.9231 4.5082	1.256 1.997	.72	4.6250 4.5476	1.930 1.877	.17
.24	4.7692 5.0333	1.013 1.605	.57	4.8125 5.1220	1.355 1.631	-.87
.42	6.1538 6.4262	1.519 1.596	-.56	6.4063 6.3571	1.365 1.737	.13
-.83	6.6154 5.6230	.650 1.428	2.44	5.8125 5.7857	1.230 1.496	.08
.70	4.9231 5.2459	1.115 1.535	-.72	5.1250 5.2381	1.497 1.462	-.33
1.34	5.5385 5.1639	1.330 1.791	.71	5.5000 5.0238	1.832 1.615	1.19

Activity	Principal	Assistant	T-Value	Elementary	Junior/Senior
	$\bar{X}$ SD	$\bar{X}$ SD		K-6 $\bar{X}$ SD	7-12 $\bar{X}$ SD
Involving community in construction	2.8857 1.693	2.9744 1.471	.24	2.5000 1.761	3.4412 1.281
Approving community use of facilities	3.4000 1.813	3.7692 1.897	.86	3.4250 2.056	3.7941 1.662
Publicizing the school's extracurricular activities program to the community	4.9143 1.239	5.2051 1.634	.87	4.6750 1.581	5.5294 1.185
Involving parents/community in "special weeks"	5.0857 1.630	4.2308 1.442	2.38	4.8500 1.557	4.3824 1.610
Working with Family Support Centers	4.5429 1.308	5.0256 1.502	-1.48	4.5750 1.413	5.0588 1.394
Using National School Public Relations Association materials	3.0286 1.439	2.6667 1.774	.97	2.9750 1.628	2.6765 1.593
Dealing with mass media	4.1714 1.295	4.4872 1.671	-.91	4.2000 1.482	4.5000 1.488
Preparing materials for press	3.7941 1.775	4.5128 1.122	-2.03	4.2564 1.621	4.0882 1.482
Preparing printed materials - Newsletters, etc.	6.1143 1.410	5.8974 1.605	.62	5.9750 1.547	6.0294 1.470
Receiving office visitors	5.3714 1.585	5.5897 1.750	.56	5.6750 1.639	5.2647 1.670
Handling telephone calls	4.9429 1.832	5.5641 1.832	-1.55	4.9500 1.593	5.6471 1.811
Participating in public appearances	3.8571 1.692	3.9231 1.574	-.17	4.0750 1.451	3.6765 1.760
Organizing & publicizing open houses	4.7143 1.246	1.6410 1.637	.22	4.6000 1.415	4.7647 1.464
Monitoring community concerns	5.1143 1.428	5.2564 1.301	-.45	5.2250 1.672	5.1471 1.050
Interpreting the instructional program	5.0000 1.678	5.0256 1.659	-.06	5.1500 1.617	4.8529 1.942
Managing organizational & interpersonal climates	5.8000 1.741	5.3846 1.659	1.05	5.7250 1.725	5.4118 1.694

Value	Small School <400 Students	Large School ≥400 Students	T-Value	Short Tenure As Administrator <6 years	Long Tenure As Administrator ≥6 years	T-Value
	$\bar{X}$ SD	$\bar{X}$ SD		$\bar{X}$ SD	$\bar{X}$ SD	
-2.65	3.5385 2.8033	1.330 1.611	1.54	3.0313 2.8571	1.694 1.507	.47
-.85	4.0769 3.4918	2.290 1.748	1.04	4.1563 3.1667	1.798 1.793	2.35
-2.65	5.6154 4.9508	1.557 1.396	1.53	5.0313 5.0952	1.307 1.543	-.19
1.26	5.0000 4.5574	1.732 1.566	.91	4.0000 5.1190	1.626 1.400	-3.18
-1.48	4.9231 4.7705	1.553 1.395	.35	5.1250 4.5476	1.185 1.533	1.77
.80	2.3077 2.9508	.855 1.707	-1.32	2.2813 3.2619	1.114 1.795	-2.72
-.87	3.6154 4.4918	1.044 1.523	-1.97	4.4063 4.2857	1.292 1.627	-.34
.46	4.0769 4.2000	1.256 1.603	-.26	4.1875 4.1707	1.615 1.498	.05
-.15	5.9231 6.0164	1.801 1.443	-.20	5.6563 6.2619	1.450 1.499	-1.75
1.06	5.3846 5.5082	1.502 1.699	-.24	5.7813 5.2619	1.475 1.768	1.34
-1.74	5.3077 5.2623	1.109 1.852	.08	5.6875 4.9524	1.786 1.652	1.83
1.05	3.7692 3.9180	1.536 1.656	-.30	3.5313 4.1667	1.586 1.622	-1.69
-.49	4.6923 4.6721	1.032 1.514	.05	4.5625 4.7619	1.045 1.679	-.59
.24	5.0000 5.2205	1.414 1.359	-.55	5.1250 5.2381	1.497 1.265	-.35
.71	4.8462 5.0492	1.864 1.793	-.37	4.7188 5.2381	1.670 1.872	-1.24
.79	5.3846 5.6230	1.387 1.772	-.46	5.4688 5.6667	1.814 1.633	-.49

Activity	Principal	Assistant	T-Value	Elementary	Junior/Senior
	Principal $\bar{X}$ SD	Principal $\bar{X}$ SD		K-6 $\bar{X}$ SD	7-12 $\bar{X}$ SD
Assessing organizational climate	4.9714 4.7949	1.948 1.922	.39	5.22250 4.4706	1.915 1.879
Providing communication process	4.9714 4.7949	1.948 1.922	.39	5.2250 4.4706	1.915 1.879
Communicating verbally to accomplish tasks	4.8286 5.5128	2.216 1.715	-1.49	5.2250 5.1471	1.874 2.134
Writing communications	4.8000 4.8974	1.431 1.447	-.29	4.8500 4.8529	1.545 1.306
Providing feedback procedures within community	5.4286 4.9744	1.313 1.709	1.27	5.1580 5.2353	1.528 1.577
Working with teachers within school	5.5429 5.6154	1.721 1.886	-.17	6.0750 5.0000	1.873 1.537
Working with Overseas Educational Association	4.4000 4.8718	1.928 1.609	-1.15	4.8750 4.3824	1.697 1.843
Establishing positive staff relations	7.0286 7.2564	1.855 1.568	-.57	7.3750 6.8824	1.720 1.665
Handling student unrest-discipline	4.4571 5.3590	1.975 2.300	-1.80	4.3500 5.6176	1.657 2.535
Satisfying special interest groups	3.1714 3.0000	2.022 1.686	.40	3.0750 3.0882	1.716 2.006
Servicing complaints	4.7714 4.9487	1.477 1.669	-.48	4.8000 4.9412	1.488 1.687
Coping with criticism	3.7143 4.0513	2.204 2.064	-.68	3.6500 4.1765	1.889 2.367
Knowing where to go for help with public relations problems	4.7714 4.2308	1.734 1.709	1.35	4.3500 4.6471	1.791 1.668
Interpreting budget for community	2.8235 2.5897	1.359 1.650	.65	2.6410 2.7647	1.423 1.634
Establishing a humanistic approach	6.5429 6.5897	2.201 2.136	.09	6.6250 6.5880	2.059 2.286

Value	Small School <400 Students	Large School ≥400 Students	T-Value	Short Tenure As Administrator <6 years	Long Tenure As Administrator ≥6 years	T-Value
	$\bar{X}$ SD	$\bar{X}$ SD		$\bar{X}$ SD	$\bar{X}$ SD	
1.70	4.7692 4.9016	2.488 1.805	-.22	4.8125 4.9286	1.891 1.968	-.26
1.97	5.4615 5.8033	2.106 1.948	-.57	5.6875 5.7857	2.055 1.920	-.21
.17	5.5385 5.1148	2.295 1.924	.70	4.4688 4.9762	1.796 2.113	1.06
-.01	5.0769 4.8033	1.320 1.459	.62	4.8438 4.8571	1.462 1.424	-.04
-.24	5.3077 5.1639	1.437 1.572	.30	4.7813 5.5000	1.601 1.436	-2.03
2.67	5.9231 5.5082	1.754 1.813	.75	5.4375 5.6905	1.933 1.703	-.60
1.20	5.0000 4.5738	1.472 1.830	.79	4.5625 4.7143	1.625 1.891	-.36
1.25	7.2308 7.1311	1.481 1.756	.19	7.4375 6.9286	1.605 1.759	1.28
-2.58	4.3846 5.0492	2.142 2.194	-1.000	5.5000 4.5000	2.383 1.941	1.99
-.03	2.8462 3.1311	2.478 1.698	-.50	3.0313 3.1190	1.840 1.864	-.20
-.38	4.6154 4.9180	1.758 1.542	-.63	5.1875 4.6190	1.595 1.529	1.55
-1.06	3.3846 4.0000	2.567 2.025	-.95	4.1563 3.6905	2.065 2.170	.93
-.73	4.7692 4.4262	2.351 1.586	.65	4.3438 4.5952	1.599 1.835	-.62
-.36	2.7500 2.6885	1.545 1.523	.13	2.7188 2.6829	1.611 1.457	.10
.25	6.7692 6.5246	2.522 2.087	.37	6.4375 6.6667	2.409 1.959	-.45

Appendix D

PUBLIC RELATIONS GUIDE (Draft)
FOR THE
DEPARTMENT OF DEFENSE DEPENDENTS
OVERSEAS SCHOOLS-PACIFIC REGION
By: Howard W. Ryskamp

SAMPLE PUBLIC RELATIONS GUIDE FOR DODDS-Pacific
GUIDELINES FOR THE ADMINISTRATOR IN DODDS-Pacific

...THE ERA IS GONE IN WHICH AN EDUCATIONAL SYSTEM COULD OPERATE IN ISOLATION FROM THE GENERAL PUBLIC AND THEN EXPECT APPLAUSE FOR HAVING CARRIED ON FAITHFULLY... EDUCATION HAS BECOME TOO BIG AND EXPENSIVE, TOO IMPORTANT TO EVERYONE'S FUTURE, TOO INVOLVED IN THE GREAT SOCIAL ISSUES FOR THE PUBLIC TO ACCEPT EDUCATIONAL PRACTICES AND DECISIONS WITHOUT QUESTION...

COMMUNICATIONS POLICY

DoDDS-Pacific is committed to a communications effort that strives to maximize understanding and awareness among the region's publics regarding the objectives, programs, needs and accomplishments of the educational system.

The intent of the region will be to:

1. Inform its various internal and external publics of policies, plans and programs through a variety of media.
2. Demonstrate accountability in print to the public through periodic evaluation of goals and achievements.
3. Be accessible to the public and representatives of news media.
4. Provide opportunities for involvement of citizens, teachers, and students to provide input into the decision-making process in the region.
5. Review the region's communications' effectiveness annually and take appropriate corrective action.

I. PUBLIC RELATIONS: WHAT'S IT ALL ABOUT?

Public Relations... as simple as a thank you note and as complicated as a four color brochure... as specific as a written press release and as general as feelings as to how a group will react to something... as inexpensive as a phone call and as costly as a full page newspaper ad... as direct as a conversation between two persons and as broad as a television spot going out to thousands of people... as visual as a poster or bulletin board and as literal as just listening to someone's concerns.

And yet, with all of the above 'known' factors, public relations is a term that is seldom defined.

Two definitions, one simple and the other more formal and complex, each of which offers a pretty good summary of Region Public Relations.

1. Public Relations is the group or organization itself saying: This is who we are and what we're about; this is what we've been doing, this is what we want to do, and this is why we need and deserve your support.
2. Public Relations is a planned and systematic two-way process of communication between an educational organization and its internal and external publics. Its program encourages public involvement in the schools, and stimulates better understanding and acceptance by various publics of the role, needs, objectives and accomplishments of the organization.

In DoDDS-Pacific, public relations is essentially a communications effort. It does not deal with invention of images. DoDDS-Pacific public relations policy is based on the reality of a system that has strengths and weaknesses, but also in the conviction that the schools constantly work to build on the former and eliminate the latter. There is no attempt at denying or covering up shortcomings. Propagandistic techniques are rejected. Honestly, candor and accuracy are the chief ingredients of DoDDS-Pacific public relations. At times, this can be uncomfortable, even painful. But such an open approach is crucial to integrity and credibility.

Perhaps the most frequent misconception about public relations is that of equating the PR program with the release of information through the media, newsletters and brochures or pamphlets. These are formal communications, a visible and important part of the program, but at best, only half of an adequate public relations approach. Public understanding and acceptance of an educational system (DoDDS-P Public Relations

goal) will be achieved only when the formal communications are thoroughly supplemented with meaningful involvement of citizens in the schools.

The variety of personal contacts between system personnel and the community are vital communications. Administrators, teachers, secretaries, aides and other employees send regular messages about the school district through their everyday words and actions. Public Relations? It can be a nice picture or article in the newspaper or an attractive community newsletter. But it's much bigger than that. It's a parent's first impression in the school office, an overheard conversation between two region employees, and a youngster telling mom and dad about school at dinner some night, as well as hundreds of other daily personal contacts and reactions.

II. WHO IS THE PUBLIC?

There are many different groups involved with any given situation. These groups do not all see things the same way. They are all not equally knowledgeable about education. They do not look at things from the same point of view. The fact is, that just as the classroom teacher individualizes instruction for the youngsters in a class, so the communicator should attempt to individualize to meet the information needs of various groups or publics.

Making a list of these publics is an essential part of the planning phase of any communication effort. It immediately acknowledges the diversity of people you're trying to reach, and will inevitably produce a better plan.

TYPICAL PUBLICS FOR A DoDDS-PACIFIC SCHOOL

Internal

Students
Professional Staff
Non-professional Staff
District Office Staff
Region Office Staff

External

Parents
Non-parents
Base Officials
Reporters
Pressure Groups
Host Nation Officials

While it is impossible to maintain the same level of intense communication with each public, an analysis of each group can point up the best way of communicating with each. For example, a carefully designed newsletter might serve the needs of one or many publics. Small structured get-togethers or informal luncheons or tours may best meet the needs of others.

Dealing With Groups

There are no magic formulas to smooth interactions with the community, a complex combination of inter-acting publics within which there are various systems of power structuring, leaders and followers, the energetic and the apathetic, and the thoughtful and the thoughtless. Nevertheless, here's a group dynamics checklist:

1. I listened to and accepted others' opinions even when they were opposed to mine ("I may not agree with what you say, but I will defend forever your right to change your mind.")
2. I made a strong effort to keep the group talking on the subject at hand.
3. I offered facts, stated my beliefs, gave suggestions and contributed ideas.
4. I asked questions to help clarification for the group.
5. I tried paraphrasing: "Let me see if I understand what you're saying..."
6. I saw that everyone had a chance to speak, and encouraged the reluctant.
7. The goals were kept foremost throughout the meeting.

III. COMMUNICATION: MAKING IT HAPPEN!

Any communication effort should be carefully planned and then evaluated for effectiveness. A good starting point is to ask: What is the purpose of communicating this particular item? With whom? What is the best way? What do we hope to accomplish?

A. Through the Media:

Studies to determine where people get their information about the schools indicate that in most communities the local newspaper is the most frequently used source. In general, television and radio were not listed as prime avenues of information about the schools. In DoDDS-Pacific this would consist of local installation papers and the Pacific Stars & Stripes.

B. Through Publications:

PACIFICA is an authorized official newsletter published in the fall and spring during the school year by DoDDS-Pacific. In it are articles of special events in the schools. Each school should submit one article for each issue, and share PACIFICA with parents and community leaders.

NEWSLETTER FOR SCHOOLS:

A parents' newsletter should come out regularly, e.g. at least monthly or more often if necessary. Include brief educational topics of interest to parents rather than all school news items. Be sure to send the newsletter to department heads on the local military installation, principals of other schools in the country, the district superintendent and the DoDDS-Pacific regional director. A monthly one page staff newsletter can provide items of interest for teachers, e.g. latest research on time-on-task, class size, cooperative learning. It always pays to "proof" newsletters carefully. An English teacher can be very helpful. Ask him/her to read the newsletter before it is printed.

C. Through Two-Way Contacts:

Public Relations is not just telling. More important, is the listening schools do. Personal contacts are a truly important part of any communication system. Really effective communication can occur by bringing adults into the schools to discuss and exchange ideas and concerns with region personnel. There are many examples of excellent two-way communications in DoDDS-Pacific. Things like small group get togethers, open houses, luncheons, mini-tours of buildings, parent observations of actual teaching, special subject meetings, questionnaires and informal surveys, open forums (gripe sessions) and telephone accessibility of administrators. The best way to have the largest number of parents in attendance at an event is a personal written or telephone call invitation. Parent volunteers may be used to make the telephone calls. If administrators made one call a day to parents, over 180 individual communications could be made during the school year.

* * * * *

WE MUST BUILD GREATER PUBLIC CONFIDENCE

At a Washington conference on "Public Confidence in the Schools," sponsored by the U.S. Commissioner of Education and 17 national associations, an overriding conclusion became apparent: Public confidence in (education) schools is not what it should be, but something positive can be done to rebuild it. A plan of action can be formulated and it should:

- . have the primary emphasis at the local school level, with the principal as key.

- . include representatives of non-parents, military installation officials, racial and ethnic groups, parents and students.
- . demonstrate the fact that the schools belong to the people.
- . make no claims that education can cure all ills (an admission of failure means a new start, not another charge that education can't really succeed).
- . encourage school employees to tell the story of the schools "in the truest manner possible."
- . address itself to the public's "five big questions" about schools: What is being taught? How is it being taught? How is the money being spent? How are schools governed? How do schools fit into our representative government system?
- . help develop in students a sense of pride and belonging in order to minimize vandalism and violence in schools.

(excerpted from NSBA Journal, July, 1979)

Though almost ten years old, this advice is still appropriate for schools today.

What Do People Want To Know? Some Communication Direction

We know from research studies that the school community is most interested in hard facts, such as curriculum, teaching methods, student achievement and testing results.

In the most recent Gallup Poll (1987), drug use (or abuse) was identified as the most important problem facing the public schools. In 1986 the problem of drugs replaced lack of discipline as the number one problem. From 1969 until 1986 discipline was the most often cited problem. In 1986 & 1987 it was still second. Discipline to the public includes disruptive classroom behavior, disrespect for authority, student apathy for learning and absenteeism. If the public thinks drugs and discipline are problems in the schools, then they are problems for all administrators.

The top five problems cited in the Gallup Poll are use of drugs, lack of discipline, lack of proper financial support and difficulty in getting good teachers. Parents who have children now attending public schools cite the same five problems and in the same order as the public at large.

The above results of the yearly Gallup Poll give a pretty good idea of where our publics are coming from. It could be beneficial to address some of these issues directly at the school level.

There are, of course, other ways to find out exactly what people in a given area want to know and what their feelings and opinions are. These include informal surveys, questionnaires, and listening.

Research indicates that we tend to greatly overestimate the amount and the accuracy of information being communicated through our one-way channels (newsletters, the media, letters, formal meetings and presentations, etc.). It is the philosophy of the DoDDS-Pacific Public Relations program that the most effective communications policy is achieved by supplementing one-way information channels with a wide array of two-way, informal, face-to-face, and/or personal contact (exchange) activities.

IV. WATCH YOUR LANGUAGE!

Information about the schools should be easy to understand as well as easy to obtain. Every profession has its jargon or specialized language, and education is no exception. When used between educators, jargon can facilitate, even speed up, communication. When aimed at the layman, jargon will most likely confound and befuddle. The physician who tells a patient that "the retraction of dendrites produced a break in the synoptic connections" is not communicating. Neither is the educator who tells a parent that "diagnostic prescriptions will be the key to producing viable learning experiences in a controlled environment."

If you must use specialized terms, either put them in a context that indicates their meaning, or explain them as they are introduced. For example, Resource Centers---formerly known as libraries... now contain audio visual equipment globes, films, records and charts in addition to books and magazines.

Making It Readable

1. A shorter sentence is easier than a longer one;
2. A series of polysyllabic words in the same sentence increase reading difficulties;
3. A series of prepositional phrases, even though easy reading in themselves, increases reading problems;
4. A straight subject-verb-object order makes the easiest reading.

Good writing, whether in sports, editorials, news columns, or communications with parents has three primary criteria: It should be simple, concrete and short. Tailor your message to fit the audience. Get to the point right away. Readers will stay with you for a 500-word message if you can get them to read the first 50 words. But if the reader cannot identify his or her own interest in those first 50 words, (s)he will just stop reading.

There are several excellent readability formulas in the literature. One example is below. Work on 100-word sections

in which you count the total syllables and determine the average sentence length. Then use the chart below:

<u>Description of Style</u>	<u>Syllables (per 100 words)</u>	<u>Average Sentence Length</u>
Extremely Difficult	192	29
Difficult	167	25
Fairly difficult	155	21
Standard (<u>Time</u> , <u>Newsweek</u>)	147 (Mass Non-Fiction)	17
Fairly Easy	139	14
Easy	131	11
Very Easy	123	8

V. WORKING WITH THE MEDIA

The dilemma of news media relations is that organizations want news reported in a way that will promote their objectives and will not cause them trouble, while the media seek all news that will interest their readers, viewers and listeners.

Conflict and controversy are high priority news items. Like it or not, problems are "newsy" and media almost always cover them. It's their job:

The DoDDS-Pacific Region's Office of Communications maintains almost daily contact with the reporters on the Pacific Stars & Stripes. This office is the central source for information, facts and other data requested by all media. The Communications Office respects reporters as trained professionals with an assigned task. It accepts their right to look into region activities. This office listens to media concerns, and in turn, communicates those of the region to them. Dialog is generally open and candid. The goals are to develop credibility and mutual trust with the newsmen involved. The working relationships that the schools seek with the press cannot be built in the middle of a crisis. Such relationships must be continuously fostered in a climate of objectivity and calm.

In certain situations, a reporter may be referred to the person most directly involved with an issue. The principal, district office personnel or region staff members can be put on the firing line at any time.

Here are a few hints on effectively dealing with the media:

1. Treat reporters as you would have them treat you. They are not all negative sensationalists. For DoDDS-Pacific the vast majority of the media coverage is positive. A simple introduction and some informal conversation is a good idea.

2. Respect the deadlines of the news business. Return phone calls as soon as possible. This is an excellent public relations policy to have when receiving calls from anyone.
3. Use restraint and common sense in giving out statements. There is no such thing as "Off the Record." The cardinal rule is simple: Do not say what you are not willing to see in print.
4. If asked to comment on an issue you'd rather not speak about, decline in the most positive fashion. Avoid "No Comment" remarks. Perhaps you could say that you'll have something to say on the matter after some further study (be sure to follow up), or simply point out that you really can't add much to what's been said thus far.
5. Stick to facts. Do not venture guesses, opinions or theories.
6. Be thorough. Inaccuracies often occur because a reporter didn't have enough information, and didn't have the background to know it or ask for more.
7. Don't ask the reporter what will be written, or to see a story before it's printed.
8. When a crisis occurs, face it squarely. Too many schools ask for disaster with a defensive approach, hoping no one hears about the problem or that it will blow over. An offensive posture would make essential facts available to the media with the promise of more information and developing solutions as soon as possible. Resolving a negative situation in the open can have positive results.
9. Keep in mind that errors in a story are not necessarily the fault of the writer. Editors have been known to inadvertently chop out essential parts of an article in haste or in the interest of space. Headline writers can create all sorts of problems with inappropriate titling. And, of course, there are mechanical errors.

VI. WHAT CAN I DO?

Public Relations...Whose job is it? Yours!

Everyone connected with the DoDDS-Pacific system is constantly communicating with many publics. It doesn't matter whether that communication is spoken or unspoken, formal or

informal—the message is sent and received many times each day.

Here's a ten-point Public Relations checklist:

1. Be aware of your many publics. Attempt to establish two-way channels of communication with each group. Be accessible to people; give them the opportunity to "sound off" or just exchange some concerns. Parent visitations, lunches, small group meetings and mini-tours are great ideas. Listen and learn.
2. Recognize the public relations responsibilities of staff members under your direction (We're all in this together!). Help these people to understand their communication roles. Do some public relations in-service work with the staff. Be sure to include the non-professionals, e.g. secretaries and para-professional aides.
3. Be positive. DoDDS-Pacific is a good school system. Many solid educational things are going on each day. And where there are problems we're trying to get rid of them. Communicate this.
4. Encourage teachers to channel noteworthy information to the media through the country or region offices. Remind your staff that publics want the "hard" news, e.g. curriculum items, teaching methods, student achievements, and test results.
5. Acknowledge teacher initiative and accomplishment in the classroom through personalized communication. A frequent criticism from teachers is they do not receive many, if any, "positive strokes." We all need them. And go one step further. Encourage teachers to be sure and recognize student achievement in the classroom by communicating it to parents. Well written notes or phone calls can be very effective.
6. Consider the communication value of the building and office in which you work. What do they say to visitors? What are classrooms, bulletin boards, entrances, grounds, and reception areas communicating?
7. Conduct an informal survey of any one of your publics. Find out where they're coming from? Get together with some staff and brainstorm what to communicate to this group and the best way. Develop a plan. Make it happen, and then evaluate the results.
8. Always use a philosophy of honesty and candor with internal and external publics. It pays super

dividends. Don't be afraid to admit a mistake or shortcoming. If you get an opportunity to meet a reporter, especially in positive circumstances, be sure to capitalize on it. Knowing a media representative personally will help in a crisis or pressure situation when it's much too late to establish rapport.

9. Enlist the aid of military personnel on the installation. Invite displays and classroom visitations. Establish a community resource file. And get into the community; make yourself available to speak to installation groups.
10. Establish a network of key communicators. These are the persons who can relay information accurately to neighbors and friends and also keep their finger on the pulse of the community. Build a strong nucleus of key communicators and keep them informed.

VII. Conclusion

One of the old PR maxims goes: "You can't make a silk purse out of a sow's ear."

If a school district is mismanaged, and money misspent and its students poorly educated, all the public relations programs in the world won't do much toward restoring public confidence. If the community is generally ignored except during a crisis time, the efforts to restore public confidence could require reorganization of the operation of the school district. But it is a rare school district that finds itself in such dire circumstances. Many school districts in the United States (and DoDDS) are run by competent, caring professionals and have at least a basic community relations program.

Yet sometimes we are our own worst enemies. Administrators argue with teachers and each other. At times we argue with parents and students rather than involve them in meaningful discussions.

We argue about performance appraisal plans, class size and working conditions, about who is to blame for low test scores, about accountability and about discipline and vandalism. Politics, bureaucracies, finances, school advisory committees can be other "hot" topics.

A survey in a large school district once asked all school employees, "If you had a choice, would you have your children attend our schools?" Sixty-one percent said, "No." If that's what employees think of themselves, what does that do to

public confidence in their schools? It's no wonder, then, that education suffers a crisis of public confidence when the public looks at us today and in some instances sees dissension and disorder among us.

The problem is not mismanagement, but simply human relations. The solution is better interpersonal communication. Until we get our own act together, our job of restoring public confidence is an uphill struggle. The public relations program should seek to work from the inside out, informing staff first about the problems and successes of the school so the staff may be correctly informed about school happenings before adding opinions and possibly helping citizens form negative attitudes about their schools.

If you are having difficulty getting along with an individual or group, be the one to "offer the olive branch of peace." Then it will be possible to get on with what we are paid to do, provide the best possible educational program for students in DoDDS-Pacific. This can be done much easier by working together with students, teachers, parents and non-parent leaders in the military and host nation communities.

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