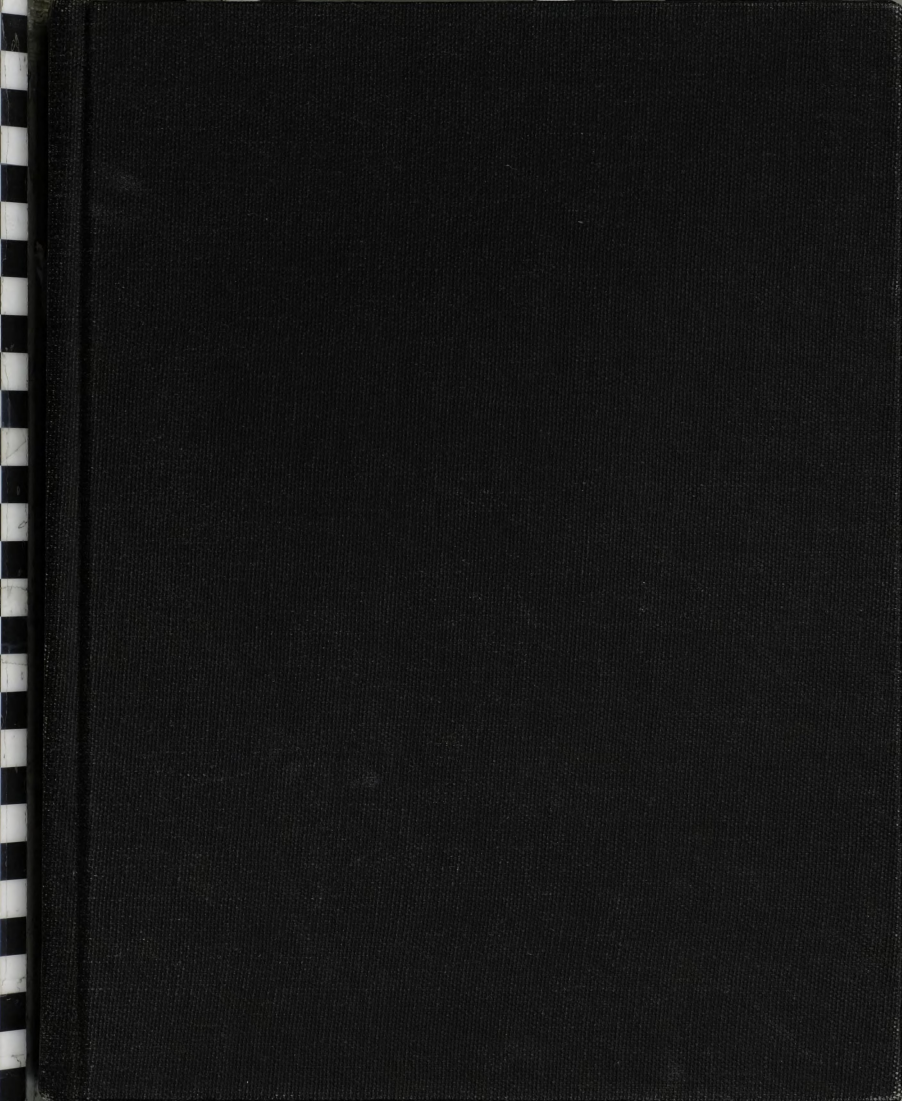






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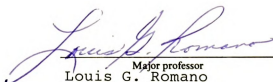
HOME/SCHOOL COOPERATION AS PERCEIVED BY PRIMARY
SCHOOL TEACHERS AND ADMINISTRATORS IN
THE KUWAITI EDUCATIONAL SYSTEM

presented by

Youssef Mohammad AL-Hamad

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Educational
Administration


Major professor
Louis G. Romano

Date July 29, 1986



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SCHOOL TEACHERS AND ADMINISTRATORS IN
THE KUWAITI EDUCATIONAL SYSTEM**

By

Youssef Mohammad AL-Hamad

A DISSERTATION

Submitted to
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ABSTRACT

HOME/SCHOOL COOPERATION AS PERCEIVED BY PRIMARY SCHOOL TEACHERS AND ADMINISTRATORS IN THE KUWAITI EDUCATIONAL SYSTEM

By

Youssef Mohammad AL-Hamad

The main purpose of this study was to investigate how primary school personnel in the State of Kuwait perceived parents' participation in various aspects of school endeavors. More specifically, the two objectives of this research project were:

- 1) To determine how primary school staffs viewed parents' involvement in certain educational activities assuming different roles, and their perceptions with regard to home visits, and teachers' training in the area of home/school relationships.
- 2) To find out whether there were significant differences in the perception of teachers and school administrators along the line of their demographic characteristics.

A questionnaire was devised, tested, and distributed to a random sample of 430 teachers and 72 administrators. The collected data was coded and analyzed.

The study revealed that:

- 1) Primary school teachers and administrators in Kuwait agreed to a great extent that parents,



playing various roles, should take part in the educational activities.

- 2) The agreement of the majority of respondents, with 29 out of the 31 items corresponding to different roles of parents, signified that school personnel support parents' involvement in about 94 percent of certain aspects of parents' participation.
- 3) With regard to the decision-making process, the only aspect related to evaluation of the school personnel--parents' involvement--was not supported.
- 4) Teachers and school administrators did support the need for training of teachers in the area of home/school relationships. They, however, rejected home visits by teachers.
- 5) Significant differences existed in the perception of respondents with regard to their demographic characteristics.

Female respondents were more supportive than the males in items that corresponded to parents as teachers at home, while females rejected home visitation more vigorously than males.

In a few items, teachers and administrators with shorter periods of experience were generally more supportive than those with longer periods.

This Dissertation is Dedicated to
My Teacher Mohammad Ahmad Al-Jassar

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TABLE OF CONTENTS

	<u>Page</u>
List of Tables.	ix
CHAPTER ONE THE STUDY	1
Introduction.	1
The Upsurge of Interest in Parent Teacher Relationships	5
Statement of the Problem.	13
Research Questions.	18
Need for the Study.	19
Purpose of the Study.	20
Limitation of the Study	22
Definition of Terms	23
Overview.	25
CHAPTER TWO REVIEW OF LITERATURE.	27
Introduction.	27
Conflicting Assumptions With Regard to Home/School Relationships	27
"Closed-Door" Position	28
"Open-Door" Position	29
"Balance Theory"	29
Literature Pertaining to Certain Aspects of Home/School Relationships.	34
The Importance of Parental Involvement in the Educational Process in General	35
Strategies for Educational Practices	43
Legal Rights and Authority of Parents.	48
The Effect of Parental Involvement in Students' Achievement.	51
The Effect of Parental Involvement on Students' Behavior	58
The Effect of Parental Involvement on Teachers and School Environment	59
The Effect of Parental Involvement on Parents and the Community.	61
Home/School Relationships in Kuwait	62
Summary	59

TABLE OF CONTENTS, CONT'D.

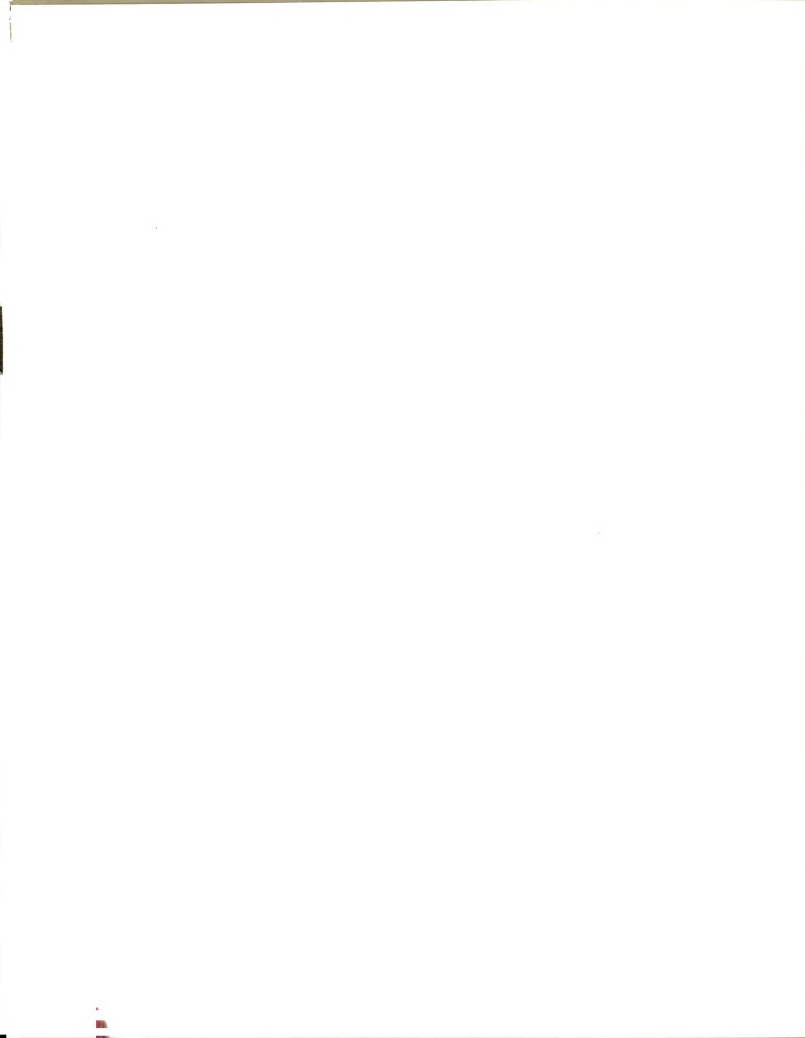
	<u>Page</u>
CHAPTER THREE CERTAIN ISSUES AND CHARACTERISTICS OF THE KUWAITI EDUCATIONAL SYSTEM.	65
Introduction.	65
Major Issues and Objectives of the Kuwaiti Educational System.	68
Characteristics of Kuwait Educational Setting . . .	71
The Parent/Teacher Relationship in Kuwait	75
Parents/Teacher Committees	76
Seminars and Conferences	78
First Educational Week of Teachers' Association of 1969.	79
The Ministry Conference of 1973.	80
Other Discussions and Points of View Concerning Home/School Relationships	82
Summary	82
CHAPTER FOUR METHODOLOGY.	84
Population and Sample	84
Demographic Characteristics	87
Sex.	88
Professional Experience.	88
Position	88
Level of Educational Background.	89
Nationality.	90
Major Research Questions.	90
The Instrument.	92
Research Hypotheses	95
Review of the Questionnaire and Pilot Study	97
Procedures for Gathering Data	97
Measures Used to Collect and Interpret Data	99
Independent Variables.	99
Dependent Variables.	99
Statistical Analysis.	100
CHAPTER FIVE PRESENTATION AND ANALYSIS OF DATA. . . .	102
Introduction.	102
Processing Data	102
Various Types of Analyses	104
Rank Order of Items	104
Parents as Observers	113
Parents as Teachers at Home.	114
Parents as Volunteers.	114
Parents as Paid Participants	115
Parents as Participants in Decision-Making . .	115
Home Visitation.	117
Training Teachers for Home/School Relationships.	117

TABLE OF CONTENTS, CONT'D.

	<u>Page</u>
Rank Ordering of Seven Dependent Variables.	118
Analysis of Variance of Items Combined Into Seven Major Categories.	120
Parents as Observers.	120
Parents as Teachers at Home.	120
Parents as Volunteers.	123
Parents as Paid Participants.	125
Parents as Participants in Decision-Making.	125
Home Visitation.	128
Training Teachers for Home/School Relationships.	130
Analysis of Variance of Seven Dependent Variables Combined Together.	130
 CHAPTER SIX SUMMARY, CONCLUSIONS, INTERPRETATION, IMPLICATIONS AND RECOMMENDATIONS.	 134
Introduction.	134
The School to Take the First Step to Improve Home/School Relationships.	136
Summary and Conclusions.	137
General Perceptions of Primary School Personnel Regarding Parents' Participation.	137
Significant Differences in the Perception of Primary School Personnel Based on Demographic Data.	139
Differences in the Perception of Males Versus Females.	139
Professional Experience.	139
Position.	140
Level of Education.	140
Nationality.	140
Interpretation.	141
Differences in the Perception of Respondents As Related to Demographic Characteristics.	146
Male - Female Respondents.	146
Professional Experience.	147
Position.	148
Level of Education.	148
Nationality.	149
Implications.	149
Recommendations.	155
Recommendations Regarding Various Roles of Parents.	155
Parents as Teachers at Home.	156
Parents as Paid Participants.	157
Training Teachers in the Area of Home/School Relationships.	158

TABLE OF CONTENTS, CONT'D.

	<u>Page</u>
Home Visitors.	159
The Need for More Efforts and Clear Directives	160
Need for Parent/Teacher Associations	161
Participation in Community Activities.	162
Parent Education	163
Recommendations for Further Research.	163
 APPENDIX A THE QUESTIONNAIRE.	 165
APPENDIX B ARABIC TRANSLATION FOR THE QUESTIONNAIRE . .	173
APPENDIX C ENGLISH LETTERS.	182
APPENDIX D ARABIC LETTERS	194
APPENDIX E LIST OF SCHOOLS.	200
APPENDIX F MISCELLANEOUS CORRESPONDENCE	202
BIBLIOGRAPHY	213



LIST OF TABLES

<u>Table</u>	<u>Page</u>
IV.1 Number of Conventional Public Schools, Enrollment and Teachers in Kuwaiti Educational System, School Year 1984-1985 . . .	85
IV.2 Sample Size of Randomly Selected Schools, Teachers and Administrators	86
V.1 The Number and Percentage of Responses According to Position and Sex of Respondents. .	103
V.2 Rank Order of 43 Items of the Questionnaire in the Bases of Their Means	106
V.3 Distribution of Items of Various Sections In Their Rank Order.	111
V.4 Rank Order of Seven Dependent Variables	119
V.5 One-Way Analysis of Variance for Parents as Observers in Terms of Independent Demographic Variables	121
V.6 One-Way Analysis of Variance for Parents as Teachers at Home in Terms of Independent Demographic Variables	122
V.7 One-Way Analysis of Variance for Parents as Volunteers in Terms of Independent Demographic Variables	124
V.8 One-Way Analysis of Variance for Parents as Paid Participants in Terms of Independent Demographic Variables	126
V.9 One-Way Analysis of Variance for Parents as Participants in Decision Making in Terms of Independent Demographic Variables	127

LIST OF TABLES, CONT'D.

	<u>Page</u>
V.10 One-Way Analysis of Variance for Home Visitation in Terms of Independent Demographic Variables.	129
V.11 One-Way Analysis of Variance for Training Teachers for Home/School Relationships in Terms of Independent Demographic Variables	131
V.12 One-Way Analysis of Variance for Combined Variables (When Numerical Values of Seven Dependent Variables Combined) in Terms of Independent Demographic Variables.	133

CHAPTER ONE

THE STUDY

Introduction

If there is one thing about which teachers, social workers, administrators, researchers and parents are generally in agreement, it is the value of good home/school relationships. There also exists an earnest desire on the part of everyone involved, to clear away obstacles to communication and sources of conflict between teachers and parents with regard to the education of their children (Berger, 1981; Blyth, 1967; Johnson and Ransom, 1983; Taylor, 1972; and Woodhead, 1977).

The issue of home/school relationships had received considerable attention in the 1950's and 1960's. However, the importance of links between home and school had been recognized long before then. More than a century earlier in Great Britain, the 1844 report of the National Society had remarked, "Until the home cooperates with the school room, education cannot exercise its legitimate influence." Similarly, Bishop John Lancaster Spalding, an American writer, religious leader and educational expert in the late 19th century, supported parents' strong control over the education of their children. As stated by Spalding,

Any system which tended to weaken the control of the parents over their children, or to interfere with the free exercise of their natural rights, was radically vicious. It was, therefore, the duty of both church and state to cooperate with the family in the work of education, since an incomplete and inharmonious manhood resulted when the spirit of the school was in conflict with the spirit of the home" (Curti, 1966, p. 358).

Later Dewey, the American educational theorist and philosopher who founded his famous Laboratory School at the University of Chicago in 1896, supported parent's active participation in school activities. Dewey, who considered both teachers and students as members of a democratic community and encouraged students to participate in planning activities and evaluating the results of the school, regarded the parents of students who attended the school also as members of that community. His emphasis that parents should be involved in the school's curriculum was implemented. A parent association of the laboratory school was organized and members of the association were persuaded to participate in examining and developing the school's program. In fact, "Some of Dewey's early publications on educational theory had their origin in materials he prepared for discussion by the parent group" (Wingo, 1974, p. 157).

As an effect of the Industrial Revolution, elementary public education became widespread and eventually compulsory, first in industrialized nations and then in

developing countries. Many educational experts maintain that the main reasons for rapid expansion of compulsory schooling in developed countries were to prevent the exploitation of children as workers by their parents and to ensure that education was provided to everyone (Musgrove, 1966; Lombana, 1983); whereas others (e.g. Roper, 1977) assert that professional educators were busy devising ways of undermining family influence.

Whatever the reason, the turn of the 20th century brought with it an increase in the influences on children by outside sources at the expense of parent-children interaction. While both parents and school officials were advocating a home-like education in the school and were vocal in their assertion that the role of the school should be that of an extension of the home, they had quite different interpretations for "home-like" education (Roper, 1977).

In spite of the conflict and disagreement that sometimes existed between home and school in the first half of the 20th century, serious efforts were also made to develop closer relationships between parents and school personnel. Many seminars and conferences at local, national and international levels were held. National organizations and councils, such as National Congress of Parents and Teachers (United States) and local school PTA's

(Parent Teacher Associations) were set up. Various valuable surveys were made and many books, pamphlets, and periodicals were published on home/school relations. In a UNESCO (1955) published book, Problems in Education, it spelled out:

In some countries associations of parents or parent-teacher societies are established by law; in others, legislation or official policy encourages cooperation and even goes so far as to suggest appropriate forms for it; in yet others, responsibility for action is left entirely to the initiative of teachers or parents themselves. Hardly anywhere in Europe do the schools now function in complete isolation from the families of their pupils, though contacts may range from the most rare and casual consultation to highly organized and effective collaboration. (p. 45)

Despite increasing interest and growing emphasis on home-school cooperation in the abstract, there is no evidence to indicate that relationships between parents and school personnel have improved. Reeves (1983) asserted:

During the period of early development, most public school administrators and teachers supported their local parent-teacher association, if they had one, and they often took the initiative in organizing one if none existed. However, a few superintendents, principals, and teachers opposed the establishment of local associations, or if already established, succeeded in having them discontinued. Some thought they afforded parents opportunities for meddling or interfering in the affairs of the school and for criticizing teachers and the school system. (p. 199)

Similarly, in the UNESCO publication, Problems in Education, (1955) it asserted:

So far, however, cooperation between homes and schools and between schools and the community generally has not (for a variety of reasons) developed as fully as it might in Europe; yet all three are necessary complimentary agencies in the education of children, and parents and teachers have different but supplementary tasks. (p. 43)

The lack of collaborative relationships between parents and school personnel was forthrightly admitted by an educator:

There have hardly ever been partnerships between parents and professionals, and although the professionals are not entirely at fault you know as well as I do that we (professionals) could have done more to make these relationships better. Who can say why we didn't try harder to make it work? Maybe we didn't care enough, or we were too busy, or we didn't know how. Maybe, but these weren't the main reasons. I think that close to the main reasons is the idea we have that professionals and parents are too different to develop genuine collaborations, that we know so much and they know so little, that we are ever so much better. (Turnbull and Turnbull, 1978, p. 6)

Nevertheless, the link between home and school remains as one of the prominent educational issues in which the interest of parents, teachers, school administrators, social workers, governmental departments and professional educationists continues to grow.

The Upsurge of Interest in Parent-Teacher Relationships

In the post World War II decades of the 1950's and 1960's a number of factors combined to cause a renewal of interest in the relationship between home and school in the Western Democracies. In these countries it was recognized that widespread educational opportunities offered by

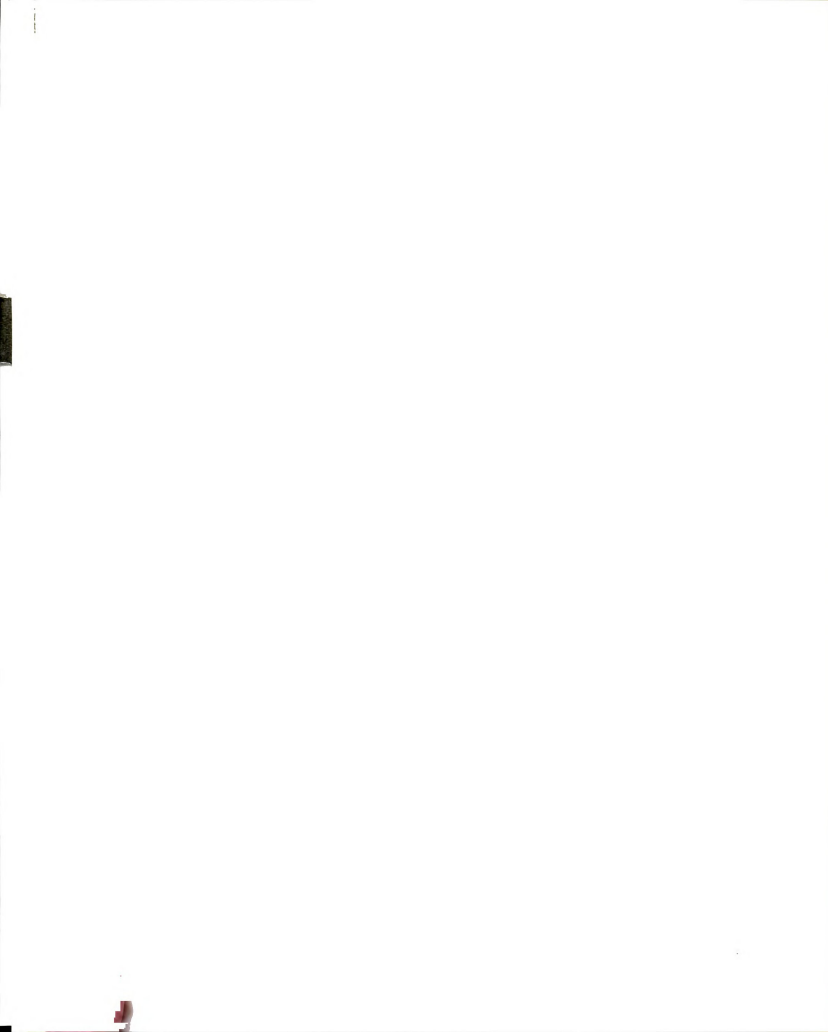
numerous educational programs and legislation did not bring about the same scholastic attainment to children with different socio-economic backgrounds.

In Great Britain, a study conducted in "Early Leaving" (HMSO, 1954), indicated that there were many students mainly from the working class, who dropped out of secondary education before their time. The Crowler Report (1960) and Newsome Report (1963) underlined similar problems in different ways and called for the government attention to the importance of educational consequences of the imperfect home-school relationships.

These government inquiries into the pattern of outcome of educational opportunities were accompanied by increasing interest in academic research in the area of the relative influence of inherent ability and home environment on scholastic achievement. Numerous studies demonstrated that the child's home environment was likely to play as great a role in affecting educational attainment as was innate intelligence (Nisbet, 1953; Floud, 1956; and Fraser, 1959). Floud (1956) stated that:

. . . with the expansion of educational opportunity and the reduction of . . . economic handicaps to children's school performance, the need arises to understand the optimum conditions for the integration of school and home environment in all levels. (p. 149)

Fraser (1959) described the stance as, "one where little scientific research has been carried out to determine which aspects of the environment are most



influential and which are relatively unimportant" (p. 1) Furthermore, Fraser herself demonstrated that home environment was more closely related to educational attainment than I.Q. was. A few years later Blyth (1967) pointed out:

Now, this relationship between home environment and educational progress is obviously important. If we are concerned, as we must be, both with individual development and with the optimum use of the nation's resources of talent, then the means of stimulation or retardation must matter. (p. 7)

Similarly, during the 1960's when civil rights became a major issue in the United States, schools along with other public supported institutions, were criticized for being unresponsive to the needs of people they served. Among citizen groups as well as in political circles it was emphasized that parents should be regarded as clients with a right to know about schools. It was also assumed that schools would be more responsive to the needs of low-income and minority children if parents were actually involved in the classroom activities and in decision making processes. As Gordon (1976) stated:

There have been many attempts through the years, in a variety of informal ways, for school to reach out to parents. It is only in the last decade that organized federally financed programs began to conduct research to demonstrate and evaluate the various roles of parents in relation to the education of their children. In the early 1960's, the government became politically aware of the relationships between poverty and academic achievement. Assumptions were made that changes



in the educational pattern could affect the poverty cycle. One of these changes would be in the attitude and behaviors of parents towards school and toward their children as learners. (p. 4)

With regard to children's growth and development, Hamachek and Romano (1984) stated that:

The teacher has the vantage point of being able to speak of learning and of growth and development which the child himself/herself does not see. This is extremely important in these days when school living and learning are coming to be seen as extending far beyond book knowledge since many of the things that a teacher considers important are less tangible than the number of pages read, lines written or problems solved. (p. 3)

As it was recognized that parents' attitudes mattered, a number of researchers undertook studies to explore the impact of various aspects of parents' attitudes on educational attainment of their children. Wiseman (1964), Douglas (1964), and Mays (1962), all concluded that the interest shown by parents made a significant difference to the achievement of the child.

Furthermore, the belief held by most educational experts is that school must be concerned not only with reading, writing, arithmetic and other subjects of natural and social sciences, but with character cultivation and personality development of the children.

On the other hand, the primary role of parents in the formation of character and growth of personality of children will and should be preserved. Hence, the

concurrence of functions of the family and school in this domain is inescapable and effective collaborations between the two institutions (family and home) are absolutely necessary (Osborne, 1959, p. 49-51).

Hymes (1954), who characterized home/school relationships as a "two-way process" has been critical of the situation that the home/school link is used only as a way to "sell the school" to parents. He maintained that:

Home school relations are regarded as the equivalent of parent's education. The parent is always the learner, always on the receiving end. The school calls the tune. (p. 87)

He continued that:

Home/school relations must mean a two way process. The flow of ideas, energy, creativity and leadership must be in both directions at all times. Effective relationships demand a free and easy give and take between the family and the school. No one way streets are allowed. (p. 87)

Hymes (1953) also considered home visits by teachers as a practical course and asserted that "one fast-growing practice is for teachers to visit the homes of all of their children. In some schools, home visiting has already become crystallized into a regulation; "you must visit every home at least once. You must visit every home within the first month" (p. 132-134).

Similarly, May's (1962) study highlighted on the need for teachers to make direct contact with families of their students. It was maintained that interaction between

parents and teachers would enlighten and help the teacher. Therefore, one of May's recommendations was for teachers to visit student's homes on a regular basis.

Despite these emphases throughout decades, the majority of interaction that took place during the 1970's and up to the present day have been on school premises and on teacher's terms. As in a rather large scale study (Lortie, 1975) with regard to teachers, their needs, aspirations, rewards, and frustrations, the researcher concluded that teachers want parents to support their efforts, come to school when asked for, and otherwise do not interfere with school endeavors and stay out of the way.

Little research has been conducted to determine the needs for training school personnel in working with parents. In spite of the fact that a number of reports have cited training as a primary need for developing effective relationships with parents, no formal pre-service education and/or in-service training is offered to educators (Schuck, 1979).

Nonetheless, support for home/school constructive relationships continues to grow not only with regard to the magnitude and form of such relationships but to expand them to various levels of schooling.

The importance of parent involvement in the educational process was first recognized in the earlier years of pre-school and kindergarten era, and then spread to elementary, intermediate and high school levels. In the UNESCO publication, Problems in Education, (1955) it is maintained:

Certainly the broad bases of personality are laid in childhood when, through inexperience and intellectual immaturity, the child is liable to intensely emotional experiences with which he is unable to grapple alone. But life steadily thrusts the growing child forward into novel situations and, in the teens particularly, when physiological factors combine with environmental stimuli to provoke another profoundly emotional and therefore formative period, he needs the continuing support and understanding of his family. For the development of a mentally healthy personality and for all that is normally meant by character, the second decade of life is at least as important as the first and offers what may be the last opportunity of setting right any misdevelopments which have taken place earlier. (p. 42)

Similarly, Croft (1979) asserted:

The recognition of the importance of parents in the educational process started with the early years but has now spread to elementary as well as high school programs. (p. 8)

A cursory review of various intuitive studies and methodical research undertaken, in certain developed countries, with regard to home/school relationships reveals the following significant factors.

- 1) Whether for the purpose of improving children's educational achievement or their personality

development, positive home/school relationships are absolutely necessary in all levels of schooling, (Blyth, 1967; Johnson, et. al., 1983; Rutherford, et. al., 1970; Lombana, 1983; and Osborne, 1955).

- 2) For meaningful interactions, home/school relationships should be based on the parent as a partner in policy formulation and decision-making processes, (HMSO, 1977; Berger, 1981; and Johnson, et. al., 1983).
- 3) The primary responsibility for the development of constructive interactions between parents and school personnel lies with the educators, (Lombana, 1983; Rutherford, et. al., Berger, 1981; Elder, 1954; and Blyth, 1967).
- 4) Certain training programs pertinent to working with parents are needed to be offered for educators (Rutherford, et. al., 1979; and Woodhead, 1977).
- 5) Despite increasing support and advocacy shown among all interested sources, the relationship between the family and school has not improved yet to a satisfactory level (Gordon, 1976; Johnson, et. al., 1983; and UNESCO, 1955).

Statement of the Problem

The recognition of the significance of parents' participation in the educational process and its implication cannot remain confined to the country or the region where studies originated. Other countries will be able to learn and benefit a great deal from these studies. In particular, developing nations may be maximal beneficiaries of these findings. These countries whose top priority is the development of their human resources, and who are striving to upgrade the quality of educational provisions for all children in a rather short time, cannot afford to ignore the powerful influence that the alliance of family and school on common educational goals for children can have.

Kuwait is a small developing nation with the characteristics just described. The country continues to pay a great deal of attention to its educational system in recent decades. In fact, Kuwait's top priority is education. The growth of Kuwait's educational system is among the highest in the world. In the last two decades (from 1960-61 to 1980-81), the enrollment has increased by a factor of seven and in the last decade the enrollment more than doubled. Almost ten percent of the government's annual expenditure goes to education. The expenditure of the Ministry (Department) of Education has been one of the



highest among all Ministries up to 1982-83, including the Ministry of Defense and the National Guards. The cost per student per year in 1983 exceeded 750 D.K. (Kuwaiti Dinar) which is approximately \$2,400.00 (U.S.).

In the Islamic Middle Eastern countries in general and in Kuwait in particular, due to cultural background and religious persuasion, a rather high value is given to educational attainment of children not only by the government, but by the Kuwaiti families. Furthermore, the Arab and Islamic image of Kuwaiti society is one of the family oriented, family centered culture. As a common knowledge and observation it can be asserted that Kuwaiti children spend more time with their families than children in the Western communities; and the Kuwaiti family has more influence on the character development of its children. The following matters seem to be contributing to those occurrences:

- 1) A great percentage of the female population in Kuwait do not take part in the work force. Based on the 1980 census only 10.3% of Kuwaiti women and 29.6% of Non-Kuwaiti women are working. In other words, the percentage of Kuwaiti and Non-Kuwaiti women who spend their time at home as home-makers are about 90% and 70% respectively, (Annual Statistical Abstract, State of Kuwait,

1984). In the U.S., however, the number of mothers of school-aged children alone, who work outside the home is 51% (Lombana, 1983, p. 7). Ten years ago the Russell Sage Foundation reported that some mothers devote as little as fifteen minutes a day to actual communication with their pre-school children (Woodward and Malamud, 1975, p. 55).

- 2) Most of the grandparents and all of unmarried brothers and sisters of the child in Kuwait live together with the parents of the child, where in Western countries grandparents live separately and in most cases the child's brother and sisters who graduate from high school move out of the home.
- 3) There are a number of other factors that affect U.S. family life which in turn decrease the interaction between parents and their children. A few of these are: the increasing number of divorces, that leave only one parent to rear the children; occupational mobility of parents; the breakdown of friendly, stable neighborhoods and the delegation of child care to institutions (Woodward and Malamud, 1975). On the other hand, practices as such are uncommon in Kuwaiti

society. Moreover, another factor which supposedly helps to enhance links between the home and school is the inclusion of religious teachings in the public school program in Kuwait. Parents and school officials not only find, through religious teachings, a common ground to communicate and familiar ideas to share, but, Islamic instructions and culture place significant values on educational attainment and knowledge acquisition.

Despite the government efforts to provide quality education for all children, parent's aspirations for the intellectual development of their offsprings and the social and cultural background in support of the educational attainment of youngsters, the educational system in Kuwait is not without problems. A rather high degree of absenteeism still persists among students. There are those who discontinue their schooling before their time. Poor achievement in learning and unmotivated learners are not uncommon, and the number of uninterested and unconcerned parents is by no means negligible.

If the Kuwaiti educational system is to achieve the goal of providing a high quality of learning experiences for the children of that society it is imperative to seek all possible means and ways to solve the forementioned

problems. To improve the home/school relationships and create an environment, in which the two institutions (family and school) can interact effectively with each other is one of the powerful means whose positive influence on the educational attainment and personality development of students has already been established.

This research project, which focuses on the perceptions of the public school personnel with regard to home/school cooperation, may help to set the first step in that direction. The study investigates how Kuwaiti teachers and administrators in the primary public schools perceive the nature of the involvement of parents in the educational process.

In particular, the study concentrates on teachers'/ administrators' perceptions whether they support active participation of parents or they prefer to see little or no involvement of parents in the educational process. More specifically, in the case of active participation, in what capacity parents may take part in educational endeavors. The classification of types of parent participation activities is along the line of a system described by Gordon (1976) and Berger (1981). These authors distinguish five types of parent participation as follows:

- 1) Parents as spectators or observers
- 2) Parents as teachers at home

- 3) Parents as volunteers
- 4) Parents as paid resources
- 5) Parents as decision makers

Moreover, in certain other questions such as the need for teachers' formal training in the area of family/school interaction, and backing up the notion of visiting students' homes on a regular basis, inquiries have been made as to educators' points of view.

The study covers only the primary school personnel. In Kuwait, the educational system is divided into 2-4-4-4 year periods (two years Kindergarten, four years elementary, four years of intermediate school, and four years of secondary school). Out of these levels primary and intermediate school comprise the compulsory span of the educational system.

Research Questions

- 1) In general, how receptive are the Kuwaiti primary school teachers and administrators with regard to parents' participation in various educational activities?
- 2) Are there differences in the degree of supportiveness of school personnel with respect to parents' participation in different types of activities?

- 3) If there exist differences, in reference to the second question, what are the activities of which primary school teachers and administrators are more supportive, and what activities have their support to a lesser degree?
- 4) With regard to various school activities, are there differences in the perception of the primary school personnel if categorized along with demographic characteristics?
- 5) What are these differences and how do various categories of primary school personnel differ in their perception?

The Need for the Study

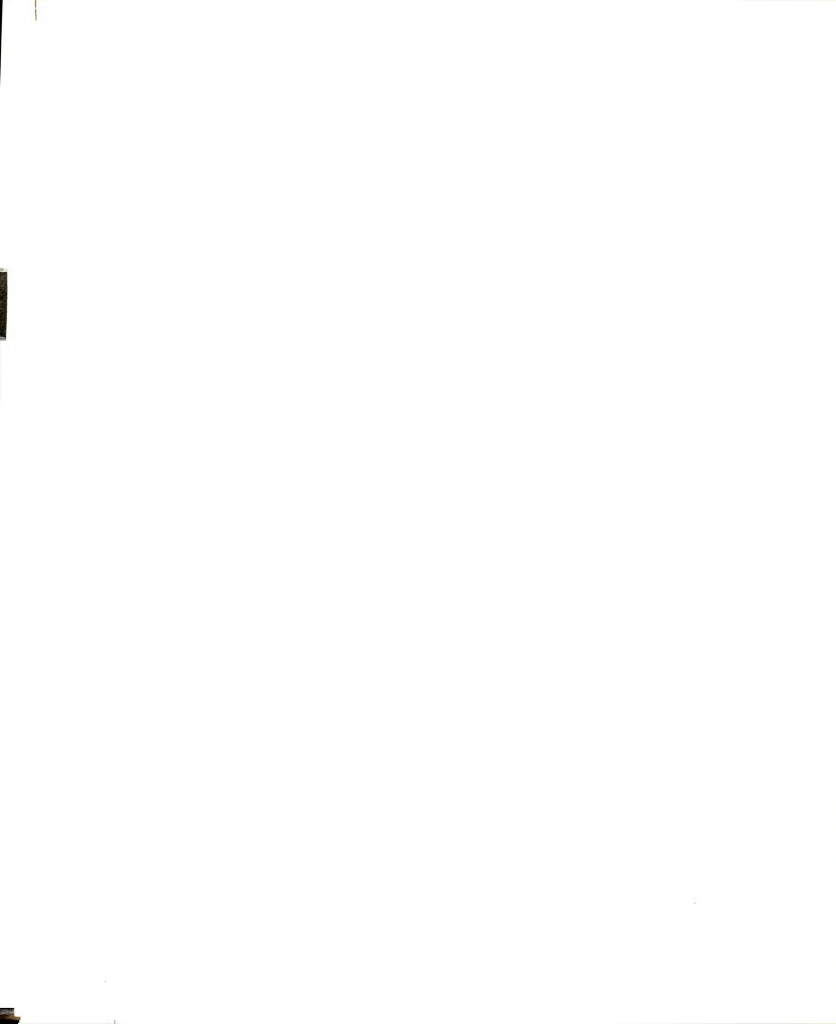
- 1) Extensive research in various aspects of home/school relationships has already been carried out in other countries, particularly in the United States and Great Britain. Kuwait can learn a great deal from these studies. However, the social context being different, certain factors may have less or more significance in Kuwait than elsewhere. To find out such differences that might exist, indigenous research efforts like this are needed.
- 2) Since public education in Kuwait has been growing very fast in recent years a great number of young

and inexperienced teachers entered the educational system. They might be unaware of the effects of parents' supportive attitude and behavior. In order to encourage and welcome parents' involvement the teachers need to understand the potential outcome of such involvements. Studies such as this one which will bring the issue to the attention of educators, whether experienced or inexperienced, are undoubtedly necessary.

- 3) The Kuwaiti system of education is centralized to a considerable extent. Close links between teachers and parents may join them together to stress decentralization which will then provide opportunities to both school personnel and parents to influence educational programs towards broader base, diversified and novel ideas which are very much in need in Kuwait.

The Purpose of the Study

It is hoped that this study stimulates effective interactions between teachers and parents which is urgently needed. Positive and active home/school relationships will have the following impacts on the Kuwaiti educational system:



- 1) Home/school relationships exert direct effect on childrens' achievement. This research that is focusing on parent-teacher cooperation may in turn cause improvement in the scholastic attainment of Kuwaiti children.
- 2) According to Lombana (1983) there is no training program anywhere that exists to help teachers deal with parents. This study supports such a program and may cause initiation of such a training scheme for Kuwaiti educators.
- 3) In very many societies, teachers develop a feeling that the public is unaware of the teacher's efforts and not appreciative of the position that they have in society. Kuwaiti teachers' conditions are not an exception. Closer links between home and school will give the teachers a feeling of self-esteem and greater job satisfaction.
- 4) Teachers who generally rely upon their professional competence might be ignorant that parents' participation may help teachers' professional growth. Better relationships, advocated by this study, will make it possible for teachers to benefit from parent's input in the educational process.

- 5) In a number of developed societies the parent- teacher associations that were established long ago, seem to have had impacts on various aspects of the educational endeavors. It is hoped that this study will round up support for the initiation of parent-teacher associations in Kuwait.

Limitation of the Study

- 1) This study is limited to those teachers and school administrators who are in public primary level (grades 1-4).
- 2) Although parents are important in this study, they are excluded from the study. The reason for this exclusion is the high illiteracy rate among adults (approximately 30%), (Kuwaiti Annual Statistical Abstract, 1984, p. 41). The study is directed toward teachers because they are in the best position to share with the parents the child's progress, academically, socially, emotionally and physically.
- 3) Literature related to the theoretical, conceptual and other aspects of this study does not exist in Kuwait, nor in other countries that have a socio-cultural setting similar to that of Kuwait. This researcher has relied on the studies undertaken in the U.S. and some western European countries.

Definition of Terms

Primary School: A school that encompasses grades 1-4 of the schooling period in Kuwait.

Kuwaiti Teachers: Those teachers who teach in schools of the State of Kuwait and are of Kuwaiti Nationality.

Non-Kuwaiti Teachers: Those teachers who teach in schools of the State of Kuwait and are of nationalities other than Kuwaiti.

Boys' School: A school in which enrollment consists of entirely male students with predominantly male teachers.

Girls' School: A school in which both enrollment, teaching staff and school administrators are entirely female.

Parents as Spectators or Observers: In this role parents are perceived as an audience. They are informed by the school about its activities and sometimes are asked to visit the school as observers. The parents also view the school as an authority figure whose source of expertise is both necessary and sufficient to handle the education of their children.

Parents as Teachers at Home: In this role it is perceived that the parent directly participates as an active teacher of his/her own child. Parents are expected not only to enhance the informal education of their

children, but to work with the educational system and help to solve any problem that may exist.

Parents as Volunteers: In this role, parents do various types of volunteer work in the school such as participating in the classroom efforts, extra-curricular and social activities, school committees, discussions and providing role models about certain careers and professions.

Parents as Paid Resources: This function is perceived to measure the amount of parents' participation in adult evening activities, training programs for parents, workshops, teachers/parents committees, extra-curricular efforts and lectures in which parents are to be compensated for their performance.

Parents as Decision Makers: In this role, parents are perceived to take active parts in the evaluation of school performance, review of school curricula, review of school rules and regulations, teachers and school administrator's promotions and the solution of school problems.

Home Visitation: Students' home visitation suggests that teachers and administrators visit students' homes on a regular basis.

Training Programs for Teachers and School Administrators: Certain training programs for teachers and administrators in the area of home/school relationships

through pre-service and in-service training, by publications, and mass media are suggested.

Overview

In the first chapter, the study is presented as well as the need for the study and the purpose of the study. Limitation of the study, definition of terms and research questions are included.

In the second chapter, review of literature related to study is reviewed. Theories concerning home/school relationships are elaborated. Different aspects of home/school relationships are discussed.

In the third chapter, education in Kuwait is presented. Brief historical background is provided. Major characteristics of the Kuwaiti Educational System is summarized. In addition, parent/teacher relationships in Kuwait are presented.

In the fourth chapter, methodology is presented along with population and sampling, demographic characteristics, major research questions are provided. The instrument, hypothesis, procedure for gathering data and statistical analysis is discussed.

In the fifth chapter, two types of data analysis are presented. Rank order of item analysis, and analysis of variance in terms of items combined into seven major groups are analyzed.

Finally, in the sixth chapter of the study, the summary and conclusion are drawn. Interpretation, implication and recommendation are presented.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

In this chapter, literature pertaining to certain aspects of home/school relationships will be reviewed. The main purpose is to identify those areas that received research attention. In particular, attention will be focused on the effect of families upon individual children's academic achievement. Furthermore, this chapter will look into the nature of certain theories and ideas relevant to parents' involvement in the education of their children. It will also indicate how little material exists in the State of Kuwait with regard to this important educational issue.

Conflicting Assumptions With Regard to Home/School Relationships

According to Boocock (1980), there are two contradictory conjectures concerning the link between home and school. He asserted that:

There are two conflicting hypotheses about the relationship between parental activity in school affairs and school outputs. One hypothesis predicts a positive relationship. Based upon a balance or dissonance theory model, this argument is that a high level of parental interest and involvement would be consonant with feelings of control of environment, and that parents who had such positive feelings would be most likely to communicate to their children the academic motivation and role-playing skills needed for school success. The alternative hypothesis, that parental activity is negatively related to school

productivity, is based upon a model of role specialization. What teachers and schools need, runs this argument, is autonomy-release from the pressures of the external environment. (p. 258)

With regard to school-community relations, Litwak and Meyer (1974) identified three points of view: (1) "closed-door" position, (2) "open-door" position, and (3) "balance theory" (p. 1-16).

"Closed-Door" Position

With regard to the "closed-door" position, Litwak and Meyer (1974) asserted:

This viewpoint takes its name from the general view of some educators that community involvement is extraneous, if not injurious, to the education of the child. The basic assumption is that schools can best handle within their walls all the major problems of education. Therefore, community participation should be kept to a minimum. The presence of parents in the school will hamper the educator in the performance of his duties. Lacking professional training and having strong emotional ties to the child, the parent will inhibit the use of professional judgment. This approach is consistent with some sociological theories that have dealt with relationships between large-scale bureaucratic organizations and family and neighborhood groups. Thus, Max Weber points out that strong family systems tend to undermine the development of rational bureaucracies based on merit. Talcott Parsons implies that families and large-scale bureaucracies must keep their distance if each is to operate efficiently. The viewpoint of the traditional French and German school systems illustrates this position, which is often associated with a curricular emphasis on the "3 R's". From this position, a school-community relations program will be effective if it maximizes social distance between the family and the school. (p. 4)

"Open-Door" Position

In a point of view entirely opposite to the "closed-door" position, the authors (Litwak and Meyer, 1974) described the "open-door" position as follows:

In contrast is the "open-door" position. It assumes that many of the basic educational processes take place outside the school building, in the family, peer group, and neighborhood. Furthermore, the motivation necessary for learning in school has its source in the everyday life of the child. This necessitates intimate school-community contacts. Although few sociological theorists are actually working to induce closer contacts, most major cities implement programs designed to increase contact between schools and families. An extreme example is that of a school installing washing machines and cooking facilities so that families in need might use school facilities for their everyday living needs. The "pupil centered" philosophy of education is often associated with this position. From this viewpoint, the effective school-community program will produce closer contact between the family and the school. (p. 5)

"Balance Theory"

Considering the "closed-door" and "open-door" stances as extreme positions, Litwak and Meyer (1974) suggested a third option called a "balance theory", which lies somewhere in between the two positions. In support of the "balance-theory" these authors stated:

A third position recognizes some validity in both the "open-door" and "closed-door" approaches. It asserts that both intimate and distance school-community relations must be balanced in different degrees under different circumstances to optimize educational objectives. This approach notes two kinds of errors which a school-community can make. It can bring the schools and community so close

together that professional standards are seriously weakened; and it can keep families and schools so far apart that lack of coordination causes contradictory influences to emanate from both sides. To avoid these errors, the balance theory argues that optimal social distance is a determinable point between the extremes of intimacy and isolation. At such a point the schools will be close enough to coordinate activities with families but not so close as to impair the performance of professional educational tasks. (p. 5-6)

Litwak and Meyer (1974), in the first part of their book, expand various aspects of the "balance theory" and distinguish two groups: (1) School personnel called "experts" or "members of bureaucracy", and (2) community groups called "nonexperts", or the "primary group". They emphasize that in the educational process, the tasks of members of bureaucracy (for example, school administrators, teachers, social workers and clerical staff) are quite distinct and different from the tasks of members of primary groups (such as parents, sisters and brothers, and relatives).

These authors, in the second part of the book, delineate various strategies and techniques for establishing and strengthening relationships between members of bureaucracy on one hand, and members of the primary group on the other.

Detailed theoretical framework of the first part and the "cook book" approach of the second part of Litwak and Meyer's (1974) book are informative and interesting. The authors' position is that, in the process of education, remote social

distance between the primary group and members of bureaucracy will cause the process to suffer, is generally accepted in the educational circles. The opposite viewpoint, however, that close relationships between these two settings may equally impair the educational attainment of children remains unsubstantiated.

The idea that close relationships between bureaucracies and primary groups may seriously weaken professional standards set by educational systems, is based on organization theory of early theorists such as Gulick, Mooney, Reiley and Weber who examined organizations as they knew them from a limited background of research. Current concepts of organization, have been heavily influenced by expanding knowledge about human relations movement. Research and theory in this area have led current theorists away from a "one best way" approach toward a contingency of organizational design. Very briefly, this theory points to the fact that organizational functioning and effectiveness is contingent upon its surroundings, both internal and external, and there is no one best way of organization (Lawrence and Lorsch, 1969). Hence, rationalistic and bureaucratic structure of formal organization is incompatible with current concepts of organizational improvement, in particular with regard to the school system. Furthermore, in the real world no community can be identified in which the relationships

between families and schools would be so intimate that the intimacy might interfere with the effectiveness and efficiency of educational settings. Therefore, the assertions of Litwak and Meyer (1974) that:

Differences between these two settings (experts in the school and nonexperts in the community) require that communication linkages should not bring them into such close contact that they impair the social structures that are required to sustain each. (p. 13-15)

Or, as stated by Litwak and Meyer (1974), "if they are too close their antithetical structures may lead to reduction of effective contributions of expertise or of primary group support (p. 13-15)," are not warranted.

It should be mentioned that Litwak and Meyer are very much aware of current thoughts about organizational improvements and the change from rationalistic to human relation structure. With regard to the current trend they asserted:

Over the last four decades the movement from rationalistic to human relations structure has been urged by practitioners and social scientists in many different fields. For instance, in industry, beginning with the early Hawthorne studies, the move was away from scientific management (rationalistic) to human relations. In the field of penology the move has been from custodial (rationalistic) to rehabilitation (human relations). In the treatment of mental illness the movement has been away from the custodial (rationalistic) to milieu or treatment orientation (human relations). In education there has been a cyclical movement. The early "progressive education" concept assumed a human relations structure, as does the more current "pupil-centered" approach. An earlier stress on a "three-

R's" approach and an emerging interest in the programmed learning seem to imply a rationalistic structure. (p. 96)

Furthermore, Litwak and Meyer (1974) supported closer links between home and school and set forth various techniques to strengthen such links. Nonetheless they suggested that, based on the balance theory:

. . . communication between school and community should seek to achieve some midpoint of social distance--close enough so that they can coordinate their activities but sufficiently distant so that their structures do not interfere with one another. (p. 15)

Boocock (1980), after describing the two conflicting hypotheses that: (1) parental involvement is positively related to school success, and (2) parental involvement is negatively related to school productivity, maintained that:

To date, these hypotheses have been supported more on the basis of personal biases than empirical evidence. What limited evidence there is favors the first model. The Gittel and Hollander study showed a relationship between indicants of community participation and educational innovativeness, although the link between innovativeness at the system level and actual student achievement was implied rather than documented. In an extension of his study of school-value climate, McDill added several community-level variables, and he found that the only one related to achievement was parental involvement in the schools. (p. 258)

Furthermore, there is no experiential evidence to show that parental involvement has had any negative impact on student performance or school productivity.

Literature Pertaining to Certain Aspects
of Home/School Relationships

As was previously discussed in the preceding chapter, cooperation between home and school had been emphasized prior to the turn of the 20th century. It was only after 1950, however, that the issue of home/school relationships and its impact on the educational attainment of students attracted considerable attention of many who were involved, one way or another, in the educational process. Consequently, a significant number of books, articles, research and study reports in various aspects of home/school relationships has been generated; and literature in this area continues to accumulate very rapidly.

The scope here is not to categorize systematically the voluminous literature that exists in different aspects of home/school relationships and make an exhaustive review of literature in every category. It is attempted, however, to identify a few aspects of this issue and make a brief review of some of the literature that exists in those areas.

The literature review in this part is essentially directed towards the following aspects of parents' involvement in the educational process.

- 1) The importance of parental involvement in general.
- 2) Strategies for educational practices.
- 3) Legal rights and authority of parents.

- 4) The effect of parental involvement in students' achievement.
- 5) The effect of parental involvement on students' behavior.
- 6) The effect of parental involvement on school personnel and the school.
- 7) The effect of parental involvement on parents and the community.

The Importance of Parental Involvement in
the Educational Process in General

Currently, there is a common conviction amongst educators that the involvement of parents in the process of schooling can only be beneficial, although there is no agreement upon the forms which this involvement should take.

A little progress made with regard to home/school/community cooperation in the United States in the 1960s and 1970s were summarized by Berger (1981).

In the 1960s and 1970s the parent-school-community partnership was recognized in such national programs as Head Start and the Elementary and Secondary School Act, Title I, III, IV, or VIII. Follow Through and Right-to-Read programs, like Head Start, required that parents must participate in policy-making. (p. 94)

Berger (1981) continued:

Parents became partners to program design when Public Law 94-142 required Individualized Education Programs (IEP) for special education students to be written by educators with parental input and approval. Across the nation, individual school districts started new alliances with parents and

the community. Those involved in programs where parents were active components found that the partnership was a success. (p. 94)

Berger (1981) further added, "In Title I, Head Start, and Title IV programs, in-service conferences where parents, teachers, and administrators work, study and discuss together have made parents partners in the educational process" (p. 94).

The emphasis on home/school cooperation was not overlooked prior to the 1960s and 1970s. Starting in 1930 the School of Education at the University of Michigan in cooperation with Michigan Congress of Parents and Teachers held an annual Parent Education Institute for several years. While the main objective of lecture meetings of the institute had been directed towards child welfare and parent education, the lectures covered many grounds including home/school relationships. For instance, Arlitt (1932) professor of Child Care and Training at the University of Cincinnati in her lecture, "The Education and the Modern Parent," asserted that:

Now that the fact that the parents are educators as important as those found in educational institutions is known, it is time to consider just what things will be necessary if the education which is furnished the child at home is to transfer to the school, and if school education is to transfer fully to the home situation. (p. 9-10)

In the same lecture, she continued:

Both home and school should have a knowledge each of the ideals, aims, and purposes of the other.

Parents should be familiar with the lessons which are being taught in school, the processes by which they are being taught, and the extent to which home assistance may help or forward learning. Teachers should be aware of what is going on in the child's home and of the means by which those things most important for the development of the child may be secured through home and school cooperation.

A common mass of knowledge, a clear philosophy of education and training, and a complete supplementing of the home by the school and of the school by the home makes for fuller living on the part of the child and a sounder educational program. (p. 9-10)

In the next Annual Parent Education Institute held in 1933, Professor S.A. Courtis (1933) of the University of Michigan, on the meaning of cooperative approach to the solution of educational problems said:

The cooperative approach means that teachers, first of all, will ask the home to share what it knows about its children and what it desires from the school in the way of benefit. It will demand, also, that parents shall give freely from a social viewpoint. In the New Day no parent will ask favors or privileges for his child that he does not desire for all children. Parents will accept and exercise a responsibility for the general educational program, not a limited and specific support to the single school in which their own children are placed. Parents and teachers alike will face the facts, pool their resources, and work cooperatively for the solution of their common problems. Education today is a discouraging job. Whatever one does is sure to be met with disapproval; however hard one may try, one is sure to discover, chiefly, new unsolved problems. Teachers and parents must frankly recognize the situation. We must learn cooperatively. (p. 7-8)

The National Congress of Parents and Teachers in the United States stated its program of parent education in 1887. Written into its charter were the words: "The objects of

this cooperation shall be to promote conferences among parents upon questions vital to the welfare of their children."

In recent years, it has been the view of many authors that a close link between home and school is imperative, because it will bring benefits to the child. With regard to interrelationship between the two, Charles Reeves (1983) asserted:

The home is an institution existing largely for the protection, care, and development of the child, during the relatively long period of helplessness, and induction into elementary requirements for civilized living. The school is an institution existing for the planned, systematic, and more formal education of groups of children in selected subject matter. It has relieved the home of many of its original educational functions and has assumed many additional functions not required in a simpler mode of life. However, the requirements for educational experiences have been multiplied by our growing civilization to such an extent that there are still more needs than most homes and schools, together, can supply. For best results it is important that these two educational institutions co-operate and each supplement the other in their efforts to meet the needs. That is the theme and concern of this book. (p. 1)

Reeves continued his discussion by saying:

Both parents and teachers are teachers; their cooperation is necessary. The education of a child is a whole process that includes his total experiences--in school, in the home, and in the community--during the school year and in the summer. The roles of parents and teachers can be kept separate only at the peril of development of the child at a level far below his highest potentialities. Better understanding of the responsibilities and problems of each by the other is necessary. The child should be brought to a sense of a truly supporting relationship between the home and school--parents and teachers--so as to

avoid conflicts in his mind, leading to contrary reactions. (p. 1)

On the advantages of parent participation in the educational process Lombana (1983) stated:

Parent participation builds positive home-school relationships. When parents and educators work together in cooperative arrangements, they have opportunities to see the other's point of view and to understand the responsibilities, assets, and contributions of the other. Parent participation helps increase community support for school programs. Parental view of the programs offered by a school are closely aligned with personal relationships. When parents have opportunities to collaborate with educators on various school activities, they are more likely to support local issues, higher teacher salaries, or expanded guidance programs. (p. 100)

Lombana continued:

Parent participation strengthens parent-child relationships. As parents become involved in the school, they increase their knowledge of and involvement with their children's educational environment. Most children are pleased when their parents work in the school, attend meetings at the school, and otherwise indicate an active interest in the educational program. These actions increase a child's self-esteem and build more positive relationships with parents. Such relationships are further strengthened when parents learn new ways of relating to their children. (p. 100)

The family is a universal organization, everywhere it has educational functions and socializing responsibilities, and in all societies it is intelligible only in its relationship with other institutions.

With regard to mutual understanding between home and school, in the UNESCO Publication (1955) it was stated:

There is thus a general task to be discharged--that of building up mutual knowledge and understanding

between school and home, the initiative in undertaking which, by virtue of his training and his position of responsibility towards a number of children, will normally fall to the teacher. Invitations to parents to visit the school and see what goes on, talks and discussions on educational method, upon changes in conception and technique which have taken place since the parents went to school, and upon innovations which are about to be made, demonstrations and suggestions as to how, without playing the amateur teacher, parents can help their own children to learn and how they can complement the lessons which are given, these activities like them will bring parents into an understanding participation in the teacher's work. (p. 43-44)

A major research project was conducted in Great Britain on behalf of the Central Advisory Committee for Education (1967) by Plowden Committee (Plowden Report). This study that involved over 3000 children from a national sample of 173 schools, drew widespread public attention to social class differences in parents' attitudes. In explaining variations in students' attainment, the research emphasized the importance of home as opposed to school factors such as the class size. Moreover, with regard to different types of home influence, the study stressed the role of attitudes, the interest and encouragement that parents offered as opposed to material conveniences. As stated in the DES Plowden Report (1967):

What matters most are the attitudes of teachers to parents and parents to teachers--whether there is genuine mutual respect, whether parents understand what the schools are doing for their individual children and teachers realize how dependent they are on parental support. (p 40)

William Tyler (1980), one of Great Britain's prominent educators, argues against certain forms of parents' participation which are unimportant, trivial and a waste of time.

Pupils, students, parents, citizens are sensitive to the smell of paternally imposed ritualistic participation, whether in the form of the works council agenda that never includes important items, the rigged meeting of the parent-teacher association, the "consultative committee" that limits itself to trivia, or the school council that is persuaded to concentrate on coach trips rather than curriculum. For many, such window dressing is more offensive than the autocracy or oligarchy that it purports to replace. (p. 15)

He continued:

None of this is to argue against greater participation by parents and citizens in the work of education, to deny the importance of ensuring good relations between teachers and parents, home and school. It is to suggest that relationships reflecting genuine participation and power-sharing need, if they are usefully to serve educational goals, to be reflected in carefully through-out institutional structures, procedures, conventions, and understandings. Good intentions and goodwill concerning home-school relations are indispensable to the creation of such forms and procedures. They are no substitute for them. (p. 15-16)

In recent years, educational experts and writers argued in support of certain types of partnership between home and school. Tizard and Tizard (1979) in their article, "Parents and Teachers as Educators," defined the partnership as follows:

The term partnership would certainly seem to imply, at the least, that the parties involved have an equal status, and mutually agreed aims, and that they consult together and inform each other about

their activities. For parents to be partners of teachers in the school, radical changes in educational practice would be needed. Equally, if partnership refers to coordinated work in separate spheres, the teacher at school, the parent at home, considerable consultation about aims and methods would be needed. In either case, a two-way flow of opinion and information would be a necessary part of the relationship. (p. 221)

The authors (1979) further argued:

At present, such communication as occurs is much more likely to be a one-way flow from the teacher to the parent. It will not normally be a report about what the teacher has been doing, how she has been carrying out her responsibilities, but rather instructions to the parents about what they should do--they should send their child to school on time, send him to bed early, talk to him more, play with him more, see that he does his homework, and so on. (p. 221-222)

Tizard and Tizard (1979) maintained that in recent years educators' emphasis to involve parents in educational endeavors is not for the purpose of partnership, but to learn from the school how to perform on school terms.

Much recent interest in involving parents in education, in fact, arises from the belief that most parents are inadequate: they need to be changed so as to become more like teachers. This "deficit" view of parents underlies most schemes for parent education and home visits; and pressure for parents to help in schools and creches is often because of the assumption that they can learn from watching teachers. The question of what teachers can learn from parents is rarely canvassed. It is convenient for teachers to attribute a child's lack of progress in school to his parents' lack of interest, or their failure to stimulate him. There is, however, an alternative, less comfortable inference--that the failure or lack of interest of a child in school reflects rather the failure of the school to teach him. (p. 222)

Strategies for Educational Practices

To offer guidelines for practitioners concerned with strategies by which home/school relationships could be enhanced, many educational experts and writers, in recent years, have focused on experiential aspect of the issue. Consequently, numerous articles, pamphlets, manuals and books spelling out numerous approaches to mechanisms of home/school linkages, have been produced.

In a pamphlet with the title of "Partners in Education" Muriel Brown (1950) and her associates discussed certain factors which were considered to be important to teachers, parents, children and the community. The conclusions were drawn from an analysis of views expressed by cooperating groups that were located in various parts of the United States. These groups were to discuss four questions with regard to participation of parents, children and teachers in home/school cooperation. The question involved values and goals in home/school cooperation, conditions in schools and communities, some of the psychological factors, and learning to work together more effectively to enhance home/school relationships. The author discussed the four topics just mentioned in four separate chapters and the conclusion that she drew was based on an analysis of conditions of actual experiences and pointed out certain factors of significance to teachers, parents, children and community.



Litwak and Meyer (1974) in their book, School, Family and Neighborhood: The Theory and Practice of School Community Relations consists of two parts: part one is concerned with theoretical scheme for home/school relationships, and part two deals with practical aspects of the issue. In part one, a general theoretical frame of references was developed which may enable practitioners to set their goals and plans to achieve those goals. With regard to the second part, the authors asserted, "Chapters 5 through 12 are pragmatic, at times almost like a 'cook book' in the approach to specific mechanisms of school-community linkages" (p. 157-269).

The authors described eight types of approaches that formal organizations, such as schools, can use to reach and influence local communities. These were called by the authors as: (1) Detached worker, (2) Opinion leader, (3) Settlement house, (4) Auxillary voluntary, (5) Common messenger, (6) Mass media, (7) Formal authority, and (8) Delegated functions.

The authors devoted eight chapters of their book to the eight mechanisms listed above. The authors also described certain methods by which a practitioner may be able to identify linking mechanisms appropriate for the development of a program for the enhancement of school community relations.

The "cook book" analogy described by Litwak and Mey (1974) may apply to many writers who suggested various techniques for improvement of home/school relationships. Since a great number of writers contributed to this area, it is neither practicable nor conducive to go through all the materials written with regard to practical aspects of home/school cooperation. As examples, the contributions of a few authors that seem relevant to experiential orientation of parents' involvement in the educational process are briefly reviewed here.

Gordon and Breigvogel (1976) edited a book, Building Effective Home-School Relationships in which various aspects of home-school partnerships such as types of parent involvement, roles of teachers, parents and administrators, home learning activities, and evaluating home/school programs were discussed.

Lombana (1983) in her book, Home-School Partnership, has a detailed discussion of various topics of parents' involvement in the school process. Lombana's main emphasis in this treatise was how to facilitate communication between school staffs and parents. She also discussed parent participation and education programs and many other practical aspects of home/school partnership including parent-teacher conferences. Other writers have focused on parent-teacher conferences. Examples are Hamacheck and Romano (1984), Los

and Diamant (1978), Casavis (1970), and Bailard and Strang (1964).

Barclay (1977) published a rather brief book (48 pages) which is a step-by-step guide in experiential parents' involvement programs. The book also elaborates on workshops for parents and teachers.

Berger's (1981) book, Parents As Partners in Education, can be considered as a guide to help teachers and counselors in enhancing home/school relationships. The author also discussed certain programs working with parents of handicapped children.

Coletta (1977) published a book, Working Together: A Guide to Parent Involvement, which discusses numerous ways to involve parents of young children in the schooling process.

Davies (1976) edited the book, School Where Parents Make a Difference. This book is a collection of school programs, the success of which has been attributed to the involvement of parents in those programs.

Swick's book (1978), The Parent-Teacher Bond, provided practical suggestions for teachers on how to involve parents in school programs.

Miller (1975) in a book, Parents and Volunteers in the Classroom: A Handbook for Teachers, provided systematic

guidelines in setting volunteer programs in the school system.

Rutherford and Edgar (1979) in their book Teachers and Parents: A Guide to Interaction and Cooperation, with regard to promoting teacher-parent cooperation, have suggested six methods of interaction. These are: (1) the problem solving conferences, (2) home visits, (3) parent participation in the classroom, (4) parental help with uninvolved parents, (5) parent-teacher associations (PTAs), and (6) Public Law 94-142 (p. 23-31). The authors have elaborated on every one of these methods.

Considering the new Public Law 94-142 and its effect on parents' involvement Rutherford and Edgar (1979) stated:

The new law encourages increased parental involvement in the education of their children since it specifies their rights and their participation in the development of an educational plan for their children. In addition, Public Law 94-142 encourages local school districts to develop other methods of involving parents. In particular, state education agencies are requested to develop procedures for appointing parent surrogates for handicapped children who do not have parents or whose parents are unable to participate in the development of an educational program. The states must also appoint parents to their special education advisory councils. (p. 30)

With regard to the impact of the new law on parents' involvement in special education, Rutherford and Edgar (1979) maintained that:

Obviously, Public Law 94-142 has had a direct impact on teacher-parent interactions in special education. In most cases, we believe these

interactions (forced or voluntary) will be productive, and we certainly hope that teachers and parents will choose to work together. (p. 31)

In connection with its effect on overall educational process Rutherford and Edgar (1979) argued:

Although its impact on all education is difficult to predict, Public Law 94-142 certainly represents a major move toward mandating services. To the degree that it is successful in special education, we expect that similar legislation governing all public education will be enacted. Regardless of their personal attitudes toward federal government intervention, all teachers need to choose between preparing for or resisting parental involvement in the schools. (p. 31)

Legal Rights and Authority of Parents

In connection with parents' involvement in the schooling process, many writers discuss parental rights, and significance of authority in the lives and education of their children.

Musgrove (1966) argued that in the past century parental influence substituted parental power.

One of the most remarkable social changes of the past century has been the substitution of parental influence for parental power. Throughout the advanced countries of the West the power of parents has been radically curtailed in law and the rights and the interests of the child protected. The social and economic bases of the power of parents had been undermined in many sectors of European and American society long before the law restricted their authority. It is something of a paradox that the measures taken to protect the child, particularly compulsory education--a revolutionary invasion of parental rights--have helped parents to regain some measure of authority by reducing the child's capacity and opportunity for independent earnings. (p. 2-3)

Many social scientists and educationalists agree that, both in Europe and America, the absolute authority that parents had over their children has declined considerably during the Classical Industrial Revolution of the 19th century. In Great Britain, the two Acts of Parliament, i.e., the Education Act of 1880 and the Children Charter of 1889 gave the child legal protection against negligence and maltreatment by parents. Musgrove (1966) maintained that:

The long arm of the state reached into the family with coercive power only at the end of the nineteenth century. With great reluctance, Statute Law brought about a profound modification in the historic Common Law position of the father and the family. In the year of Lord Justice Bowen's judgement, society was organizing itself to invade the family: the first Society for the Prevention of cruelty of Children was founded in Liverpool; in 1889 the N.S.P.C.C. was established; and in 1895 it obtained a Royal Charter. (p. 7)

Some writers and philosophers appreciated the implication of these measures. For instance, George Bernard Shaw (1910) in his preface to Misalliance commented, "There is a Society for the Prevention of Cruelty to Children which has effectively made an end of our belief that mothers are any more to be trusted than stepmothers, or fathers than slave drivers" (p. 8).

It seems that undermining parental power, whether in the past or present, is mainly aiming to illtreatment and cruelty matters where the child might be in need of care and protection. West (1975) believed that compulsion in

education should be used selectively rather than universally: government power should be directed at those parents who are irresponsible in providing for their child's education.

Nonetheless, parents still have a considerable amount of power over their children concerning their education and welfare. Musgrove (1966) argued:

Relics of an ancient paternal power remain. A father still has the right to the services of his infant children, and he may recover damages for the seduction of a daughter whose capacity for service is presumed to have been thereby impaired. A father has the right to the custody of his legitimate children, the right to determine the child's religion, education and where he shall live. (p. 8)

Similarly, Kapplemen and Ackerman (1977) acknowledged the parents' power and urged them to organize and use this power to facilitate change and awareness so that children receive the very best possible educational experience. They asserted:

There is a power in being a parent: the power of teaming with the responsive school system to help your child . . . and the power to force a sluggish school system to educate your child in the best and most appropriate way possible. Use that power. It is your intrinsic right as a parent. (p. 281)

Rights and authority of parents over their children's education seem to be universally recognized. In the Universal Declaration of Human Rights of the United Nation Charter it is stated, "Parents have a prior right to choose the kind of education that shall be given to their children" (Sicault, 1963, p. 126).

With regard to parents' right Reeves (1983) indicated his personal view.

Parents have a right to protest the assignment of an amount of homework that is a burden to the child or themselves, or the policy of assigning any homework at all. If the protest is made in a PTA meeting and other parents agree, the passing of a resolution may be effective in modifying the practice, but provision of more school time may be necessary if homework is eliminated. It should be recognized that teachers are employed to teach, which does not mean that their duties are limited to assignment of lessons, hearing of recitations, and marking of papers on what pupils have learned without help or what parents have done for them to copy. (p. 123)

In a pamphlet "Parents Have Rights Too!" Thomas (1978) distinguished seven rights for parents in the education of their children. These rights are:

- 1) The right to have teachers employed on merit rather than by discriminatory practices.
- 2) The right to attend a school of one's choice.
- 3) The right to a free, appropriate and equal education.
- 4) The right to equal educational opportunities for both boys and girls.
- 5) The right to "due process" and an informal hearing prior to student suspension from school.
- 6) The right to receive compensatory services for handicapped children.
- 7) The right to know what schools are doing. (p. 9-10)

The Effect of Parental Involvement in Students' Achievement

Research into relations between home and school and their influence on the scholastic attainment of students can be concerned in one of the two aspects of this issue. A study may either focus on the relationships between students'

home backgrounds and their educational achievement; length of schooling, occupational choice, etc.; or it can be concerned with involvement of parents in the educational process and its effect on children's scholastic attainment.

In this section, research with regard to the influence of home background on attainment are briefly discussed, but more attention is paid to the effect of parental involvement to educational attainment of children.

→ During the past two decades, many research projects have focused on the relationship between home background and attainment. Two rather extensive studies conducted in two different countries are worth mentioning. One is the "Coleman Report" (1966) which was conducted in the United States. The study covered 60,000 teachers, 57,000 students, and about 4,000 schools. The other study, the "Plowden Report," (DES, 1967) was undertaken in Great Britain. It covered over 3,000 students from a national sample of 173 schools. Both studies stressed the importance of home as opposed to school factors, and both concluded that initial experiences and continued events in the family play major roles in children's scholastic achievement.

Following are the summary results of the "Coleman Report" (U.S. Office of Education, 1966):

Of the many implications of this study of school effects on achievement, one appears to be of overriding importance. This is the implication

that stems from the following results taken together:

- ✓1) The great importance of family background for achievement.
- ✓2) The fact that the relation of family background to achievement does not diminish over the years of school.
- 3) The relatively small amount of school-to-school variation that is not accounted for by differences in family background, indicating the small independent effect of variations in school facilities, curriculum, and staff upon achievement.
- 4) The small amount of variance in achievement explicitly accounted for by variations in facilities and curriculum.
- 5) Given the fact that no school factors account for much variation in achievement, teachers' characteristics account for more than any other.
- 6) The fact that the social composition of the student body is more highly related to achievement, independently of the students' own social background, than is any school factor.
- 7) The fact that attitudes such as a sense of control of the environment, or a belief in the responsiveness of the environment, are extremely highly related to achievement, but appear to be little influenced by variations in school characteristics.

Taking all these results together, one implication stands out above all: that schools bring little influence to bear on a child's achievement that is independent of his background and general social content; and that this very lack of an independent effect means that the inequalities imposed on children by their home, neighborhood, and peer environment are carried along to become the inequalities with which they confront adult life at the end of school. (p. 325)

→ Many other researchers have focused on the relationships between home background and attainment. The following American and British researchers are a few who have

contributed in this field. In the United States, studies undertaken by Levin (1965), Honzik (1967), Kagan and Moss (1962), Kriesberg and Bellin (1965), Stodolsky and Lesser (1967), Bradshaw (1968), Fowler (1968), Green, Hoffman and Morgan (1967), Bloom (1963), Goldstein (1964), Deutsch and Associates (1967), and Jensen (1967), are just a few examples.

Similarly in Great Britain, Fraser (1959), Douglas (1964), Douglas and Associates (1968), Wiseman (1964), Craft (1970), Cohen (1979), and Bernstein (1961) are among a few who conducted studies concerning the effect of home background on children's scholastic achievement.

→ The study of the relationships between home and school and their effect on the pupil's performance in the school is comparatively new. Nonetheless, a number of researchers have focused on certain aspects of home/school relationships and their effect on students' progress in school.

The Plowden Committee not only studied features of primary school children's background but concluded that parents' attitudes, interest and encouragement played a rather major role in their children's achievement. If one views parents' attitude, supportive interest, and encouragement as a measure of parents advocating the school and having close links with it, then the effect of

home/school relationship on students' attainment becomes clear.

→ Research undertaken with regard to students' achievement has explicitly indicated that there are positive correlations between parental involvement in the schooling process and students' achievement.

→ In a study designed to find out the effect of parental involvement on children's reading improvement. Tizard, Schalfield and Hewinson (1982) selected six schools in Great Britain and conducted an experimental research which lasted for two years. Three groups, one experimental and two control groups were distinguished in this study. The first control group received extra reading help from an experienced instructor. The second control group received no extra help other than the regular teaching program.

The reason for having the first control group had been to find out whether the improvement in reading, if any, could be attributed to parents' involvement or to the extra help given by the instructor.

Parents in the experimental group were asked to listen to their children's mistakes while they were reading, and to complete a report card summarizing what had been practiced at home. The researchers themselves visited homes of the children in the experimental group and observed the reading practices.

This study showed that parents' involvement contributed positively to the students' achievement. The researchers concluded:

Firstly, the inner city, multicultural schools it is both feasible and practicable to involve nearly all parents in formal educational activities with infant and first-year junior school children, even if the parents are nonliterate or largely non-English speaking. Secondly, children who receive parental help are significantly better in reading attainment than comparable children who do not. Thirdly, most parent express great satisfaction in being involved in this way by the schools, and teachers report that the children show an increased keenness for learning at school and are better behaved. Fourthly, the teachers involved in the home collaboration also reported that they found the work with parents worthwhile and they continued to involve parents with subsequent classes after the experiment was conducted, as did teachers who had taught parallel control classes during the intervention years. Fifthly, small-group instruction in reading given by a highly competent specialist teacher did not introduce improvements in attainment comparable in magnitude with those obtained from collaboration with parents. Sixthly, the collaboration between teachers and parents was effective for children of all initial levels of performance, including those who at the beginning of the study were failing to learn to read. Finally, the fact that some children read to parents who could not themselves read English, or in a few cases cannot read at all, did not prevent improvement in the reading skills of those children, or detract from the willingness of the parent to collaborate with the school. (p. 14)

In a similar research project, Willmon (1969), attempted to find out the effect of parents' involvement in the Head Start Program in Florida on children's achievement. In this study, 485 black and 45 white children were included. Based on the degree of parental involvement, three groups were

distinguished. In the first and second groups, parents were actively involved in the program. However, the parents of the first group were moderately involved, whereas, the parents of the second group were highly involved. The third group consisted of students whose parents were not involved in the program.

When the students were given the Metropolitan Reading Readiness Test, the results showed that the children in the first and second groups scored higher than the third group.

✓ In an experimental study designed to examine the effect of parents' involvement in the children's schooling on children's attainment, Shelton (1974) used the Family Involvement-Communication System and gave instruction and training to parents in order to act as links between the school and other parents. She used grade-point average as a measure of students' achievement, and found out that parents' involvement in the education of their children at home was a major factor in enhancing children's attainment.

→ To examine the effect of parental involvement on various aspects of the schooling process, Herman and Yeh (1980) analyzed data from California's Early Childhood Program (CEC). Regarding the relationships between parents' involvement and students' achievement, it was concluded:

The results suggest that parent involvement in schools is beneficial. The degree of parent interest and participation in school activities is positively related to student achievement. The

amount of school-home communication is also indirectly related to achievement. (p. 15)

In connection with the effect of parents' involvement in their children's education on students' achievement, similar findings were reported by Morrow and Wilson (1961); Hawkins, Sluyter and Smith (1972); Safaran (1974); Rubin and Others (1980); and Seilbert and Others (1980).

The Effect of Parental Involvement on Students' Behavior

As a method to solve students' behavior problems, parental help has been sought and used by teachers and school administrators perhaps more often than any other type of parent involvement.

Green (1968) in his book, Parents and Teachers: Partners or Rivals, reported a study of junior school children and parents, carried out over a period of two years. Efforts were made to improve home/school relationships. During the study, the parents became more cooperative in their attitude toward the school and the education it provided; and case studies of individual children indicated improvement in their behavior and school performance.

A summer program called "Parents and Children Together" was designed to train Hispanic parents to teach their children. Offenbergs and Associates (1980), who made an evaluation of the first year of the program, stated:

At the end of the first program year, there was evidence that parents' participation in the summer

program was associated with higher reading scores and improved attendance among their children during the school term In conclusion, the summer program appears to have worked well as designed and was associated with superior pupil behavior. (p. 6)

Dougherty and Dougherty (1977) reported that using the daily report card system as a method of communication between the school and home for 15 fourth grade students resulted in solving the two problems of not completing homework and talking out in the classroom. Immediate changes in these two behaviors were observed. With regard to the effectiveness of this method, the investigators asserted:

Homework completion was recorded during a baseline period of 10 days. The mean percentage of children not completing their homework was 34.7% during this period. Following the Daily Report Card for homework, the percentage of noncompleted assignments dropped to 17% for the next 12 days, and continued slightly below this amount for the remainder of the study. No differential effect was observed when the card was taken home on a weekly basis.

Following stabilization of the homework rates, talk-outs were scored on individual report cards. During the baseline observation of 22 days, the mean talk-out rate was 13.5 per hour, and decreased to a mean of 2.3 per hour for the next 11 days. The talk-out rate stayed at or near zero for the remainder of the study, and did not change after the weekly system was in effect. (pp. 193-194)

The Effect of Parental Involvement on Teachers and School Environment

There is much to be said for teaching in an environment in which there is a true sense of cooperation and support between the school and family. The strength and unity

established through common goals can only help to achieve those goals, and achieving common goals will undoubtedly be rewarding for everyone involved.

A Canadian observational study of 22 elementary classes (Hedges, 1972) showed that when adult helpers were in the classroom, the teachers allocate more time to instructing their pupils. Involving parents in this way may, therefore, have a direct effect on the teaching performance of teachers.

One of several methods to enhance communication between home and school is through parent/teacher conferences. Teachers can learn about the students' environment, their study habits and availability of help at home. Teachers can also come to know parents' expectations and their attitudes toward education. Having information and knowledge as such, will help the teacher to be a better advisor and guide for both students and parents.

Following usage of parent/teacher conferences, Hagburg (1970) commented:

The conference offers a valuable opportunity for the therapist to learn about the child in his total environment. It is important for him to know about the child's home and neighborhood and to understand conditions which may be preventing him from achieving in reading. The therapist can also become aware of positive conditions which exist and give special emphasis to them in providing reading therapy for his student. . . . During the course of the conference, the therapist may learn about the general feeling of the family, what they expect of the child, his place in the family, their aspirations for him or their lack of concern. The reading teacher will become aware of modifications

to be made in his therapy sessions and may also suggest changes to be made in the home as the parents strive to help with their child's reading problems.

In addition, the teacher will have the opportunity to counsel and help his student make adjustment to those circumstances which cannot be changed. As the reading teacher learns to know the child in both his home and school situations, he can plan more effective ways in which to work with the child. (pp. 108-109)

The Effect of Parental Involvement on Parents and the Community

Parents who are involved in their children's education are not only contributors, but they are also beneficiaries. Referring to Woodhead's Book Intervening and Disadvantage (1976), Cyster, Clift and Battle (1979) with regard to intervening programs in the United States and Great Britain noted:

The results indicated short-term benefits at least for children and potentially greater long-term benefits due to the effects on parents. The "Red House" project maximized contact with the community by having many facilities under one roof in an attempt to increase home-school links. (p. 17)

Safran (1971) with respect to parents' benefit in their involvement in schooling process has made the following comments:

In every kind of involvement, parents "get an education." It may or may not be the kind of parent education intended by the program planners. Involved parents usually find themselves learning something about self-awareness, child development, health and nutrition, curriculum development, family planning, group dynamics, instructional methodology, policy planning, program management,

institutional reform, how not to conduct a meeting, etc. (p. 5)

Breslin and Marino (1975) presented the results of parents' participation in a woodworking class in one of New York's primary schools where 20 parents were involved.

[Parents] felt they contributed to the program since the need for close and constant supervision with the tools was obvious; felt they learned a great deal about how children function since they saw how differently children approach problems; gain more satisfaction from having helped a child plan and produce a project; gain a better understanding of the functioning of the school's total program by being an integral part of it; learned the necessity of allowing children to do things on their own, even when it would have been far easier and faster to "hammer that nail myself"; saw that academic learning does evolve from such things as making a wooden boat. (pp. 125-126)

Parents who contribute in the education of their own children and enhance their level of awareness will acquire a feeling of accomplishment and hence it will add to their own self-esteem. Stearns and Associates (1974) stated the following with regard to parents' self-esteem, "There is evidence that involving parents in decision-making or as employees can have positive effects on their self-esteem and can lead to change in institution or in classroom procedures" (p. 6).

Home/School Relationships in Kuwait

Very little research exists with regard to home/school relationships in Kuwait. Based on widespread recognition of the need for parents to understand more about and to assist

in education of their children, the Kuwait Ministry of Education, in 1966 instructed individual schools to initiate parent/teacher committees. Although the mission and objectives of these committees have been set and discussed in certain directives of the Ministry, unfortunately, neither strategies nor guidance have been provided to achieve those objectives. Furthermore, the formation of these committees has been left to school administrators as an optional practice. And as a result, after two decades, about half of the schools do not have parent/teacher committees. Even in the schools where these committees were established there has not been any evaluation or research to find out how effective, if at all, parent/teacher committees have been and what should be done to increase their effectiveness.

Following the initiation of parent/teacher committees, three seminars and conferences that were entirely devoted to home/school cooperation were conducted. These were the 1966 Conference of School Principals, The First Educational Week of Teachers Association of 1969, and the 1973 Conference of the Ministry of Education which was attended by representatives from various sectors of the society. The objectives and outlooks of these seminars are briefly discussed in Chapter Three.

In general, however, the reports, involving summaries of discussions and recommendations, coming out of these meetings

did nothing but call upon teachers, parents and citizens to take part in home/school cooperation. Furthermore, since 1973, there has not been any other backup seminar or conference regarding home/school cooperation.

None of this is to argue against the initiation of parent/teacher committees or the seminars that followed the initiation. It is, however, to suggest that genuine home/school cooperation is needed, if the educational goals are to be realized.

This author has come upon no research devoted to any aspect of home/school relationships in Kuwait. In a Ph.D. dissertation, however, Ali Asker (1981) who studied teacher job satisfaction, included a question asking the respondents to choose three out of more than two dozen factors, as they perceived, to be most important for the improvement of Kuwaiti Educational system. In response to this question, cooperation between home and school was the most frequently cited factor.

The above limited research emphasizes the need for additional research on home/school cooperation if the needs of children are to be met regardless of the national group.

CHAPTER THREE
CERTAIN ISSUES AND CHARACTERISTICS OF
THE KUWAITI EDUCATIONAL SYSTEM

Introduction

The public education in Kuwait formally started in 1912 when the first school (Al-Mubarekiah) was established and had been sustained by citizens' donation. The actual modern education, however, had not began until the 1930's when an educational mission was invited from Palestine then Egypt to help organize and introduce contemporary public school programs in Kuwait.

The start of the actual modern educational period in Kuwait coincided with certain other events that were by no means accidental. The development of the oil production in Kuwait in the 1940's opened up the possibility of a level of material comfort and economic development that would have been impossible without oil. The exploration and exportation of oil not only was to change the economic and social conditions of Kuwaiti original inhabitants, but gave rise to the need for a labor force of a size and skill level not available in the country. To solve the pressing problem of the work force, the demand for which arose so rapidly, Kuwait on the one hand allowed a rather large scale influx of workers from other countries in the region, and on the other, began to develop an educational system to

facilitate skill acquisition of the younger segment of Kuwaiti's population.

Following the World's Great Depression, in the second half of the decade of 1930's several boys' and girls' schools, both at the elementary and secondary levels were founded and a new department of education, to take charge of the public educational setting, was created. During World War II, the Kuwaiti educational system expanded at a rather moderate pace. In the post World War II years, however, the numbers and variety of schools, the enrollment and the number of teachers increased with an enormous acceleration. As it was shown, the lifetime of the public education in Kuwait, compared to some Arab countries, particularly compared to Egypt, is considerably short; the rate of growth of the Kuwaiti educational system however, is unsurpassed by any other country in the region, and perhaps, in the world.

In the first chapter of this dissertation it was shown that, based on the Government monetary allocation and fiscal commitment to educational programs in recent decades, Kuwait has placed the highest priority on the country's educational system. As a result of such a strong emphasis, today, education is offered to almost all Kuwaiti children who are of compulsory school age (6-14 years old). The country's strong commitment to the children's support

and enormous emphasis on their education are also manifest from articles 10, 13, and 40 of the Constitution of the State of Kuwait.¹

In order to familiarize the reader with the Kuwaiti educational setting and in particular to demonstrate the government efforts in certain changes that have occurred in recent years, the next section of this chapter, will summarize the major issues and objectives of Kuwaiti educational system.

The high priority and importance that were given to educational development, along with social and cultural traits of Kuwaiti society, resulted in creating a rapidly expanding educational system that is certainly unique. In the third section of this chapter a brief summary of

¹Article 10: The state cares for the young and protects them from exploitation and from moral, physical and spiritual neglect.

Article 13: Education is a fundamental requisite for the progress of society, assured and promoted by the State.

Article 40: Education is a right for Kuwaitis, guaranteed by the State in accordance with law and within the limits of public policy and morals. Education in its preliminary stages shall be compulsory and free in accordance with law.

Law shall lay down the necessary plan to eliminate illiteracy. The State shall devote particular care to the physical, moral and mental development of youth.

certain characteristics of the Kuwaiti educational setting is discussed.

The Ministry of Education in Kuwait, from time to time, has shown some interest in the issue of home/school relationships. In the fourth section of this chapter these efforts of the Department of Education will be briefly examined.

Major Issues and Objectives of the Kuwaiti Educational System

As a developing nation, Kuwait has realized that education is the cornerstone of the country's development and prosperity. Therefore, Kuwait from the beginning of its emergence as a nation, has highly emphasized the importance of education and given the top priority to educational propagation. Based on the emphasis and importance attributed to education, both quantitative and qualitative improvements have taken place and continue to take place. Making use of the comparative studies of the educational systems of other countries, school programs and syllabi are continually revised and updated. Modern educational facilities are being utilized, and new teaching methods are being employed. The objectives of educational endeavors are being reviewed and strategies to achieve these objectives are being examined.

In recent years, the government of Kuwait presented General Objectives of Education as follows:

. . . to give individuals the opportunity of having an integrated overall development physically, intellectually, socially, culturally and spiritually . . . to the utmost of their capacities and potentials in the light of the nature of the Kuwaiti society, its philosophy and aspirations and in the light of the Islamic principles, Arab heritage and modern culture, in such a way as to realize a balance between the individuals' self-realization and preparing them to participate constructively in the progress of the Kuwaiti community at large. (Comprehensive Aims of Education in Kuwait, 1976, p. 21)

Along with the general objectives of education, specific goals attributed to educational endeavors can be inferred from legislative acts, rules and regulations ratified by the government.

The act concerning compulsory education, the aim of which is to make educational attainment available to all children, requires that every child should attend school from the beginning of the primary level (first grade) to the end of intermediate level (8th grade).² The children who reach 14 without successful completion of primary stage (4th grade) or those who reach 16 years of age without completion of intermediate stage (8th grade) are exempted from attending school. In the latter case the student has the option to leave the school or continue until he/she

²Legislative Act No. (11) of 1965

turns 18 or successfully completes the intermediate school, whichever comes first.

Compulsory schooling is not restricted to the school age children, but it is extended to the adult population in the form of night schools.³ The main objective of these night schools is to irradiate illiteracy from the country. Adult education as such is compulsory for the following two groups of the population who are not literate and pass the school age:

- 1) Kuwaiti males who are under 40 years of age.
- 2) Kuwaiti females who work for the government and are under 35 years of age.

It should be added that these men and women who have passed the school age and do not fall under the two categories just mentioned have the option to join these night schools if they choose so. The compulsory adult education law is being gradually enforced by the Ministry of Education.

One of the essential objectives of schooling in Kuwait is to provide trained manpower for the public and private developmental projects of the country. Although from the beginning of the Kuwait developmental era in the 1930's public education has aimed to alleviate the human resources need, in recent years more and more attention is being

³Legislative Act No. (4) of 1981, Article #3

focused on vocational education and training of those individuals who do not want to attend further schooling beyond the compulsory period, or those who cannot enroll in the university. Necessary training and special education courses will be offered in the particular fields appropriate for the world of work. These training programs along with technical and vocational programs are administered by a separate organization called the Public Authority for Applied Education and Training.⁴

Characteristics of Kuwait Educational Setting

- 1) In contrast to other Arabic and Gulf states, Kuwait has a system of schooling that follows the 2-4-4-4 scheme, (two years kindergarten, four years primary, four years intermediate and four years secondary), whereas the other countries follow the 2-6-3-3 system of schooling. The main reason for the Kuwaiti scheme is that the educational needs of children, (6-10 years old) who attend primary schools, are conceivably different from the needs of those (10-14 years of age) who attend intermediate schools. Furthermore, this pattern fits quite well the framework of compulsory schooling in Kuwait.

⁴Legislative Act No. 63 of 1982

- 2) Kuwait compulsory education ordinarily extends up to the completion of intermediate level as discussed in the last section of this chapter. This mandate distinguishes the schooling system in Kuwait from other Arabic and Gulf countries where compulsory education requires children to attend school through the completion of the elementary period which is six years (Iesa, 1979, p. 52-53). It is obvious that the two different periods of compulsory education match well the two different patterns (2-4-4-4 and 2-6-3-3) of schooling up to certain years.
- 3) Kuwaiti educational rules and regulations allow individuals to get their certificate or diploma when they study at home, provided that they take the final examinations of the school and succeed. The purpose, of course, is to allow and encourage home-makers and those whose situations do not permit them to attend regular day or evening classes, to study at home and obtain their certificate or diplomas.⁵ These individuals, after receiving their certificate or diploma, may apply for further education or may follow a career.

⁵This kind of education is known as "Menazel" which means homes.

- 4) The rapid growth in the number of schools and burgeoning enrollment required an increasing number of teachers that were not available in Kuwait. Hence, a great number of teachers came from other Arab and non-Arab countries to teach in various educational stages. Despite considerable efforts that have been given by the government in recent years to educate and train teachers who are Kuwaiti nationals, up to this date, 71.6% of teaching personnel in Kuwait are non-Kuwaitis (Annual Statistical Abstract, Ministry of Planning of Kuwait, 1984, p. 657). Due to this fact, Kuwaiti students are exposed to teachers who come from different states with different social, cultural and educational backgrounds. Certainly this diversity has its advantages and disadvantages.
- 5) The educational attainment in Kuwait is not limited to public schools. There are various kinds of other schools that are not under direct control and supervision of the government. Some of these schools are established by foreign communities who reside in Kuwait, others are founded by private sources. In a number of these schools the teaching language is Arabic, while in others teaching takes place in non-Arabic languages such as English, French, Persian, Urdu.

In recent years, the numbers of these private schools and their enrollment has been rapidly growing. One particular aspect of these schools is that unlike some countries, native children are allowed to attend these schools. Lack of any restriction as such, certainly added to the diversity of the school system in Kuwait.

- 6) In Kuwait, separation between the state and religious organization does not exist. In fact, the state has the responsibility to support and promote religion. Both Articles 2 and Articles 12 of the Constitution of the country reveal the support and obligation of the state towards religion.⁶ Thus, religious teachings constitute a mandatory part of the public school program. Furthermore, as a part of the educational system, a number of religious schools and institutions are established. The parents are free to enroll their children in these schools. In these religious schools, in addition to the teaching of reading, writing, math, and social and physical sciences, more detailed religious subjects are included.

⁶Article 2: The religion of the State is Islam, and the Islamic Sharia shall be a main source of legislation.

Article 12: The state safeguards the heritage of Islam and of the Arabs and contributes to the furtherance of human civilization.

It should be added here that with regard to home/school relationships, the inclusion of religious teachings in public school will help to bring parents and teaching personnel closer to each other. Kuwaiti parents, who generally are with strong religious conviction, look at the school as an organization that is in harmony with the home in the teaching of their children.

The Parent/Teacher Relationship in Kuwait

The issue of home/school cooperation has been under consideration in Kuwaiti educational circles for the last 30 years. In the mid 1950's, some school principals were occasionally receiving help from parents who were asked to assist in certain school projects. Assistance, as such, were predominantly in the form of economic support and the participants were mostly those parents who were economically able to assist. The inception of school projects and attraction of assistance from parents were entirely dependent on the initiatives of particular school principals.⁷

⁷In an interview with Abdul-Hameed Al-Habashi, he referred to the headmasters personal efforts in asking for parents' help (See Appendix F).

Parents/Teacher Committees

The first official step with regard to home/school cooperation in Kuwait, was taken in 1966, when the Ministry of Education sent letters to the schools and advised the school administrators to form parent/teacher committees. The objectives of these committees are spelled out in a report by the Department of School Activities of the Ministry of Education.⁸ An abridged version of these objectives is set forth as follows:

- 1) To create a cooperative climate between parents and teachers.
- 2) To exchange views between parents and teachers in order to discover students' needs in general and that of individual students in particular.
- 3) To encourage parents to show interest in the education of their children.
- 4) To make parents aware of school mission and activities and generate their support for these activities.
- 5) To get benefit from the ideas of parents with different professional and vocational backgrounds and have a diversified point of view with regard to educational endeavors.

⁸A Teacher's Guide to Social Activities, 1972-73, p. 36-38.

- 6) To set the school facilities in the service of local communities and make the school the center of certain social activities.
- 7) To create closer relationships between students, educational personnel and parents.
- 8) To familiarize parents in the democratic partaking and citizenship.

The parent/teacher committees in Kuwait conceptually might resemble the PTO (Parent/Teacher Organization) meetings in the United States Educational System. In these committees, voluntary participation of teachers and parents in individual schools is encouraged. It is mentioned by the Ministry of Education in Kuwait that in a single school around six to ten teachers with the same number of parents should constitute the parent/teacher committee (A Teacher's Guide in Social Activities, 1972-73, p. 38). Therefore, in the beginning of every school year the parents and teachers are invited in a general joint meeting. One of the tasks of this meeting is to settle upon volunteers from both teachers and parents for the parent/teacher committee. Since the parent/teacher committees are optional, not all the schools in Kuwait form these committees.

Based on the Ministry of Education Report, in the 1981-82 school year the number of schools that organized Parent/teacher committees was 285 (Intermediate Principal's

Report, 1983, p. 11). This number indicates that about 56 percent of the schools do have some kind of parent/teacher committees. Furthermore, the report shows that on the average, the number of meetings in a given school is about three during a school year.

In order to extend parent/teacher interactions beyond the individual school boundary, joint meetings of parents/teachers committees of several schools located in a given area are being conducted. In these meetings, certain educational problems common to that locality are discussed and ideas are being shared.

Seminars and Conferences

To emphasize the importance of home/school cooperation, the Ministry of Education of Kuwait sponsored a few seminars and conferences. Since 1966, three seminar and conference meetings as such have been conducted that are briefly reviewed here.

1966 Conference of School Principals

Following the announcement of parent/teacher committees, the Ministry of Education held a conference for school principals in 1966.⁹ In this conference, not only the importance of home/school cooperation was emphasized, but the school principals were instructed that in order to

⁹Ministry of Education, Department of School Activity, 1970, p. 4.

facilitate the formation of parent/teacher committees, certain actions should be taken by the school administrators as follows:

- 1) The idea of parents/teachers committees should be communicated to students in their classrooms.
- 2) Individual contacts with parents should be made by the school administrators and teachers.
- 3) Communication with parents should be made through sending home monthly or bi-monthly reports showing the students' progress in the school.¹⁰

First Educational Week of Teachers' Association of 1969

This Teachers' Associations' seminar which was entirely devoted to the relationships between home and school, lasted a week. The week was called "First Educational Week" and the title of the conference was "Home and School". In this seminar, various lectures and papers were presented and numerous aspects of home/school cooperation were discussed.

At the commencement of the seminar the Minister of Education of Kuwait made these remarks in his inaugural speech:

Since we selected "Home and School" as the topic of this seminar, let us call fathers and mothers to participate in bearing the responsibility. Let them know and understand with certainty that

¹⁰ Ministry of Education, Department of School Activity, 1970, p. 6-10.

they are the first teacher and the first mentor of their children. When they send their children to school their responsibility does not end but it begins.

Let us call upon the teachers to open their hearts and their minds for the children to understand them and to guide them.

Let us ask parents to participate in this responsibility for the sake of the country's children. . . . Let the meeting between home and school be the first step toward our new way of success."¹¹

Some of the main recommendations of the Teachers' Association of 1969 with regard to research in the area of home/school relationships to the Ministry of Education and Kuwait University were as follows:

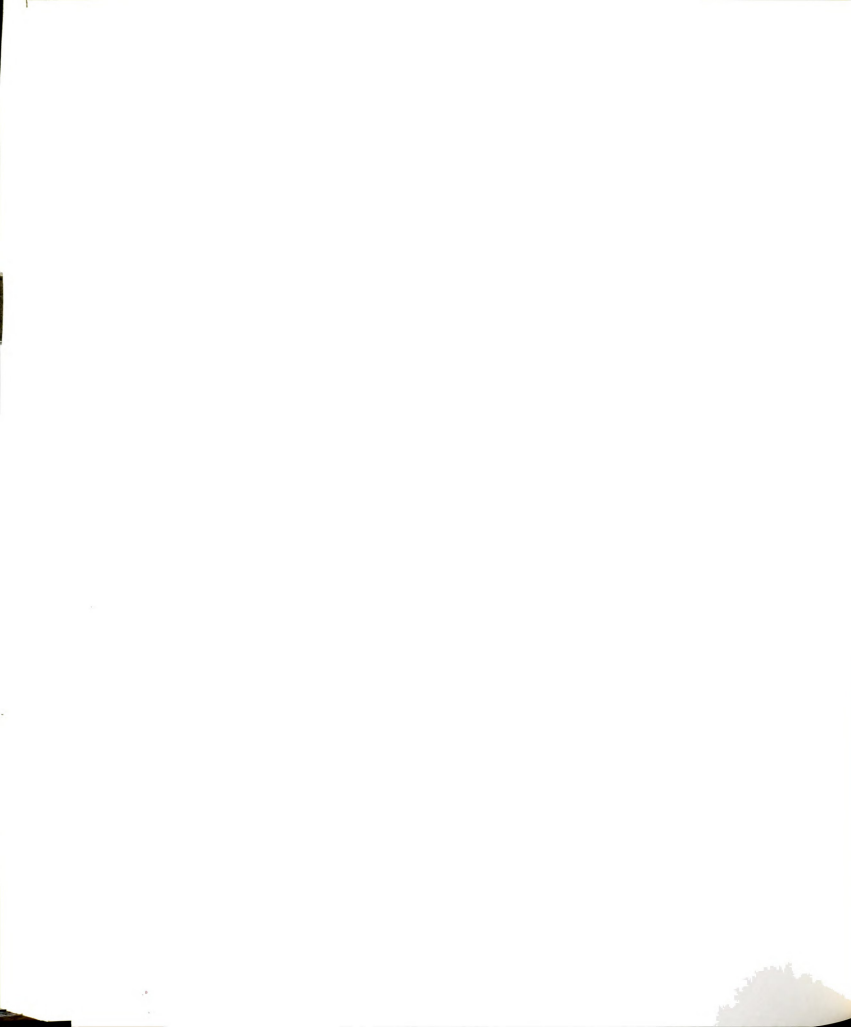
- 1) The Ministry should encourage teachers to initiate research projects that focus on the relationships between home and school.
- 2) The University, in its educational field research should give priority to home/school relationships.¹²

The Ministry Conference of 1973

The Kuwait Ministry of Education invited representatives of different sectors of the society to participate in a conference, the title of which was "The Educational Cooperation Between Home and School". The main

¹¹First Educational Week, Kuwaiti Teachers' Association Publication, 1969.

¹²*Ibid.*, p. 202.



objectives of this conference have been to find out about the perception that parents and other members of the society would have concerning the educational endeavors. In particular, the Ministry officials wanted to know what the expectations of society were from the school system. Furthermore, the Ministry intended to show that officials of the Ministry not only would listen to the ideas and opinions of the members of the society, but their ideas were important and would be taken under consideration in the next educational plan.

In this conference which lasted from March 10-14, 1973, several committees were selected and at the end of the conference, these committees made various recommendations. Most of these recommendations are along the line of the objectives of parents/teachers committees discussed in section one of this part. Additional recommendations that were made include:¹³

- 1) Generalization of parents/teachers committees to all schools.
- 2) Conferences as such in which representatives of various sectors of the society would be invited, should be conducted on the annual or at least once every two years, on a regular basis.

¹³Recommendations of the Conference of Educational Cooperation Between Home and School, March 14, 1973, p. 1-5.

Other Discussions and Points of View
Concerning Home/School Relationships

In addition to a few documents that came out as a result of seminars and conferences, a number of individuals and committees have discussed home/school relationships. For instance, the principals of middle schools in Al-Ahmadi Educational Area, in a joint meeting discussed certain aspects of the relationships between school and the family.¹⁴ They have expressed ideas, how to increase the effectiveness of parent/teacher committees. These ideas and discussions, however, involved generalities based on certain value judgements rather than on research.

Summary

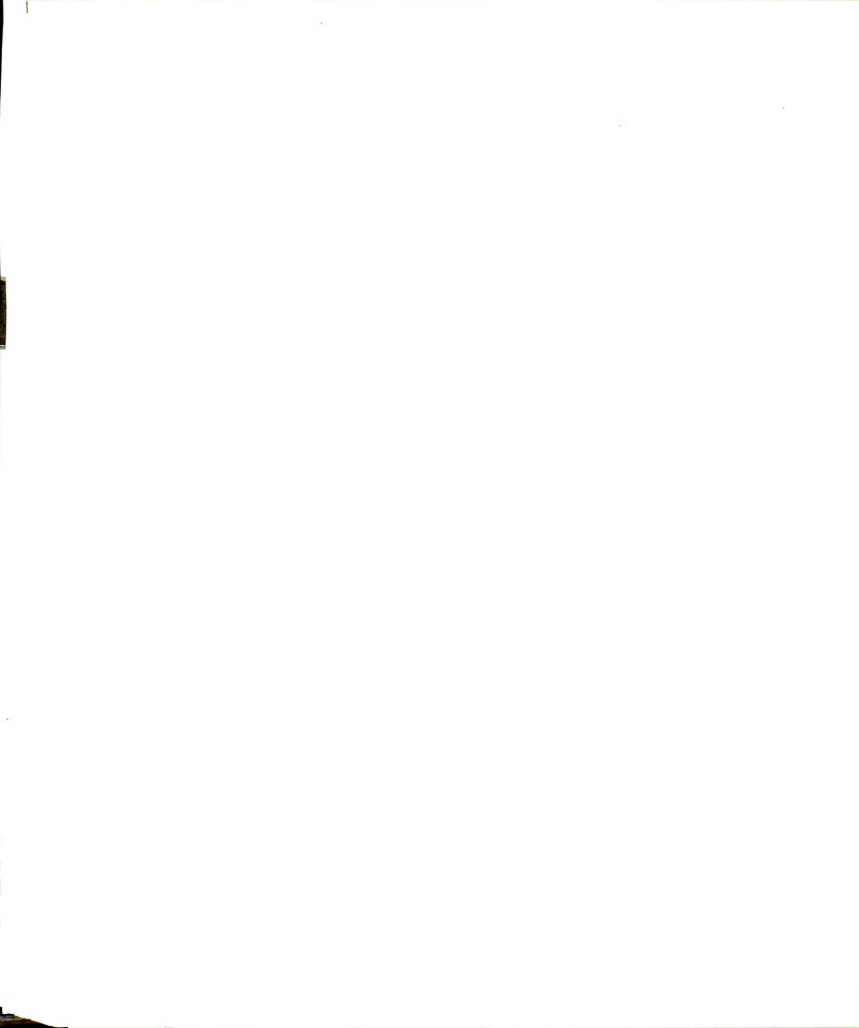
The rapid development in Kuwaiti society as well as in the educational system produced a distinctive Kuwaiti educational system. The characteristics can be summarized as follows:

- 1) The Kuwaiti Educational System was started through the efforts and assistance of some Arabic countries.
- 2) Between the 1960s and 1970s, various efforts were made to establish an independent Kuwaiti

¹⁴"Discussion concerning Relationships between School and the Family." Ministry of Education Publication, 1983-84.

Educational System which reflected its values and environment.

- 3) The Kuwaiti planner did not ignore the external effects in order to establish a modern educational system.



CHAPTER FOUR

METHODOLOGY

Population and Sample

In the preceding chapter various characteristics of the Kuwaiti Educational setting were discussed. It was pointed out that the Kuwaiti system of schooling (K-12) consists of four distinct levels; i.e. two years of kindergarten, four years primary, four years intermediate and four years secondary. Table IV-1 shows enrollments in different school levels, number of schools and the total number of teachers in these schools as categorized in terms of boys and girls schools. It should be added that Table IV-1 shows only the size and varieties of conventional public school while private schools as well as special purpose public schools are excluded.

In this study, the attention is focused on one segment (school personnel) of only one level (primary school). Thus, the population here consists of teachers and school administrators of conventional primary public schools. The total number of conventional public schools in the primary level in the 1984-85 school year was 183, and the number of teachers and school administrators involved in these schools was 7,434.

Table IV-1

Number of Conventional Public Schools, Enrollment
and Teachers in Kuwaiti Educational System,
School Years 1984-1985

Level	Number								
	Schools			Students			Teachers		
	M	F	T	M	F	T	M	F	T
Kindergarten ¹	-	78	78	12,483	11,901	24,384	-	1,668	1,668
Primary	93	90	183	64,091	62,561	126,652	3,593	3,841	7,434
Intermediate	87	77	164	63,213	56,338	119,551	4,189	4,396	8,585
Secondary	54	48	102	41,901	36,686	78,587	3,505	3,615	7,120
TOTAL	234	293	527	181,688	167,486	349,174	11,287	13,520	24,807

Source: Ministry of Education, Statistical Publication #5 Department of Planning, p. 2, 1984-1985.

¹All teachers are females and there is no separation between boys and girls (co-education) at this educational level.

From the population just discussed, a stratified and clustered sample is selected. Schools have been stratified on the basis of sex, i.e. boy's and girls' schools. Equal numbers of schools (18 from each) have been randomly selected from both strata to form clusters. Once these schools were selected all administrators of selected schools were included in the sample. With regard to teachers, 33%¹ of the teaching staff, in the schools that were chosen, were randomly selected. Table IV-2 shows the population and the size of the sample in this study.

Table IV-2

Sample Size of Selected Teachers,
Administrators and Schools

	Population			Sample		
	M	F	T	M	F	T
Teachers and Administrators	3,593	3,841	7,434	255	247	502
Schools	93	90	183	18	18	36

Considering the size of the sample in relation to that of the population, it can easily be observed, from Table IV-1, that the sample with 502 cases constitutes 34.7 percent of the population with the total number of 1,440 of school personnel. This sample population ratio seems to be

¹The average number of teachers in each school is 40.

well within the range of minimum size of the sample recommended by some statisticians. For determining the minimum size of a sample when the population size is known, Krejcie and Morgan (1970, p. 607-610) constructed a brief table on the basis of a formula published by the National Education Association. According to that table in the current study with the population of 7,434, the sample size should be around 364. It shows that the selected size of 502 for this sample is more ample than the size suggested by the table.

Demographic Characteristics

Demographic compositions of the population and the sample are differentiated along the line of sex, professional experience, position, level of education, and nationality. These characteristics are selected because of the distinctiveness, diversified background, and the rapid increase in the number of school personnel that have given the Kuwaiti educational system a distinct pattern. Each one of these demographic characteristics has been dealt with as an independent variable and the distinctiveness of these individual variables are briefly discussed in the paragraphs that follow.

Sex

Kuwaiti public school programs and curricula are identical, however, there is no interaction between the boys' and girls' schools. The two categories of schools function as two separate entities. Hence the breakdown of the school personnel in the sample, in terms of male and female, is an appropriate independent variable.

Professional Experience

As was discussed earlier, the educational setting in Kuwait is one of the fastest growing educational systems in the world. In the past few years, this situation on one hand, due to the extensive demand, did not allow many teachers to leave the profession, and on the other, brought a great number of new teachers in the school system. Hence, a diversification in the school personnel, with regard to the duration of their professional experience has been created.

Position

Although there is no extra credential needed, for a teacher to be promoted to the position of a principal or assistant principal, their functions are quite different. Most of the individuals who get involved in administrative jobs remain there for rather long periods of time and get completely separated from teaching. They may develop

different perceptions from those of teachers with regard to many school affairs. In particular, considering home/school relationships, school administrators are having more contact with parents than the teachers. Furthermore, parents' perception in contacting schools is to contact administrators. This categorization of school personnel into teachers and administrators which is considered as an independent variable is warranted.

Level of Educational Background

The rapid increase in the number of schools and enrollment in recent years necessitated the training of a large number of indigenous teachers in a rather short period of time. Hence, two teachers' training institutes, one for males and one for females were established to fulfill the task of providing teachers expeditiously. The training period in these institutes has been and continues to be two years, and the graduates are awarded diplomas. On the other hand, certain colleges in the University of Kuwait started to provide teachers with bachelor's degrees. A number of Kuwaiti-students were sent abroad to get degrees, and numerous non-Kuwaiti teachers with bachelor's and higher degrees were hired. Thus, the process of providing enough teachers for various levels of school in general and for primary level in particular, with urgency, caused to generate a heterogeneous group of teachers. In

this study, two levels of education are distinguished, one with diploma or less and one with bachelor's degree or more.

Nationality

Due to accelerated expansion in the numbers of schools and enrollments in the post-independence era, demand for school teachers increased dramatically. The country, by no means was able to supply enough instructors to fill all teaching positions created by such an extraordinary growth. The Kuwaiti Government, therefore, had to hire teachers from neighboring Arab countries. Therefore, teachers with different educational and cultural backgrounds who filled these positions contributed in the diversity of the school personnel.

Major Research Questions

Despite a general agreement about the importance of strong links between home and school and occasional advocacy of the Kuwaiti Government with regard to closer home/school relationships, very little has been accomplished in strengthening these relationships. It was also suggested that in many societies in general and in Kuwaiti Society in particular, the initial steps toward closer links between home and school should be taken by school personnel. With this task of primary school

teachers and administrators in mind, in this study it is intended to examine how the school personnel perceive their task of initiating a cooperative environment in which parents will participate in certain school activities. The attempt in this study is made to answer the following general questions:

- 1) In general, how receptive are the Kuwaiti primary school teachers and administrators with regard to parents' participation in various educational activities?
- 2) Are there differences in the degree of supportiveness of school personnel with respect to parents' participation in different types of activities?
- 3) If there exist differences, in reference to the second question, what are the activities of which primary school teachers and administrators are more supportive, and what activities have their support to a lesser degree?
- 4) With regard to various types of parents' involvement, is there differences in the perception of the primary school personnel if categorized along the line of their demographic characteristics?

- 5) What are these differences and how do various categories of primary school personnel differ in their perception?

The Instrument

For the purpose of this study an instrument was designed in line with a scheme suggested by Gordon (1976) and Berger (1981). Gordon (1976, p. 6-8) distinguishes five types of parents' involvement. In Gordon's words, the five types of involvement are:

- 1) Parent as audience.
- 2) Parent as teacher at home.
- 3) Parent as volunteer
- 4) Parent as paid employee.
- 5) Parent as decision-maker.

Berger (1981, p. 95-96) makes a classification of parents very similar to that of Gordon. Berger's differentiation of roles of parents is presented below.

- 1) Parents as spectators.
- 2) Parents as teachers of their own children.
- 3) Parents as accessory volunteers.
- 4) Parents as volunteer resources.
- 5) Parents as employed resources.
- 6) Parents as policy makers.

It is obvious that both Gordon and Berger present almost identical categorization with the only difference

being that Berger has divided the role of parents as volunteers into two subcategories "parents as accessory volunteers" and "parents as volunteer resources". By the first, Berger refers to parents' voluntary services such as administering treats and providing parties, which are not closely related to the educational process, whereas by the second it is meant parents' involvement as voluntary resources in the school's instructional programs.

It should be added that both Gordon and Berger did not prioritize parents' roles. Gordon (1976) maintained that:

We see all five spokes of the wheel as equal elements rather than as hierarchical ones from low to high. While it is possible to impose an order from one to five going from least to most influence, we feel that parents as genuine partners will be involved in all spokes so that the wheel can turn. Individual parents, because of their own needs, desires, skills, or personal situations, will find different spokes more attractive and interesting to them. An effective partnership for any school system requires effort at each spoke. (p. 8-9)

This researcher, without having any hierarchical purpose, has arranged them into different sections of the questionnaire (see Appendix A) as follows:

²Section II: Parents as observers

Section III: Parents as teachers at home

Section IV: Parents as volunteers

Section V: Parents as paid participants

²Section I corresponds to the demographic characteristics of respondents.

Section VI: Parents as participants in decision making

The above five sections are entirely in agreement with the five types of parental involvement set forth by Gordon (1976).

A number of educators (Lombana 1983; Rutherford, 1979; Woodhead, 1979; Schuck, 1979; Mays, 1962; Hymes, 1953 and others) also considered home visitation by school personnel and training teachers for home/school relationships to be important in this topic. Therefore, two other sections that were added to the questionnaire are:

Section VII: Home visitation

Section VIII: Training teachers for home/school relationships

Each one of these sections is represented by several questions as follows:

Section II: Parents as observers consists of seven questions.

Section III: Parents as teachers at home consists of five questions.

Section IV: Parents as volunteers consists of five questions.

Section V: Parents as paid participants consists of seven questions.

Section VI: Parents as participants in decision making consists of seven questions.

Section VII: Home visitation consists of eight questions.

Section VIII: Training teachers for home/school relationship consists of four questions.

As can be observed from the questionnaire, in all 43 questions (questions #6-48) the degree of advocacy of respondents with the idea corresponding to each question is measured on the basis of a five-point scale.

Research Hypotheses

The main purpose of this study is to focus on the five general questions posed in one of the previous sections. The first three questions were related to Kuwaiti primary school teachers' and administrators' perceptions regarding general supportiveness of parental involvement in the schooling process and differences, if any, in their degree of supportiveness in various types of parental involvement. Attempts are made to answer the first three questions by observing and comparing the means of various items, and through rank ordering and analyzing responses to these items. In the case of the last two questions, which correspond to the differences in perception of respondents along the line of their demographic characteristics, 35 explicit hypotheses were tested.

The 35 hypotheses, in a very broad sense, can be stated as follows:

H₀₁ There is no significant difference between primary school male and female personnel with regard to their perception corresponding to every type of parents'

participation, home visitation, and training teachers for better home/school relationships.

- H₀₂ There is no significant difference among primary school personnel who differ in the number of years of experience, with regard to their perception corresponding to every type of parents' participation, home visitation and training teachers in the area of home/school relationships.
- H₀₃ There is no significant difference between teachers and administrators of primary schools with regard to their perception corresponding to every type of parents' participation, home visitation and training teachers.
- H₀₄ There is no significant difference between school personnel on the basis of degree earned with regard to their perception corresponding to every type of parent's participation, home visitation and training teachers.
- H₀₅ There is no significant difference between primary school personnel on the basis of their national origin with regard to their perception corresponding to every type of parents' participation, home visitation and training teachers.

The above five hypotheses correspond to numerical values of different sections items of the questionnaire that are combined together. Thus, each one of the above five hypotheses consists of seven separate null hypotheses to be tested.³ Hence, the number of null hypotheses to be as discussed earlier would be $5 \times 7 = 35$.

³The first null hypothesis of hypothesis 6 was tested as:

There is no significant difference between primary school male and female personnel with regard to their perception corresponding to Parents as Observers.

Review of the Questionnaire
and Pilot Study

Once the first draft of the questionnaire was completed it was submitted to a panel of experts which included four professors of education, four public school teachers, and four public elementary school principals (see Appendix C). Their comments for change were incorporated in the revision. A second mailing was made to obtain further reactions.

The questionnaire was translated into Arabic and submitted to three scholars involved in the Kuwaiti educational system. They reviewed its contents and recommended a few changes that were incorporated into the instrument. (See Appendix C)

Following the translation and review of the questionnaire, a primary school that was not included in the sample was selected to administer the questionnaire for the purpose of determining whether the terminology used was consistent with the Arabic language. Based on the suggestions of those involved in the pilot study, some wording was revised until the meaning was clear to everyone.

Procedures for Gathering Data

With letters of support from the academic advisor and certain officials of the Cultural Division of the Embassy

of the State of Kuwait in Washington, D.C., this researcher traveled to Kuwait. Permission was obtained from the Ministry of Education to visit the schools involved in the study. This permission was in the form of letters of support asking for the cooperation of school administrators and teachers. (See Appendix D)

The 36 schools which comprised the sample were visited personally by this investigator. The list of teaching staff was obtained in each school visited, and one-third of the teaching personnel was randomly selected. The questionnaire was distributed and major points were briefly discussed with the respondents. The questionnaire was collected two days later. Some teachers who could not return the questionnaire on the designated day were given a couple more days and were encouraged to answer and return them. With regard to school administrators, all of the Head Masters and Assistant Head Masters were given the questionnaire. Five weeks were required to distribute and collect the questionnaire from the respondents. A total of 36 primary schools were visited and 430 teachers and 72 school administrators received the questionnaire, of which 352 teachers and 60 administrators responded. Table IV-1 shows the size of the sample and the respondents in detail.



Measures Used to Collect and Interpret Data Independent Variables

In this study, the independent variables consist of demographic characteristics of respondents. Five categorical variables are distinguished, that respondents could identify with. These variables are:

1. Sex (male or female)
2. Professional Experience (five years or less, six to ten years, eleven to fifteen years, and more than fifteen years)
3. Position (teacher or school administrator)
4. Level of Education (diploma or less, bachelor or more)
5. Nationality (Kuwaiti, Non-Kuwaiti)

Dependent Variables

First, every one of the 43 questions asked to measure the level of perception of respondents with regard to home/school relationships is considered as an item. These items were measured on a five-point scale, where 1 stands for strongly disagree, 2 for disagree, 3 for neither agree nor disagree, 4 for agree and 5 for strongly agree. Out of 43 items (questions), seven variables were constructed by combining together, in each case, the numerical scores of several items that correspond to one of the seven major groups. For instance, in case of the first dependent

variable, numerical scores of seven items are combined and the sum of the scores is considered as the numerical value of the variable "parents as observers". Hence, the range of this variable lies between a minimum of 7 and a maximum of 35. Ranges of all seven variables constructed in this way are presented as follows:

	Lowest Possible Score	Highest Possible Score
Parents as observers	7	35
Parents as teachers at home	5	25
Parents as volunteers	5	25
Parents as paid participants	7	35
Parents as participants in decision making	7	35
Home visitation	8	40
Training teachers for home/school relationships	4	20

Statistical Analysis

As discussed earlier, the analysis involved five independent variables and seven dependent variables. The main objective here is to determine whether there are significant differences in the primary school teachers' and administrators' perception, when categorized along the line of their demographic characteristics, in the case of every dependent variable.



The two main objectives of this study can be delineated as follows:

- 1) To find out, in general, how primary school teachers and administrators perceive various aspects of home/school relationships.
- 2) To determine whether there are significant differences in the primary school teachers and administrators when categorized along the line of their demographic characteristics.

For the first kind of objectives, analyzing and rank ordering of individual items and seven dependent variables are pursued. For the objectives of second kind the analysis of variance (ANOVA), has been applied. The detail of these analyses are discussed in Chapter V.

CHAPTER FIVE

PRESENTATION AND ANALYSIS OF DATA

Introduction

In this chapter the data that have been collected are processed and analyzed. Various types of analyses are presented. The rank ordering of 43 items on the bases of their mean scores was constructed based on the rank sum of various items corresponding to each dependent variable. The analysis of variance (ANOVA) on seven dependent variables with regard to various categories of five independent variables are presented. All seven dependent variables are combined into one overall combined variable and analysis of variance (ANOVA) on the combined variables was performed.

Processing Data

The questionnaire was distributed to 502 primary school teachers and administrators in the State of Kuwait. Out of this sample size, the number of teachers and administrators who responded was 412, or an 82.1 percent rate of response. The high rate of response can be attributed to the supportive letters that were sent by the Kuwait Ministry of Education to the schools, the cooperation of the schools' administrative and teaching

staff, and the visitation of schools by this researcher.¹ Table V-1 shows the breakdown and the rate of response for teacher-administrator, and male-female categories.

Table V-1

The Number and Percentage of Responses
According to Position and Sex of Respondents

	<u>Teachers</u>			<u>Administrators</u>			<u>Total</u>		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Sample	220	210	430	36	36	72	255	247	502
Number of Responses	177	175	352	28	32	60	205	207	412
Percentage of Responses	81.2	83.0	82.6	77.8	88.9	83.3	80.4	83.8	82.1

Following the collection of questionnaires, the data was coded, processed and prepared for the computer. To verify the accuracy of the data as input information in the computer, the data was checked and rechecked at every step.

After placing the processed data in the computer and editing it for accuracy, the frequency distribution of all variables was observed. Different types of computer analysis were utilized and it is the topic of this chapter to present these analyses.

¹For the letters of the Kuwait Ministry of Education see Appendix D.

Various Types of Analyses

In the pages that follow, two types of analyses are presented.

- 1) All 43 items are rank ordered and the significance of this rank ordering in the seven categories are discussed.
- 2) In the seven categories, numerical scores of various items in each category are combined together and seven dependent variables are generated. The analysis of variance (ANOVA) on the seven dependent variables with regard to characteristic demographic variables are presented.

Furthermore, the numerical values of seven dependent variables were combined together and one overall dependent variable was generated. The analysis of variance (ANOVA) on the combined variable with regard to various demographic characteristics was performed.

Rank Order of Items

To have a comparative analysis of various items, a rank order of 43 items by the mean scores of these items was determined. Table V-2 shows the ranking of individual items in the questionnaire which is based on the mean scores of these items. The mean score of each item is calculated on the basis of a five-point scale (5 stands for

Strongly Agree, 4 for Agree, 3 for Neither Agree nor Disagree, 2 for Disagree, and 1 for Strongly Disagree).

As can be observed, the mean values of these items vary from the highest of 4.75 to the lowest of 2.27. Mean scores of most of the 43 items are considerably higher than the expected mean of 3. In all 43 items there are only ten items with means lower than the expected mean of 3, while 33 items show means higher than 3. This shows that the majority of the respondents tend to agree with more than three quarters of the items.

Table V-2 reveals that among the 43 items there are six (ranking 1-6) that have mean values 4.50 to 5.00, six items (ranking 7-13) with means 4.00 to 4.50, eleven items (ranking 14-24) with means 3.50 to 4.00, nine items (ranking 25-33) with mean scores 3.00 to 3.50, nine items (ranking 34-42) having means 2.50 to 3.00, and only one item (ranking 43) has a mean score 2.00 to 2.50.

To demonstrate the relationship between the rank-order of individual items and major categories to which these items were assigned, Table V-3 is constructed. Table V-3 shows how various items in every major category are distributed in the table of rank-order.

Table V-2

Rank Order of Items of the Questionnaire

Rank Order	Item No.	Item	N	M	SD
1	7	Parents should talk with the teacher about their child's success and shortcomings in school.	410	4.75	.48
2	15	Parents should inquire about their child's scholastic progress and advise him/her with regard to the importance of educational attainment.	412	4.71	.49
3	6	Parents should visit the school to get acquainted with the teachers.	411	4.70	.55
4	8	Teachers should discuss with parents their child's strength and weakness in their academic work.	411	4.63	.62
5	13	Parents should help their children at home with their homework daily.	411	4.63	.61
6	16	Parents should educate themselves in order to help their children for better achievement.	410	4.48	.65
7	17	The school should send home materials for parents to work on together with their child at home during the school year.	411	4.48	.65
8	18	Parents should take their child to the library and help him/her to get books.	411	4.21	.89
9	33	In the solution of crises, the view and assistance of parents should be asked.	410	4.16	.86
10	23	Parents should receive pay for attending parent-teacher meetings that discuss their role in the school.	409	4.09	.91



Table V-2 (Continued)

Rank Order of Items of the Questionnaire

<u>Rank Order</u>	<u>Item No.</u>	<u>Item</u>	<u>N</u>	<u>M</u>	<u>SD</u>
11	21	Teachers should ask parents to volunteer for social activities in the school (example: a birthday or mother's day).	411	4.07	.83
12	28	Parent-teacher committees for each class should be initiated where parent are encouraged to take part and get paid.	400	4.06	.85
13	11	Parents should receive materials (other than report card) that explain the plan of classroom activities and other school efforts during the year.	411	4.02	.95
14	48	Teachers should be trained in the area of home/school relationships through mass media programs (TV, broadcast, press . . .) about the methods which could participate in developing home/school cooperation.	408	4.00	.83
15	24	Teachers should organize adult evening activities where parents can learn about their role in the school.	411	3.92	.83
16	45	Teachers should take pre-service training in the area of home/school relationships.	412	3.90	.95
17	47	Teachers should be trained in the area of home/school relationships through seasonal publications and circulated to both teachers and parents.	408	3.76	1.01
18	12	Parents should be invited to the school to observe school activities.	408	3.74	1.02
19	25	Parents should be paid to assist in school extra-curricular activities.	409	3.74	.94

Table V-2 (Continued)

Rank Order of Items of the Questionnaire

<u>Rank Order</u>	<u>Item No.</u>	<u>Item</u>	<u>N</u>	<u>M</u>	<u>SD</u>
20	9	School should make it clear to parents that they can freely communicate with the school concerning any aspect of the school program.	410	3.72	1.11
21	10	Parents should be given a chance to visit the classroom as observers at least once a year.	412	3.71	1.12
22	46	Teachers should take in-service training in the area of home/school relationships.	410	3.64	1.06
23	32	Parents should be involved in activities directed toward improving the educational system.	411	3.51	1.02
24	31	Parents should be encouraged to participate actively in reviewing the school curricula.	412	3.50	1.05
25	22	Teachers should encourage parents to help as volunteers in extra-curricular activities such as sports.	411	3.50	1.00
26	26	School should provide programs to train parents as teacher-aides and get paid.	409	3.49	.99
27	36	Parents should play an active part in reviewing the school disciplinary rules and regulations.	409	3.49	1.49
28	27	School should organize workshops and seminars for parents where those who attend get paid.	408	3.43	.96
29	18	Teachers should encourage parents of every child to assist in the classroom activities as volunteers during the school year.	410	3.42	1.06

Table V-2 (Continued)

Rank Order of Items of the Questionnaire

Rank Order	Item No.	Item	N	M	SD
30	20	Teachers should invite parents to work as volunteers in certain committees concerned with school activities during the school year.	410	3.37	1.10
31	29	School should invite qualified parents to lecture in each class in the field of their expertise and be compensated.	409	3.33	1.11
32	35	Parents should be asked to review the school's general rules and regulations in which active participation of parents is encouraged.	411	3.29	1.08
33	19	Teachers should invite parents to speak about their work and give the class information with regard to various careers and professions during the school year.	409	3.25	1.07
34	44	Teachers should visit some of his/her children's homes on social occasions, because such visits have an educational effect.	410	2.92	1.18
35	42	Teachers visitation gives the child the impression that his parent and his teacher are teamed together to help him grow successfully.	412	2.86	1.13
36	41	Teacher's visitation to the student's home should take place whenever the student has certain kinds of problems in the classroom.	410	2.86	1.20
37	30	Parents should take part in evaluating the scholastic performance.	409	2.72	1.15

Table V-2 (Continued)

Rank Order of Items of the Questionnaire

<u>Rank Order</u>	<u>Item No.</u>	<u>Item</u>	<u>N</u>	<u>M</u>	<u>SD</u>
38	39	Teacher's home visitations are needed to bring the school and home together to work cooperatively to assist the child.	409	2.59	1.16
39	40	Teacher's home visitations are necessary to provide parents an opportunity to discuss with teachers their child's success and shortcomings in school.	409	2.58	1.12
40	43	Home visitation enables parents to be acquainted with the other school personnel and their contribution to the child's education.	410	2.56	1.08
41	37	Teachers should visit some students' homes at least once a year.	411	2.52	1.13
42	38	Teachers should visit some students' homes because learning does take place at home and at school.	411	2.51	1.22
43	34	Parents' suggestions should be asked with regard to promotion and transfer of school personnel.	410	2.27	1.15

Table V-3

Distribution of Items of Various Categories
In Their Rank Order

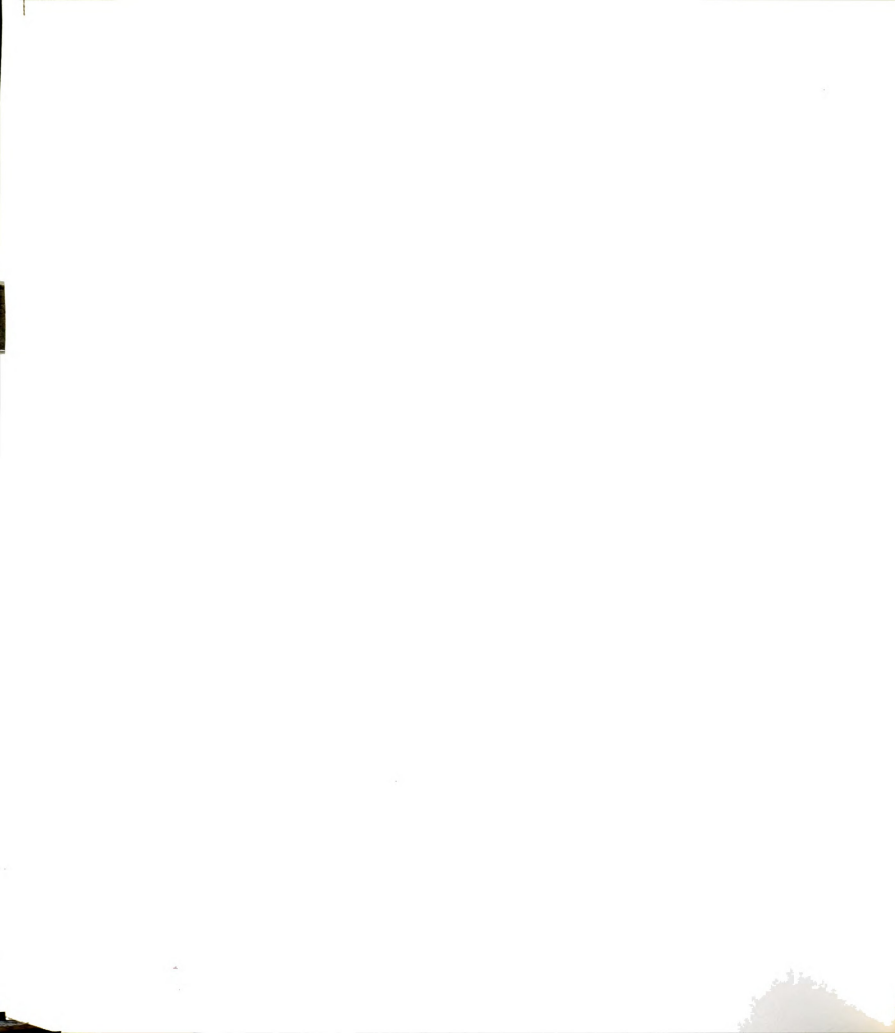
<u>Rank</u> <u>Order</u>	<u>Item</u> <u>Number</u> *	<u>Mean</u>	<u>Major Categories That the Item is Assigned To</u>
1	7	4.75	Parents as observers
2	15	4.71	Parents as teachers at home
3	6	4.70	Parents as observers
4	8	4.63	Parents as observers
5	13	4.63	Parents as teachers at home
6	16	4.50	Parents as teachers at home
7	17	4.48	Parents as teachers at home
8	14	4.21	Parents as teachers at home
9	33	4.16	Parents as participants in decision making
10	23	4.10	Parents as paid participants
11	21	4.07	Parents as volunteers
12	28	4.06	Parents as paid participants
13	11	4.02	Parents as observers
14	48	4.00	Training teachers for home/school relationship
15	24	3.92	Parents as paid participants
16	45	3.90	Training teachers for home/school relationship
17	47	3.84	Training teachers for home/school relationship
18	12	3.76	Parents as observers
19	25	3.74	Parents as paid participants
20	9	3.72	Parents as observers
21	10	3.71	Parents as observers

*Corresponds to the question number in the questionnaire.

Table V-3 Cont'd.

Distribution of Items of Various Categories
In Their Rank Order

<u>Rank</u> <u>Order</u>	<u>Item</u> <u>Number</u> *	<u>Mean</u>	<u>Major Categories That the Item is Assigned To</u>
22	46	3.64	Training teachers for home/school relationship
23	32	3.55	Parents as participants in decision making
24	31	3.50	Parents as participants in decision making
25	22	3.50	Parents as volunteers
26	26	3.49	Parents as paid participants
27	36	3.47	Parents as participants in decision making
28	27	3.43	Parents as paid participants
29	18	3.42	Parents as volunteers
30	20	3.37	Parents as volunteers
31	29	3.33	Parents as paid participants
32	35	3.30	Parents as participants in decision making
33	19	3.25	Parents as volunteers
34	44	2.92	Home visitation
35	42	2.86	Home visitation
36	41	2.86	Home visitation
37	30	2.72	Parents as participants in decision making
38	39	2.59	Home visitation
39	40	2.58	Home visitation
40	43	2.56	Home visitation
41	37	2.53	Home visitation
42	38	2.51	Home visitation
43	34	2.27	Parents as participants in decision making



Parents as Observers

The first category "parents as observers" consists of seven items. The first three items in this category are ranked 1, 3, and 4. The last four items in this category are ranked 13, 18, 20, and 21, and are in the second upper quarter of the list. The first three items place the responsibility of contacting the teachers and school administrators, primarily on parents. These items signify that, based on the perception of respondents, parents should visit the school, contact the teachers and school administrators, then teachers and administrators are to play a reactive role in talking to parents and discussing the problems that their children may have. The last four items, however, require the teachers and school administrators to play a rather active role in inviting the parents, encouraging them to visit the school, giving them certain information with regard to their children, and making it clear to them that they are welcomed to the school. To summarize, teachers and school administrators are, in general, very supportive of "parents as observers," however they are even more supportive in playing a reactive role rather than in taking initiative and playing an active role.

Parents as Teachers at Home

All five questions in this category rank 2, 5, 6, 7 and 8. In fact, all items rank in the top fifth of the list. This means that teachers and school administrators have a very high expectation from parents to help their children in completing the school assignments and to participate in their scholastic activities at home. It should be mentioned that no one of these items requires a direct contact between school personnel and parents.

Parents as Volunteers

In this category, only one item, number 21 ranks in the first half of the list of rank-order. All other four items rank in the lower half of the list (ranks 25, 29, 30 and 33). A further examination of various items in this category indicates that the only item which ranks relatively high signifies parents' voluntary participation in social rather than scholastic activities. The next highest rank in this category (rank 25 of question number 22) goes to parents' voluntary involvement in extra-curricular activities. The remaining three items of this category (questions 18, 19, and 20) that are related to parents' participation in scholastic activities, rank relatively low (questions 29, 30 and 33).

Parents as Paid Participants

Seven items in this category rank 10, 12, 15, 19, 26, 28, and 31. The questions 23, 28 and 24 that rank 10, 12 and 15 respectively, and are in the upper half of the rank-order list. This suggests that, in order to learn their parental role, parents should be paid to take part in certain programs. The respondents are supportive to a considerable degree of parents' engagement in such programs. Questions 26, 27 and 29 are ranked in the lower half (ranks 26, 28 and 31) suggest that parents should be paid in order to take part in certain programs, to become teacher aides, attend workshops, and lecture in the classroom. With regard to these activities, respondents are comparatively less supportive. Question number 25 asks whether parents should assist in extra-curricular activities and get paid, ranks close to the middle of the list.

Parents as Participants in Decision Making

All questions in this category except one (question number 33 which ranks 9) rank in the lower half of the rank-order list. Question number 33, which is the only item that ranks in the upper quarter of the list deals with participation of parents in solving problems when crises arise. Whenever teachers and school administrators in Kuwait are confronting certain disciplinary problems, such

as absenteeism, they would like the parents to intervene and influence their children.

Question numbers 31 and 32 rank 24 and 23 respectively. Their ranks are close to the median of the rank-order list. These items relate to parents' participation in reviewing school curricula and improving the educational system. Considering the Kuwaiti educational setting, which is highly centralized, even teachers and administrators are not given the opportunity to participate in activities as such. Perhaps school personnel would like parents to join them and conceivably together they will be able to exert influence in these areas.

In question number 36 which ranks 27, the school personnel would like parents to get involved, to a certain degree, in reviewing the school disciplinary rules and regulations. Since teachers and school administrators usually expect parents to help in solving disciplinary problems, it also would make sense to involve them in reviewing rules and regulations. The respondents, however, do seem to be evenly divided on this item.

The remaining three items, questions 30, 34 and 35 in this category which rank considerably low (rank 37, 43, and 32 respectively) are related to parents' participation in the areas that directly affect teachers and administrators. In questions 30 and 35, the parents would be asked to take

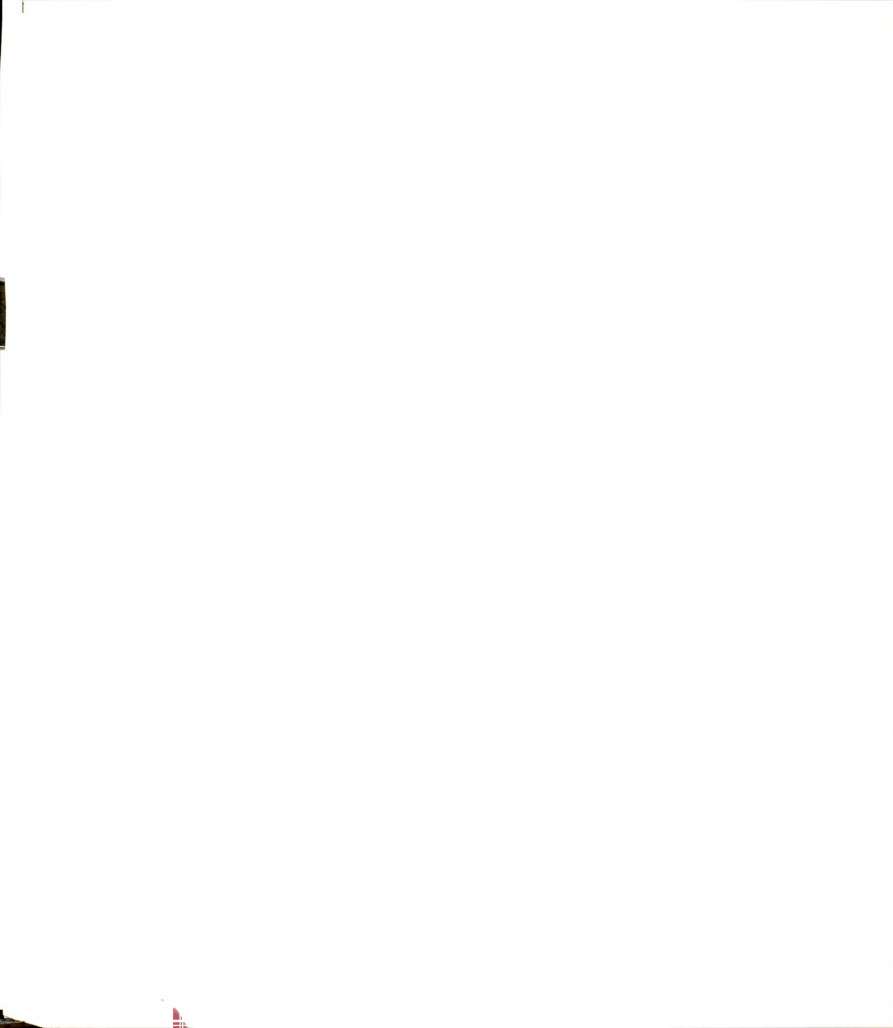
part in evaluating the scholastic performance and reviewing the general rules and regulations of the school. Both of these items rank low. The lowest rank (rank 43), however, goes to question 34. In this item, parents would be asked to evaluate the school personnel and make suggestions with regard to their transfer or promotion.

Home Visitation

All eight items in this category (questions 37, 38, 39, 40, 41, 42, 43 and 44) rank (ranks of 41, 42, 38, 39, 36, 35, 40 and 34 respectively) in the fourth quarter of the rank-order list. This indicates that teachers and school administrators are the least supportive of visiting students' homes.

Training Teachers for Home/School Relationships

Questions 45, 46, 47 and 48 rank, 16, 22, 17 and 14 respectively. It shows that all questions except question number 46 (ranking 22) rank in the upper half of the rank-order list. This indicates that respondents are very supportive of teachers being trained in the area of home/school relationships by all means except with regard to in-service training in which they are moderately supportive.



Rank Ordering of Seven Dependent Variables

Following the rank ordering of 43 individual items, the seven dependent variables that were generated by combining various items together were also rank ordered. The latter rank order was constructed by rank-sum of individual items corresponding to every dependent variable. Table V-4 shows the rank order of seven dependent variables.

The numbers in each column of Table V-4 signify the rank order of each item corresponding to the dependent variable consisting of those items. When these numbers in each column are added and divided by the number of items in each column the result shows the standing of specific dependent variables. The lower the mean in each column, the higher the rank of the dependent variable and the stronger the extent to which the respondents agree with the idea expressed in the dependent variable. The last row of Table V-4 indicates that the strongest support corresponds to "parents as teachers at home," followed by "parents as observers." The 3rd, 4th, 5th, and 6th rank correspond respectively to "training teachers for home/school relationships," "parents as paid participants," "parents as volunteers," and "parents as participants in decision making." The last rank which goes to "home visitation" shows that respondents are the least supportive of this endeavor. In fact, Kuwaiti teachers and administrators have strongly rejected the pursuit.

Table V-4

Rank Order of Seven Dependent Variables

	Parents as Observers	Parents as Teachers at Home	Parents as Volunteers	Parents as Paid Participants	Parents as Participants in Decision Making	Home Visitation	Training Teachers for Home/School Relationships
	1	2	11	10	9	34	14
	3	5	25	12	23	35	16
	4	6	29	15	24	36	17
	13	7	30	19	27	38	22
	18	8	33	26	32	39	
	20			28	37	40	
	21			31	43	41	
					42		
Rank Order of Items							
	80	28	128	141	195	305	69
Sum of Rank Orders							
Mean	11.4	5.6	25.6	20.1	28.0	38.1	17.2
Rank Order of	2	1	5	4	6	7	3

Analysis of Variance of Items Combined
Into Seven Major Categories

The main objective of this section is to study whether there are significant differences between the administrators and teachers in the seven major categories with regard to sex, professional experience, position, level of education, and nationality.

Parents as Observers

The data in Table V-5 "parents as observers" show no significant difference in the various demographic variables, namely, sex, professional experience, position, level of education and nationality.

Regarding all five independent variables, relatively high means of the dependent variable indicate that there is a considerable support for "parents as observers" across all demographic variables.

Parents as Teachers At Home

With regard to "parents as teachers at home" there are significant differences in the perception of respondents in terms of various categories in four out of five demographic variables (Table V-6). The average agreement score of females is significantly higher than that of males, that of respondents with diploma or less is higher than those with bachelors degree or more, and Kuwaiti's average agreement

Table V-5

One-Way Analysis of Variance for Parents as Observers
in Terms of Independent Demographic Variables

<u>Variable</u>	<u>N</u>	<u>Mean¹</u>	<u>Standard Deviation</u>	<u>F-Statistic</u>	<u>Significance</u>
<u>Sex</u>					
Male	205	29.19	3.7982	.0009	.9760
Female	207	29.18	3.9090		
<u>Professional Experience</u>					
5 Years and Less	73	28.79	3.6448	.8977	.4423
6 - 10 years	109	28.91	4.2132		
11 - 15 years	77	29.65	3.9362		
More than 15 years	153	29.33	3.6271		
<u>Position</u>					
Teacher	352	29.24	3.8818	.6824	.4093
Administrator	60	28.80	3.6629		
<u>Level of Education</u>					
Diploma or Less	350	29.14	3.6841	.2116	.6458
Bachelors or More	62	29.39	4.7056		
<u>Nationality</u>					
Kuwaiti	275	29.28	3.5737	.5618	.4540
Non-Kuwaiti	137	28.98	4.3580		

¹Based on a 5-point scale (1 = Strongly Disagree - 5 = Strongly Agree)

The mean scores were calculated by adding the responses from each item of the dependent variable for each participant. The individual scores from all respondents were then added and a total mean score was obtained.

Table V-6

One-Way Analysis of Variance for Parents
as Teachers at Home in Terms of
Independent Demographic Variables

<u>Variable</u>	<u>N</u>	<u>Mean¹</u>	<u>Standard Deviation</u>	<u>F-Statistic</u>	<u>Significance</u>
<u>Sex</u>					
Male	205	22.05	2.3477	15.0810	.0001**
Female	207	22.89	2.0333		
<u>Professional Experience</u>					
5 Years and Less	73	23.00	2.0950	3.1222	.0259*
6 - 10 years	109	22.71	1.9593		
11 - 15 years	77	22.35	2.4643		
More than 15 years	153	22.12	2.3094		
<u>Position</u>					
Teacher	352	22.53	2.2416	1.3468	.2465
Administrator	60	22.17	2.1720		
<u>Level of Education</u>					
Diploma or Less	350	22.57	2.1531	4.0517	.0448*
Bachelors or More	62	21.95	2.5953		
<u>Nationality</u>					
Kuwaiti	275	22.71	2.1156	9.5117	.0022**
Non-Kuwaiti	137	22.00	2.3887		

¹Based on a 5-point scale (1 = Strongly Disagree - 5 = Strongly Agree)

*Significant at the 0.05 confidence level.

**Significant at the 0.01 confidence level.



score is significantly higher than non-Kuwaitis. In the case of "professional experience," there exists a trend that respondents with less experience agree more with the role of "parents as teachers at home" than those with longer periods of experience. In other words, in four categories of respondents going from the lowest to the highest years of experience, the means of agreement scores of these categories continue to decrease. It should be added that in the cases of sex and nationality the differences are significant at the 0.01 confidence level, whereas with regard to professional experience and level of education the differences are significant at the 0.05 level.

Numerical means of the dependent variable "parents as teachers at home" with regard to all demographic characteristics are very high. This indicates that all categories of respondents are highly supportive of parents' role as teachers at home.

Parents as Volunteers

In the case of "parents as volunteers," the data in Table V-7 show no significant difference exists in the perception of respondents as categorized on the basis of demographic variables, sex, professional experience, position, level of education and nationality.

Numerical values of the mean of the dependent variable "parents as volunteers" are to some extent higher than the



Table V-7

One-Way Analysis of Variance for Parents
as Volunteers in Terms of Independent
Demographic Variables

<u>Variable</u>	<u>N</u>	<u>Mean¹</u>	<u>Standard</u> <u>Deviation</u>	<u>F-Statistic</u>	<u>Significance</u>
<u>Sex</u>					
Male	205	17.51	3.5419	.0295	.8637
Female	207	17.57	3.2967		
<u>Professional Experience</u>					
5 Years and Less	73	17.41	3.3451	.0475	.9863
6 - 10 years	109	17.52	3.3043		
11 - 15 years	77	17.57	3.5260		
More than 15 years	153	17.59	3.5048		
<u>Position</u>					
Teacher	352	17.63	3.4142	2.0739	.1506
Administrator	60	16.95	3.4020		
<u>Level of Education</u>					
Diploma or Less	350	17.45	3.4160	1.6411	.2009
Bachelors or More	62	18.05	3.4041		
<u>Nationality</u>					
Kuwaiti	275	17.41	3.3192	1.0521	.3056
Non-Kuwaiti	137	17.78	3.6050		

¹Based on a 5-point scale (1 = Strongly Disagree - 5 = Strongly Agree)

expected mean (15). This shows that all respondents with different demographic characteristics are supportive of parents' role as volunteers to a moderate degree.

Parents as Paid Participants

With regard to "parents as paid participants," the data in Table V-8 show a significance in the perception of respondents when categorized as teachers and administrators. Teachers' support for parents to participate in certain functions of the school and get paid, is significantly higher than administrators (Table V-8). This difference is significant at the 0.01 level. There is no significant difference in the perception of respondents in the other four demographic characteristics, namely sex, professional experience, level of education, and nationality.

Numerical values of the mean of the dependent variable "parents as paid participants" are moderately higher than the expected mean (21). This indicates that all categories of respondents are somewhat supportive of "parents as paid participants."

Parents as Participants in Decision Making

Considering "parents' involvement in decision making" the data in Table V-9 show no significant difference in various demographic variables, namely sex, professional experience, position, level of education and nationality.



Table V-8

One-Way Analysis of Variance for Parents
as Paid Participants In Terms of
Independent Demographic Variables

Variable	N	Mean ¹	Standard Deviation	F-Statistic	Significance
<u>Sex</u>					
Male	205	25.68	5.1651	.2052	.6508
Female	207	25.90	4.4748		
<u>Professional Experience</u>					
5 Years and Less	73	26.05	4.3585	.4977	.6841
6 - 10 years	109	26.00	4.8209		
11 - 15 years	77	25.22	5.3573		
More than 15 years	153	25.80	4.7836		
<u>Position</u>					
Teacher	352	26.13	4.7013	12.2847	.0005**
Administrator	60	23.80	5.1017		
<u>Level of Education</u>					
Diploma or Less	350	25.61	4.7803	3.1441	.0769
Bachelors or More	62	26.79	4.9988		
<u>Nationality</u>					
Kuwaiti	275	25.57	4.9418	1.7850	.1823
Non-Kuwaiti	137	26.24	4.5690		

¹Based on a 5-point scale (1 = Strongly Disagree - 5 = Strongly Agree)

**Significant at the 0.01 confidence level.

Table V-9

One-Way Analysis of Variance for Parents as
Participants in Decision-Making in Terms
of Independent Demographic Variables

<u>Variable</u>	<u>N</u>	<u>Mean¹</u>	<u>Standard Deviation</u>	<u>F-Statistic</u>	<u>Significance</u>
<u>Sex</u>					
Male	205	22.80	4.8365	.0982	.7541
Female	207	22.93	4.3573		
<u>Professional Experience</u>					
5 Years and Less	73	22.56	4.2914	1.9914	.1147
6 - 10 years	109	23.18	4.2255		
11 - 15 years	77	21.84	5.0785		
More than 15 years	153	23.29	4.6914		
<u>Position</u>					
Teacher	352	23.00	4.5888	2.1060	.1475
Administrator	60	22.07	4.6024		
<u>Level of Education</u>					
Diploma or Less	350	22.73	4.7036	1.9537	.1629
Bachelors or More	62	22.61	3.8893		
<u>Nationality</u>					
Kuwaiti	275	22.83	4.4861	.0327	.8567
Non-Kuwaiti	137	22.92	4.8280		

¹Based on a 5-point scale (1 = Strongly Disagree - 5 = Strongly Agree)

Numerical values of the mean of the dependent variable "parents as participants in decision making" for administrators and teachers along the line of their demographic characteristics are barely above the expected mean (21). This shows that in general there is some support for the role of "parents as participants in decision making."

Home Visitation

In the case of "teachers to visit students' homes" the administrators and teachers have been the least supportive of this pursuit. In the variables sex and level of education, female administrators and teachers are less supportive than males, and the level of support of respondents both males and females with diploma or less, is significantly lower than those with bachelors or more (Table V-10). The levels of confidence with regard to categories of sex and level of education are 0.01 and 0.05 respectively.

Numerical means of the dependent variable "home visitation" in different categories of independent variables are lower than the expected mean (24). As discussed earlier, this shows that there is no support among the administrators and teachers for "home visitation."



Table V-10

One-Way Analysis of Variance for Home Visitation
In Terms of Independent Demographic Variables

<u>Variable</u>	<u>N</u>	<u>Mean¹</u>	<u>Standard Deviation</u>	<u>F-Statistic</u>	<u>Significance</u>
<u>Sex</u>					
Male	205	22.40	7.4521	8.5032	.0037**
Female	207	20.24	7.5808		
<u>Professional Experience</u>					
5 Years and Less	73	20.59	7.2683	.6202	.6020
6 - 10 years	109	29.89	7.5565		
11 - 15 years	77	21.48	8.1895		
More than 15 years	153	21.87	7.4522		
<u>Position</u>					
Teacher	352	21.49	7.7415	1.3332	.2489
Administrator	60	20.27	6.5143		
<u>Level of Education</u>					
Diploma or Less	350	20.96	7.4467	5.0264	.0255*
Bachelors or More	62	23.30	8.0742		
<u>Nationality</u>					
Kuwaiti	275	21.13	7.7172	.4459	.5047
Non-Kuwaiti	137	21.66	7.3126		

¹Based on a 5-point scale (1 = Strongly Disagree - 5 = Strongly Agree)

*Significant at the 0.05 confidence level.

**Significant at the 0.01 confidence level.

Training Teachers for Home/School Relationships

Considering the "training teachers for home/school relationships," all respondents agree to a considerable extent that teachers need to get training in that area. In the case of two independent variables, there are significant differences in the perception of respondents. Male respondents agree more strongly than females that teachers should be trained, and school administrators agree to a greater extent than teachers, that such training would be needed (Table V-11). In both of these cases the differences are significant at the 0.05 level.

In the case of three independent variables, namely "professional experience," "level of education," and "nationality," no significant difference can be observed. Considering high numerical values of the mean of dependent variable "training teachers for home/school relationships" regarding all categories of five independent variables, they indicate that respondents are supportive of this procedure to a considerable extent.

Analysis of Variance of Seven Dependent Variables Combined Together

When all types of parents' involvement, parents as observers, parents as volunteers, parents as paid participants, parents as participants in decision making, home visitation and training teachers for home/school

Table V-11

One-Way Analysis of Variance for Training Teachers
for Home/School Relationships in Terms of
Independent Demographic Variables

<u>Variable</u>	<u>N</u>	<u>Mean¹</u>	<u>Standard Deviation</u>	<u>F-Statistic</u>	<u>Significance</u>
<u>Sex</u>					
Male	205	15.56	2.7193	3.9475	.0476*
Female	207	15.00	3.0032		
<u>Professional Experience</u>					
5 Years and Less	73	14.97	2.9720	1.2745	.2827
6 - 10 years	109	14.97	3.0685		
11 - 15 years	77	15.61	2.5348		
More than 15 years	153	15.48	2.8402		
<u>Position</u>					
Teacher	352	15.16	2.8852	4.0440	.0450*
Administrator	60	15.97	2.7430		
<u>Level of Education</u>					
Diploma or Less	350	15.26	2.9033	.0743	.7854
Bachelors or More	62	15.37	2.7355		
<u>Nationality</u>					
Kuwaiti	275	15.35	2.8363	.4394	.5078
Non-Kuwaiti	137	15.15	2.9594		

¹Based on a 5-point scale (1 = Strongly Disagree - 5 = Strongly Agree)

*Significant at the 0.05 confidence level.

relationships were combined together, there was no significant difference (Table V-12) noticed in various types of demographic variables which consists of sex, professional experience, position, level of education, and nationality.

Table V-12

One-Way Analysis of Variance for Combined Variables
(When Numerical Values of Seven Dependent Variables
are Combined) In Terms of Independent
Demographic Variable

Variable	N	Mean ¹	Standard Deviation	F-Statistic	Significance
<u>Sex</u>					
Male	205	154.18	20.3847	.5844	.4450
Female	207	153.70	18.7546		
<u>Professional Experience</u>					
5 Years and Less	73	153.37	18.1311	.2548	.8579
6 - 10 years	109	154.18	19.1496		
11 - 15 years	77	153.73	21.7150		
More than 15 years	153	155.48	19.5418		
<u>Position</u>					
Teacher	352	155.19	19.6964	3.6004	.0585
Administrator	60	150.02	18.3705		
<u>Level of Education</u>					
Diploma or Less	350	153.72	19.5347	3.0900	.0795
Bachelors or More	62	158.45	19.4571		
<u>Nationality</u>					
Kuwaiti	275	154.29	19.4349	.0467	.8291
Non-Kuwaiti	137	154.73	19.9151		

¹Based on a 5-point scale (1 = Strongly Disagree - 5 = Strongly Agree)

CHAPTER SIX
SUMMARY, CONCLUSIONS, INTERPRETATION,
IMPLICATIONS AND RECOMMENDATIONS

Introduction

Educators today are probably more in agreement about the value of good home/school relationships than other educational issues. Various studies indicated that parents' involvement in the formal educational process has positive effects on students' scholastic achievement. Therefore, in many societies a great deal of attention has been focused on ways to stimulate parents' interest in schooling.

If the governments of developing nations are concerned, as they must be, with the optimum use of their human resources and talents, then they must seek the means of stimulation of healthy relationships between the home environments and the educational process.

Kuwait is a small developing nation that has placed a high priority on education and strives to give the children of that country quality education. There are many reasons that make it imperative for the Kuwaiti Educational System to establish close and constructive links between home and school. A brief discussion of some of these reasons follows.

First, as it was discussed in Chapter Two, Kuwait has devoted and continues to devote a substantial portion of her national resources to public education. It is important that educational outcomes do match the resources spent, not only with regard to quantity but also quality.

Second, in the last few decades, Kuwait has had severe manpower shortages; and hence there has been a steady influx of work force from neighboring countries. Shortages still exist in many fields. In particular demand for highly trained men and women is great. If Kuwait's educational system is to produce a high caliber indigenous work force to meet the demand in the near future, then it must seek all possible means that help pupils to take advantage of educational opportunities open to them. Obviously, this goal cannot be achieved without the cooperation of parents.

Third, a considerable percentage of today's parents in Kuwait did not attend formal schooling when appropriate. These parents may not comprehend the worth of formal education. Therefore, one of the beneficial outcomes of parent/teacher contact would be that the parent would come to understand the worth of education and subscribe to its value.

Fourth, due to the cultural background, religious training, extended family tradition, and the great percentage of mothers who stay home, the family has a considerable amount of influence on the child. These characteristics make it much easier for the school to attract the interest of the parent in the schooling process and obtain as much cooperation from the family as it is needed. Hence, the school authorities should take advantage of opportunities that are already there.

The School to Take the First Step to
Improve Home/School Relationships

Within the Kuwaiti society, the publicly provided system of education has achieved certain legitimacy and enjoys certain prestige. The school is a unique social organization that gives the pupils literacy and wider perspectives. Because the school has become a factor in social mobility, it has given parents new opportunities to feel satisfaction and fulfillment in the success of their children.

Furthermore, because of his/her training and experience, the educator is in a position to assume leadership in planning and implementing communication between the home and the school. The teacher can use the classroom as well as the home for bringing the two closer



together. The teacher can urge the parent to express his/her ideas and concerns to the school as well as convey school information to the parent. The teacher can individualize instruction by seeing that the home learning activity and teaching behaviors are appropriate for the parent, the child, and the home situation. Therefore, throughout this treatise it is maintained that the school should take the first step to improve the home/ school relationships.

Summary and Conclusions

As was discussed in Chapter IV, the two main objectives of this study are:

- 1) to investigate how primary school personnel generally perceive parents' participation in various school endeavors, and
- 2) to determine whether there exists significant differences in the perception of primary school teachers and administrators with regard to their demographic characteristics.

General Perceptions of Primary School Personnel Regarding Parents' Participation

Generally, primary public school teachers and administrators in Kuwait agree to a rather great extent that parents take part in different aspects of the

educational process. Out of 43 items in the total questionnaire, the primary teachers and administrators agreed with 31 items which correspond to parents' participation in various capacities. In two items a majority of respondents disagreed with the items related to parents' participation in evaluating the scholastic performance of those involved in the primary education, and making suggestions with regard to promotion and transfer of school personnel. The agreement of the majority of respondents with a large number of items signifies the support of school personnel for parents' involvement in certain educational activities.

In addition to the two items just discussed, primary school teachers and administrators, no matter what the motive, rejected also the activity of visiting the students' homes.

With regard to four items corresponding to the need for training teachers in the area of home/school relationships, primary school educators agree that a need as such does exist, and they advocate that the training takes place in certain forms and at certain points in time.

Significant Differences in the Perception of Primary School Personnel Based on Demographic Data

In this section, significant differences that were manifest in the perception of teachers and school administrators based on their demographic characteristics are delineated.

Differences in the Perception of Males Versus Females

Considering perception, there is a statistically significant difference in the following: (a) parents as teachers at home, (b) training teachers for home/school relationships, (c) home visitation. With regard to parents in the role of "teachers at home," female respondents were more supportive than males. With regard to "teachers' training in the area of home/school relationships," male respondents agreed with the idea significantly stronger than females. Finally, with regard to "home visitation" females' rejection was stronger than males' rejection.

Professional Experience

In the category "parents as teachers at home," teacher and administrators with less experience are more supportive of parents helping their children with school work than those teachers and administrators with more experience.



Position

In the category "parents as paid participants," there was a significant difference with teachers being more supportive than administrators. On the other hand, administrators were more supportive than teachers in the items "teachers to be trained in the area of home/school relationships."

Level of Education

In relation to the level of education of respondents, there were two dependent variables that revealed significant differences. In the case of "parents as teachers at home," those with diplomas or less were more agreeable with this role of parents than those with bachelor's degrees or more; whereas, in the case of "home visitation" the situation was reversed.

Nationality

In the case of Kuwaiti versus Non-Kuwaiti personnel, there was one dependent variable that showed significant differences in the perception of the respondents. The dependent variable corresponded to "parents as teachers at home." Kuwaitis are significantly more supportive than Non-Kuwaitis regarding parents in this role.

Interpretation

It is evident that primary school teachers and administrators in Kuwait earnestly support close links between the home and school in various areas. The strong support can be attributed to a number of factors:

- 1) Teachers and school administrators in Kuwait have realized that the role of the parent in the schooling process, in general, is a vital one. In particular, they are aware of the Kuwait situation where the influence of the family on character development of its children is great. Thus, the school staffs have come to understand that parents are important resource people who have been ignored too long. They found it necessary to link together the two more formative learning centers for the child - home and school.
- 2) Many teachers and school administrators perhaps share the view that increased information about the school, that is conveyed to parents; generates more understanding about the program. Therefore, for the purposes of getting better acquainted with the professional personnel they are perceived to be more favorable. Furthermore, as parents become more involved in school related

activities, teachers and school administrators expect them to develop identification with the school and hence, provide support and recognition for the staffs.

- 3) Traditionally, in the Middle Eastern societies in general, and in Kuwait in particular, school teachers and administrators have been highly respected, and parents have been very supportive of teachers and trusted their expertise. In recent decades; however, due to the rapid expansion of public education, the supply of teachers has been lagging behind the demand and a number of teachers who have been hired were not meeting the expected professional standard. Hence, the teaching profession, to a certain degree, lost its former status. More recently, that standard of teaching personnel is again on the rise. It is probably conceived by the respondents that through closer home/school relationships, their high status could be regained.
- 4) In addition to support, recognition and renewal of status, more specific forms of help are conceivably provided by parents' participation.

A number of questions in the questionnaire that focus on activities such as helping in extra-curricular activities, functioning as teachers' aides and so on, address the kinds of help that would certainly be appreciated by teachers and school administrators.

- 5) Certain disciplinary problems may arise in Kuwaiti public schools that would make it extremely difficult for the officials to solve them without help from parents. In particular, since Kuwaiti parents can readily influence their children, usually their help is appreciated and asked for when disciplinary problems emerge.

As mentioned earlier, primary school teachers and administrators advocate parents' involvement in various types of school-related activities. The intensity of this advocacy, however, varies somewhat with the type of activity. There is almost a consensus among educators that parents should be involved in certain activities that do not require very much interaction between school staffs and parents. For instance, teachers and school administrators to a great extent advocate parents' involvement in helping their children with their homework, taking them to the library or doing voluntary work outside the classroom.

When it comes to classroom activities, they are supportive of parents' involvement, but not to a great extent.

Surprisingly enough, educators support parents' involvement in certain decision-making processes, such as reviewing school rules and regulations, and examining school curricula. Whereas, due to highly centralized educational setting, school staffs are not given the opportunity to participate in these activities. Teachers' and school administrators' advocacy of parents' involvement in their activities can be interpreted that school staffs would like to see a rather decentralized setting in which they themselves get involved in examining rules and regulations of the school and take part in the review and assessment of curricula. Since teachers and school administrators are denied participation in these activities, they would like parents to join them in the demand for decentralization.

It was pointed out that, with regard to decision-making, there were two items in which the majority of the teachers rejected parents' involvement. These items correspond to parents' participation in evaluating the scholastic performance of the staffs and having a voice in their promotion and transfer. Lack of support in the two items just mentioned is understandable.



Teachers and administrators feel that as professional educators they should be evaluated by people specifically trained in education and not lay people, or parents. Parents would not have the objectivity that professionals would possess.

All items corresponding to home visitation are rejected by teachers and school administrators. This can be attributed to the fact that school personnel have a feeling of professionalism, authority and prestige in the school environment. Hence, they are reluctant to leave that environment. School staffs, throughout the years got accustomed to the idea that they stay in the school and students should come to them to learn. It is difficult for them to accept the reverse role even for a few times during the school year.

Furthermore, school personnel know that there is no assurance that the person who visits the home would be welcomed in that home. Experience has shown that many families see home visitation of school personnel neither desirable nor helpful. Some parents might even have a feeling that home visitation is an invasion of privacy.

Another factor might be the time constraints for both parents and school staffs. Working parents who come home tired and exhausted do not want to be bothered by school

personnel. Similarly, teachers who spent most of the day in the classroom would prefer to have a quiet evening with their families rather than knocking on doors and visiting unappreciative families of their students. Furthermore, teachers and school administrators who have a full-time teaching and/or administrative job in the school arena will consider home visitation an extra load added to their full-time responsibility.

Differences in the Perception of Respondents As
Related to Demographic Characteristics

Male - Female Respondents

As it was pointed out, with regard to home visitation, all respondents reject the idea. Female respondents; however, significantly rejected home visitation than did males. This strong female rejection may be due to cultural background. In the Islamic countries of the Middle East, women are less outgoing than men. It is not customary for women to go to other people's homes other than relatives, friends, or when they participate in certain social gatherings such as weddings, funerals, and so on. It is very rare for women to go to other people's homes for the purpose of business or for the sake of job related functions.

There is another occasion in which males are more supportive than females. It is related to training in the area of "home/school relationships." Women in Kuwait have

to work a shorter period of time than men in order to obtain retirement benefits equivalent to men, therefore, women feel less compelled to attend training programs.

One area in which female support is significantly stronger than male support are items related to the role of "parents as teachers at home." Since a considerable number of women in Kuwait stay home, they are in a better position to help their children with their school work. A view of identifying with home-maker women has possibly been reflected in woman teachers' perceptions.

Professional Experience

It was pointed out that, with regard to the number of years that teachers and school administrators have been involved with the school system, they show significant differences in "parents as teachers at home." Their differences are mostly such that the longer they have been involved the less supportive they are about such types of home/school relationships. This trend can be interpreted that inexperienced staffs and the younger teachers and school administrators are inspired with ideas and notions that correspond with certain changes. Establishing and strengthening links between the home and the school can be considered as a change that younger personnel enthusiastically support.

Position

Considering respondents' position, there are two categories in which the perception of teachers and administrators are significantly different. The first is "parents as paid participants," in which the school principals and assistant principals do not support increasing expenditures. Secondly, with regard to "training teachers for home/school relationships," the reverse is true. Administrators are more supportive of "training teachers" than teachers. This difference probably indicates that administrators would like to have better trained teachers to handle parents' problems professionally and effectively.

Level of Education

As has been mentioned earlier, significant differences are manifest in two groups of items with regard to respondents categories. In the category "home visitation," respondents with bachelor's degrees or more apparently reject all forms of home visitation to a lesser extent than those with diploma or less.

The dependent variable related to "parents as teachers at home" is supported more by respondents with diploma or less. This kind of activity is one in which no interaction can take place between parents and school personnel. Hence, with the inclusion of home visitation, one can assert that respondents with bachelor's degrees or more are

less intimidated to interact with parents, while those with diplomas or less advocate certain activities in which interaction with parents would not be required.

Nationality

Significant differences that exist between Kuwaiti's and Non-Kuwaiti's perceptions is limited to "parents as teachers at home." In this group, Kuwaitis are advocating to a greater extent than Non-Kuwaitis, that parents should take part in the educational process in the capacity of teachers at home. The only interpretation that can be presented is that Non-Kuwaiti teachers who come from various countries with different backgrounds may have different perceptions about the role of parents as teachers at home. Some even may consider teaching as an exclusive function of the teacher in which no one else should be involved.

Implications

There are very few individuals, teachers, or parents and very few educational thinkers and writers who would not agree that if the best possible results in the education of children are to be attained, it is very essential that parents work in concert with the school personnel. The recognition of the importance of parents' involvement in the educational process is the outgrowth of many studies indicating clearly and consistently that parents who

encourage and support their children's school efforts give those children an advantage in school.

Many educational experts also maintain that the alliance formed by parents and teachers to reinforce common goals for children is a powerful influence. With regard to the influence of parental participation, Lopate, Flaxman, Bynum and Gordon (1970) concluded:

Educational research indicates that when parents of school children are involved in the process of education, their children are likely to achieve better. This heightened achievement may be due to the lessening of distance between the goals of the school and goals of the home and to the positive changes in teachers' attitudes resulting from the greater sense of accountability when parents of their students are visible in the schools. The child may also achieve better because he has an increased sense of control over his own destiny when he sees his parents actively engaged in decision-making in the school. (p. 148)

Numerous educators have taken the position that the school system must take the initiative in developing and enhancing links between home and school.

There is no doubt that the teacher is at the center of parental involvement in the educational process. The teachers' role includes acting as an advisor, educator, mentor, explicator, model and confidant. In this treatise, it is also maintained that since teachers and school administrators are professionals, they have the knowledge and they know how to take the initiative in commencing interpersonal interaction with parents, in giving parents

specific suggestions to help their children at home, and in urging parents to participate in school activities.

If one hopes to build better interpersonal relationships between parents and teachers, it is essential to identify some of the more common perceptions of teachers and school administrators vis-a-vis parents' involvement in the educational process. School personnel themselves believe that parents' involvement is important. Many school staffs, however, run into difficult problems when they try to implement parents' involvement practices. The question should be asked, then, whether school personnel can mobilize that involvement, especially among parents who might neither be willing nor able to help on their own.

In many societies, the school rules, regulations, curricula and types of educational activities to be implemented in the school are dictated from the top, and school personnel within a specific school have very little to say about the content of these rules, regulations, curricula and the scheme of educational efforts. All that the school administrators and teachers can do is to react and implement them with as little objection as possible. Under these circumstances, the complex picture of home/school relationships calls for expanded efforts for all sources involved, directly or indirectly, in the educational process.

The Kuwaiti Education System is highly centralized in which all educational policies are decided at the Ministerial level in the government (Kuwaiti Ministry of Education). In order to have any input from parents, the scheme and strategy for that input must be structured at the top and conveyed downward. The Ministry of Education of Kuwait not only should initiate and decide about the policy of enhancing home/school relationships, but it should earnestly support, encourage and facilitate both parents' and teachers' participation in various cooperative efforts. Hence, to initiate and implement the policy of establishing close links between parents, teachers and administrators, it is necessary that the Ministry provide certain directives for school staffs to make arrangements and take the first step towards a better relationship between the home and the school. It is obvious that the willingness of school staffs as well as that of parents is essential. In this study, the highly supportive attitude of the teachers and the school administrators in primary schools with regard to parents' participation is evident. A supportive perception is necessary and, as such, it is important that the government be appreciative of this readiness of school staffs and provide appropriate leadership, facilities and encouragement for both parents and school personnel to work jointly in establishing strong links between the two.



With regard to the decision-making process, it is imperative that the parents take an active part in the activities and governance of the children's schools. This is how the parents can gain the respect and appreciation of the school personnel. Then they will be able to suggest and initiate any necessary changes. In Kuwait, however, due to the highly centralized scheme of the educational system, school personnel themselves do not have any input in the policy level. As a result, it is essential that the central authority, i.e. the Ministry of Education, allow to a certain extent participation of both parents and school personnel in the policy formulation whenever changes are introduced in the educational process.

Home visitation by teachers has been practiced for many years. In particular, in pre-school, kindergarten, and special educational programs, home visits have been practiced more frequently than in any other level of schooling.

There are, obviously, certain advantages and disadvantages to home visits. Among the advantages are: teachers are able to observe students' actual home environment; they can show their concerns with regard to the students and their families, individually; and parents can discuss the child's problems in the familiar and relaxed environment of their home. Among their disadvantages are: they are very time consuming for the

teacher, and parents may feel that their privacy has been invaded.

Home visits cannot be generalized to the extent that every teacher should visit every child's home with the same frequency and spend the same amount of time with every family. Certain situations, however, may arise that necessitate home visits. For instance, when there is a need for collaboration between parents and teachers, when parents are unable to come to the school, or when parents feel reserved and intimidated to visit the school, it is imperative that the teacher visits the homes of those students.

In certain occasions, home visits may only be appropriate rather than necessary. For instance, the teacher may perceive that home visits will bring a better feeling to students and will provide some kind of positive reinforcement.

It is obvious that home visits may help the teacher to assess the students' needs and to understand shortcomings of the home. The teachers' understanding, in turn, may enable him/her to help the student or his/her family in scholastic matters.

The view expressed by respondents, with regard to home visits, unfortunately, is not favorable. In this area, a careful reexamination and further research might be necessary to see why school staffs are not advocating home

visits. Then, certain steps must be taken to change the perception of school personnel. This change may not be achieved readily and within a short period of time. An extensive amount of effort may be needed to enlighten school staffs about the objectives, planning and implementation of home visits.

Recommendations

The recommendations presented in the following sections are based on the explicit hypotheses that were tested and on the rank ordering of individual items.

Recommendations Regarding Various Roles of Parents

Primary school teachers and administrators supported various roles of parents to considerable extents. The educational authorities in the government should develop programs to enhance parental involvement in these roles. Perhaps the Ministry of Education should start with enhancing simpler parental roles such as "parents as observers" and "parents as teachers at home" and continue to implement more involved roles such as "parents as participants in decision-making" later on.

With regard to parental participation in decision-making, first the government should take steps to decentralize the decision-making process, strengthen the school personnel's sense of authority and self-esteem, and give them a choice to participate in those processes.

After teachers and school administrators are allowed to participate in decision-making, parents could be involved in decision-making.

Parents as Teachers At Home

This role of "parents as teachers at home" had the highest support and advocacy among teachers and school administrators.

- 1) Educational authorities should develop programs to make parents understand that they can have a positive and lasting effect on their children's performance in school.
- 2) Parents should learn what to expect from their children and how to respond to his/her success or failure.

Significant differences that exist in the perception of primary school teachers and administrators with regard to categories of four out of five demographic variables, by no means are alarming. The categories with somewhat less supportive perception can be encouraged to become more supportive of this role of parents.

- 1) Sex - It should be emphasized to male teachers and school administrators that the role of parents as "teachers at home" is an important activity which usually is assumed by the mother.
- 2) Professional Experience - Primary school teachers and administrators with longer periods of



- 2) Professional Experience - Primary school teachers and administrators with longer periods of experience should be helped to realize that the process of change is slow, but it is important that they do not lose their enthusiasm and interest in changes they want to occur in the educational process in general and in the role of "parents as teachers at home" in particular.
- 3) Level of Education - It should be emphasized to primary school teachers and administrators with higher levels of education that enhancing parental role "as teachers at home" by no means interferes with their professional expertise. It is even possible that school personnel may benefit from parents' diversified background and broaden their professional perspective.
- 4) Nationality - Non-Kuwaiti primary school teachers and administrators should be encouraged to appreciate parents' roles "as teachers at home" to a greater extent. It should be stressed that educating children is not an exclusive function of school and its personnel.

Parents as Paid Participants

Various categories of respondents supported the role of parents "as paid participants" to a moderate extent.



There is a significant difference with regard to categories of one independent variable - position.

Primary school administrators should be made aware of the situation that when parents are used as paid participants, the function would be carried on in a very effective and efficient way.

Training Teachers in the Area of Home/School Relationships

The development of effective parent-teacher interaction is one component not included in teacher training programs. Although most prospective teachers learn about the importance of developing a good working relationship with parents, they are seldom exposed to practical techniques of doing it. Often, their first experience in dealing with parents occurs during practice teaching or during their first year in the field. Except for what they learn from talking with their more experienced colleagues, new teachers often have no definitive guidelines for dealing with parents. And, far too often, the advice received from senior colleagues gives them a negative view of parents' behavior and attitudes and discourages them from seeking and obtaining parental cooperation. To develop effective parent-teacher cooperation, it is imperative to devise preservice and inservice teacher training programs.

With regard to the notion of training teachers for home/school relationships, there are significant differences relevant to categories of two independent variables - sex and position.

- 1) Sex - Female primary school teachers and administrators should be encouraged to enhance their professional ambition by attending training programs whenever offered in the field of home/school relationships.
- 2) Position - Similarly, teachers should be encouraged to increase their professional proficiency by enthusiastically welcoming, and even asking for training programs for such an important topic as home/school relationships.

Home Visitors

With regard to home visits, it was observed that respondents in this study were the least supportive. This rejection might be, at least in part, due to the fact that school personnel have to put extra effort and spend considerably more time to visit students' homes. In order to release the teachers and school administrators from additional burden that may be caused by home visits, Gordon, Bernard and Guinagh (1977, Ch. 2,3, and 4) have proposed a scheme by which individuals from the community can be employed as "paraprofessional home visitors." This idea might be applicable in Kuwait where people could be

employed, perhaps on a part-time basis, to take part in systematically visiting the homes of families who have children in school system.

The stronger rejection of home visitors by women in comparison to men is by no means alarming. Female teachers and administrators, however, can be encouraged to contact mothers and other female members of the families that have children in school and enhance close relationships between home and school.

The Need for More Efforts and Clear Directives

Reports and publications relevant to the endeavors of Kuwaiti Government on the subject of home/school relationships were reviewed, and the efforts of the Kuwaiti Ministry of Education that were directed towards parent/teacher cooperation since 1966 were discussed in Chapter Three. These efforts include the 1966 order of the Ministry of Education advising the school principals to form parent/teacher committees, 1966 conference of school principals, educational week of "Teachers' Association" of 1969 and the "Educational Cooperation Between Home and School" of 1973. The general goal of these efforts is to improve parent/teacher relationships. Their specific objectives and strategies to achieve these objectives are not stated.

- 1) However, their specific objectives, and strategies to achieve these objectives should be clearly delineated.
- 2) Furthermore, since 1973 there has not been any major conference or seminar to address this important issue. In order to establish effective cooperative relationships between parents and school personnel, it is absolutely essential to conduct seminars and conferences relevant to this issue on a regular basis.
- 3) It is also imperative that clear directives be given by the Ministry and strategies by which these directives are to be implemented should be outlined.

Need for Parent/Teacher Associations

When the formation of parent/teacher committees was emphasized twenty years ago, many educators were hopeful that these committees would result soon in the establishment of parent/teacher associations on the local as well as on the national level. Unfortunately, after the passage of twenty years, the establishment of parent/teacher associations has not materialized.

- 1) To facilitate cooperative efforts between home and school, a formal organization through which parents and teachers can work together for better education of children is needed.

- 2) In order to make certain that a participative parent/teacher association recognizes the needs of parents and teachers, the participation of both in formulating the goals and determining the activities of the association is very essential.

Participation in Community Activities

Parent/teacher relations are often improved to a considerable extent if teachers participate in community activities other than those sponsored by the schools.

- 1) Each parent naturally believes that the organization to which he/she belongs, and the activities in which he/she participates are worth while. The parent will develop a friendly feeling for the teacher who has selected to join one of his/her particular organizations or activities.
- 2) Teachers who participate in religious ceremonies, social clubs, adult education and other organizations approved by respected people in the community, will find that they have serious people among parent supporters. Certainly, this participation should not interfere with their teaching duties.

Parent Education

In order to increase parents' participation in the education of their children, some educators believe that parental participation must be taught (Stern, 1960). Since there are numerous adult educational programs in Kuwait and many who attend these programs are parents, it would be appropriate for the school to take part in those programs. Parents' education pertinent to their involvement in the schooling process can be established as a part of the adult education scheme. Parents are not only taught how to cooperate in the education of their children, but they are also able to establish contacts with school staffs. Therefore, the decision of the school to engage in parent education might lead to an increment in cooperation between home and school.

Recommendations for Further Research

It was mentioned earlier in this research project that the attention has been focused only on public primary school teachers and administrators.

- 1) Other levels of educational setting have not been considered. Analogous studies are needed to be directed to Kindergarten, Intermediate and Secondary Schools.
- 2) Similarly, home/school relationships in various levels of private schools must be investigated.



- 3) Comprehensive studies are needed to learn about parents' perceptions and attitudes with regard to home/school relationships.
- 4) The university of Kuwait, with adequate resources for research, should get involved in community studies in the area of home/school cooperation.



A P P E N D I X A

THE QUESTIONNAIRE



**QUESTIONNAIRE FOR TEACHERS AND
SCHOOL ADMINISTRATORS**

PLEASE ANSWER EVERY QUESTION:

Section 1

Please mark an "X" in the appropriate box in front of the answer that best describes you.

1. Sex:

☐ Male

☐ Female

2. Professional experience:

☐ 5 Years and Less

☐ 6 - 10 years

☐ 11 - 15 years

☐ More than 15 years

3. Position:

☐ Teacher

☐ Administrator

4. Level of Educational Background:

☐ Diploma or less

☐ Bachelors or more

5. Nationality:

☐ Kuwaiti

☐ Non Kuwaiti



11. Parents should receive materials (other than report card) that explain the plan of classroom activities and other school efforts during the year.
12. Parents should be invited in the school to observe school activities.

	Strongly Agree
	Agree
	Neither Agree Nor Disagree
	Disagree
	Strongly Disagree

SECTION III.

PARENTS AS TEACHERS AT HOME

13. Parents should help their children at home with their homework daily.
14. Parents should take their child to the library and help him/her to get books.
15. Parents should inquire about their child's scholastic progress and advise him/her with regard to the importance of educational attainment.
16. Parents should educate themselves in order to help their children for better achievement.
17. The school should send home materials for parents to work on together with their child at home during the school year.

[illegible]



SECTION IV.
PARENTS AS VOLUNTEERS

18. Teachers should encourage parents of every child to assist in the classroom activities as volunteers during the school year.
19. Teachers should invite the parents to speak about their work and give the class information with regard to various careers and professions during the school year.
20. Teachers should invite parents to work as volunteers in certain committees concerned with school activities during the school year.
21. Teachers should ask parents to volunteer for social activities in the school (example: a birthday or mother's day).
22. Teachers should encourage parents to help as volunteers in extracurricular activities such as sports.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

SECTION V.
PARENTS AS PAID PARTICIPANTS

23. Parents should receive pay for attending parent-teacher committee meetings that discuss their role in the school.

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24. Teachers should organize adult evening activities where parents can learn about their role in the school.
25. Parents should be paid to assist in school extra-curricular activities.
26. School should provide programs to train parents as teacher-aides and get paid.
27. School should organize workshops and seminars for parents where those who attend get paid.
28. Parent-teacher committees for each class should be initiated where parents are encouraged to take part and get paid.
29. School should invite qualified parents to lecture in each class in the field of their expertise and be compensated.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

SECTION VI.
PARENTS AS PARTICIPANTS IN
DECISION MAKING

30. Parents should take part in evaluating the scholastic performance.

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31. Parents should be encouraged to participate actively in reviewing the school curricula.
32. Parents should be involved in activities directed toward improving the educational system.
33. In the solution of crises, the view and assistance of parents should be asked.
34. Parents' suggestions should be asked with regard to promotion and transfer of school personnel.
35. Parents should be asked to review the school's general rules and regulations in which active participation of parents is encouraged.
36. Parents should play an active part in reviewing the school disciplinary rules and regulations.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

SECTION VII.
HOME VISITATION

37. Teachers should visit some students' homes at least once a year.



44. Teachers should visit some of his/her children's homes on social occasions, because such visits have an educational effect.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

SECTION VIII.

TRAINING TEACHERS FOR HOME/ SCHOOL RELATIONSHIP

45. Teachers should take pre-service training in the area of home/school relationships.
46. Teachers should take in-service training in the area of home/school relationships.
47. Teachers should be trained in the area of home/school relationships through seasonal publications and circulated to both teachers and parents.
48. Teachers should be trained in the area of home/school relationships through mass media programs (TV, broadcast, press . . .) about the methods which could participate in developing home/ school cooperation.

A P P E N D I X B

ARABIC TRANSLATION FOR THE QUESTIONNAIRE



استبانة حول
التعاون بين البيت والمدرسة من وجهة
نظر معلمي وإداري المرحلة الابتدائية
بـدولة الكويت



بسم الله الرحمن الرحيم

الأخوة / الزملاء والزميلات :

تحية طيبة وبعد،

يستهدف هذا البحث الوقوف على وجهات نظر المعلمين والإداريين (الوكلاء والناظر) بالمدارس الابتدائية بدولة الكويت حول موضوع "التعاون بين البيت والمدرسة".

والمطلوب وضع إشارة (x) امام العبارة التي تتفق مع رأيك، علما بأنه من غير المطلوب ذكر اسماء المتحيين . وهذا الاستبيان لن يطلع عليه احد غير الباحث ولذلك فإن مساعدتك في الاجابة على جميع هذه الاسئلة من خلال خبرتك التربوية خيسر عون للمباحث فيما يتوخاه ويرجوه .

مع الشكر لتعاونكم ، ، ،

الباحث

يوسف محمد احمد الحميد

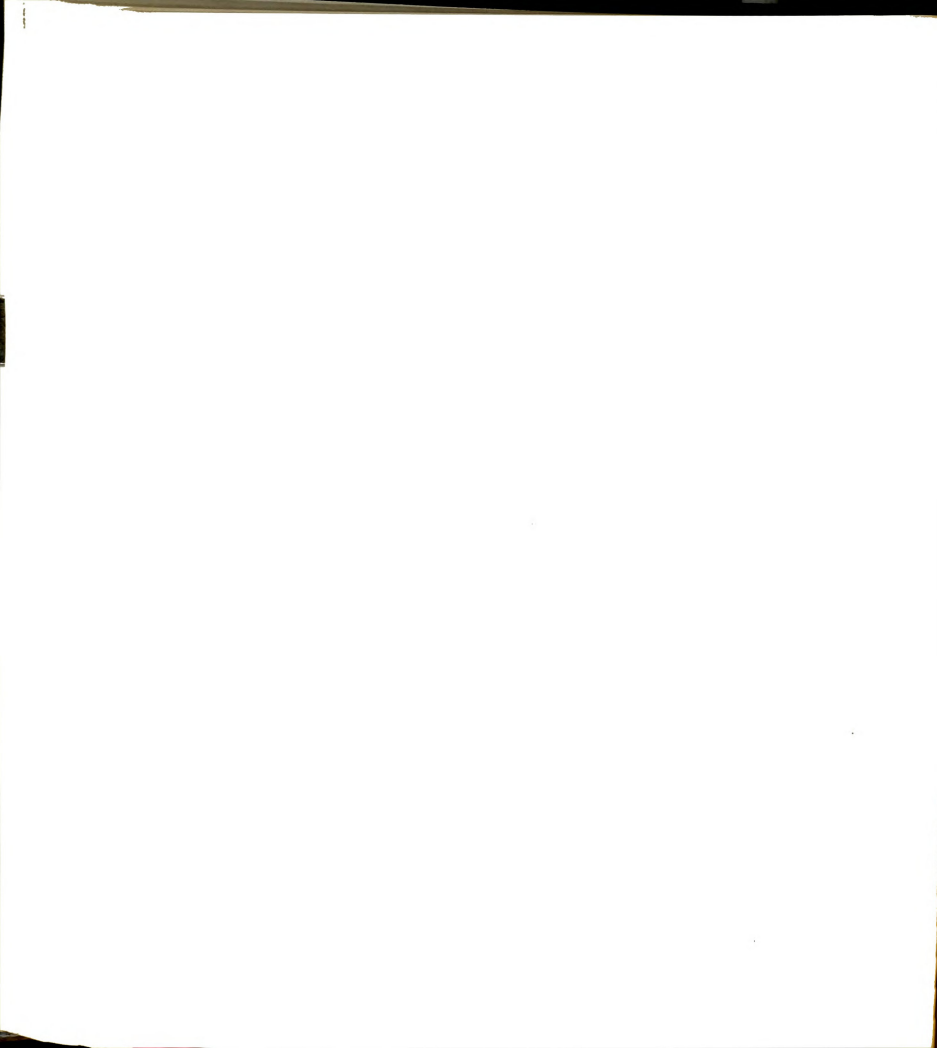
طالب دكتوراه - كلية التربية

جامعة ولاية مشين - الولايات المتحدة الأمريكية

ملاحظة :

يستخدم في هذه الاستبانة المصطلحات التالية :

- ١ - الابناء : الامهات والاباء
- ٢ - المعلمين : المعلمات والمعلمون
- ٣ - الابناء : البنات والبنين
- ٤ - التلاميذ : التلميذات والتلاميذ



بسم الله الرحمن الرحيم

يرجى الاجابة على جميع الاسئلة

الجزء الاول : بيانات عامة

ضع علامة (x) على المربع الذي يناسبك

١ - الجنس : ☐ ذكر ☐ انثى

٢ - سنوات الخبرة : * ☐ من خمس سنوات وأقل

☐ من ٦ الى ١٠ سنوات

☐ من ١١ الى ١٥ سنة

☐ من ١٥ سنة فأكثر

٣ الوظيفة : ☐ معلم ☐ ناظر ☐ وكيل

٤ - المؤهل العلمي او التربوي : ☐ ما قبل الجامعة

☐ مؤهل جامعي

☐ ما بعد الجامعي

٥ - الجنسية : ☐ كويتي

☐ غير كويتي

* مدة الخبرة في العمل التربوي

(٢)

- في جانبك على العبارات التالية عن التعاون بين البيت والمدرسة فإن اختصارك يعني الآتي :

- ١ - اوافق تماما .
 ٢ - اوافق .
 ٣ - محايد (لا اوافق ولا اعارض)
 ٤ - لا اوافق
 ٥ - لا اوافق ابدا .

وفيما يلي عبارات تتعلق بجوانب العلاقة بين البيت والمدرسة ومن خبرتك الشخصية في مجال التربية . مع علامة (x) امام العبارة التي تعتبر من وجهة نظرك .

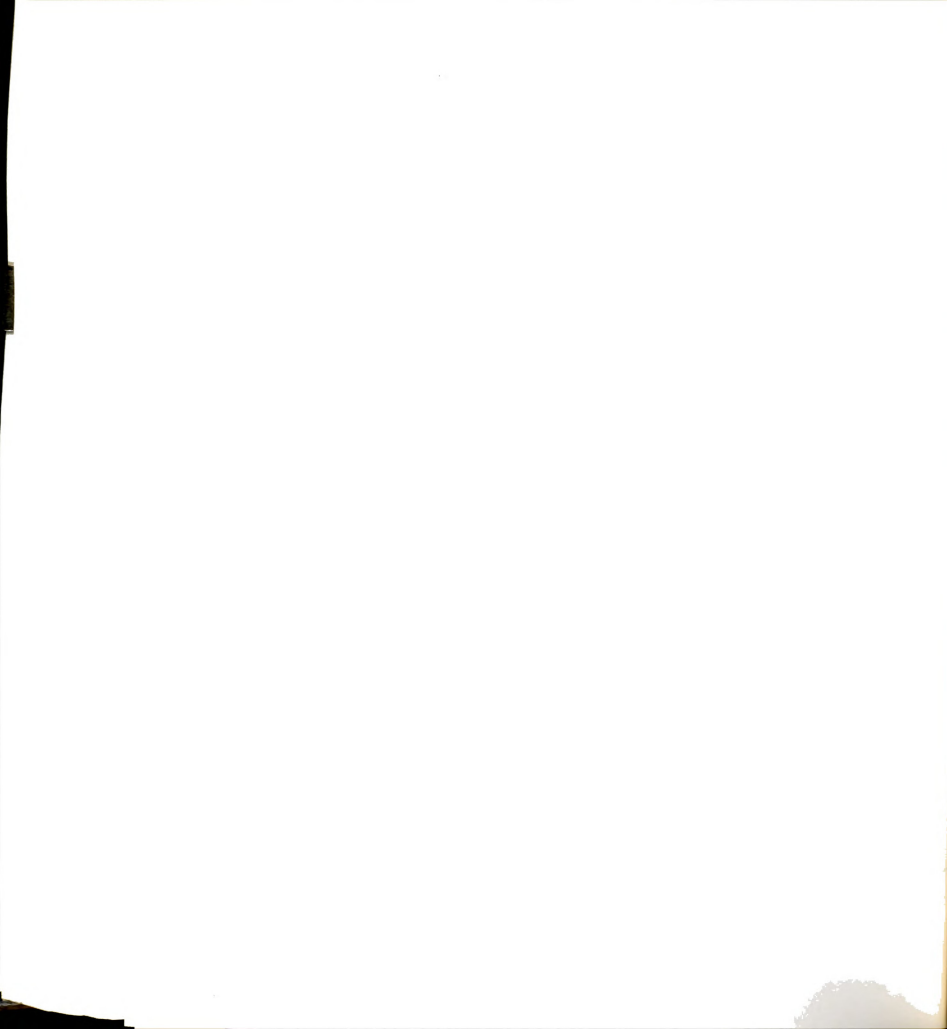
(٢) الجزء الثاني : الياء كمتابعين :

وافق تماما	وافق محايد	لا وافق تماما	لا اوافق	
				٦ - يجب على الياء ان يزوروا المدرسة ويلتقوا المعلمين لقاء تعارف وتعاون
				٧ - يجب على الياء ان يتحدثوا مع المعلمين عن نجاح او تفكير ابنائهم في المدرسة .
				٨ - يجب على الياء ان يناقشوا المعلمين في جوانب الفعف والقوة في المستوى التحصيلي لابنائهم .
				٩ - يجب على الياء ان يتعلموا بالمدرسة للاطلاع على اي جانب من البرنامج اليومي المدرسي وذلك بكل حرية .
				١٠ - يجب على الياء ان يشاهدوا فملا دراسيا مرة واحدة في السنة على الاقل.
				١١ - يجب على الياء ان يتعرفوا على خطة الانشطة داخل الفصل وخارجة - خلال العام الدراسي بالاضافة الى بطاقة الدرجات .



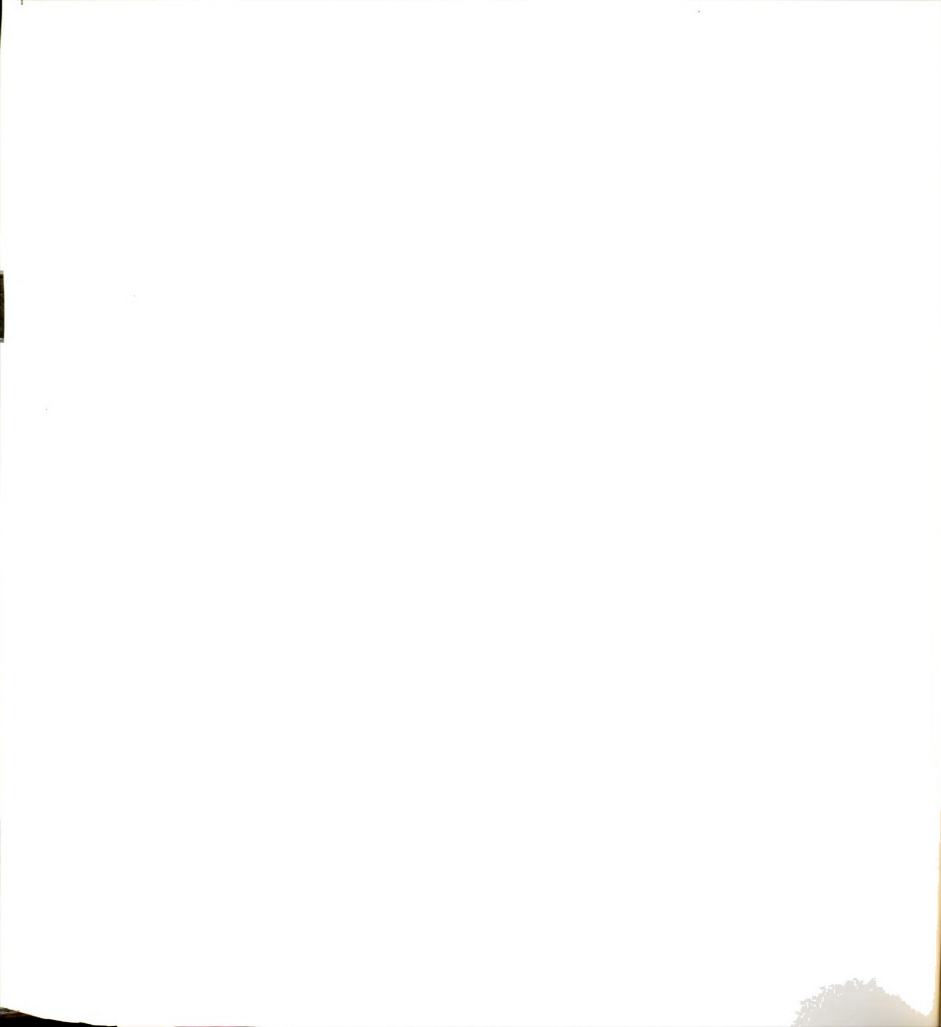
ارفاق تصام	ارفاق	مجايد	لا اوافق ابدا	ارفاق
				١٢ - يجب على الاباء ان يزوروا المدرسة لمساعدة الانشطة المدرسية .
				(٣) الجزء الثالث : الاباء كمعلمين لابنائهم في المنزل . ١٣ - يجب على الاباء ان يساعدوا ابنائهم يوميا في واجباتهم المدرسية (لا يقعد من ذلك حل الواجبات منهم) .
				١٤ - يجب على الاباء ان يحرصوا ابنائهم على المكتبة ويساعدوهم في كيفية الحصول على الكتب .
				١٥ - يجب على الاباء ان يستفسروا عن مدى تقدم ابنائهم في المدرسة ويقدموا التمتع والارشاد لهم بخصوص اهمية التحصيل العلمي .
				١٦ - يجب على الاباء ان يتحققوا انفسهم (في كيفية تدريس ابنائهم) وذلك لمساعدة ابنائهم في تحقيق انجاز (علمي) افضل .
				١٧ - يجب على الاباء ان يتناقشوا مع ابنائهم في المنزل الاجزاء المتعلقة بالمواد التعليمية (الواجبات الاضافية للمواد التعليمية) المرحلة من قبل المدرسة وذلك للتكامل بين الاباء والمعلمين .
				(٤) الجزء الرابع : الاباء كمتطوعين : ١٨ - يجب على الاباء ان يتطوعوا بالمساعدة في الانشطة الصفية - خلال العام الدراسي مندمجا بطلب المعلمون منهم ذلك .
				١٩ - يجب على الاباء ان يقوموا بدور ارشادي وتوجيهي للتلاميذ كان يتحدثوا داخل الفصل عن معلمهم ويرودوا التلاميذ بمهنتهم بالمعلومات المتعلقة بالانشطة المدرسية المختلفة .

لاوافق ابدا	لاوافق	محايد	وافق	وافق تصانعا
				٢٩ - يجب ان يحترم الآباء ماديها ومعنويها لقيامهم بالقضاء المحاضرات داخل الفعول في مجال تخصصاتهم .
				(٦) الجزء السادس : الآباء كمشاركين في اتخاذ القرارات . ٣٠ - يجب على الآباء ان يشاركوا في تقديم الاداء المدرسي .
				٣١ - يجب ان يشجع الآباء على المشاركة الفعالة في مراجعة المنهج المدرسي .
				٣٢ - يجب على الآباء ان يخطرخوا في الأنشطة التي تهدف الى تحسين النظام التربوي .
				٣٣ - يجب على الآباء ان يساعدوا المدرسة في حل المشاكل الطلابية المدرسية متدما يطلب معرفة رأيهم .
				٣٤ - يجب على الآباء ان يسهموا بأرائهم فيما يتعلق بترقية العاملين بالمدرسة أو نقلهم منها والىها .
				٣٥ - يجب على الآباء ان يراجعوا أنظمة المدرسة وقوانينها العامة التي تشجعهم على المشاركة الفعالة .
				٣٦ - يجب على الآباء ان يلعبوا دورا نشطا في مراجعة الأنظمة والقوانين التي تحكم سلوك الطلاب وتصرفاتهم وممارستهم داخل المدرسة .
				(٧) الجزء السابع : الزيارات المتتالية : ٣٧ - يجب على المعلم ان يزور منازل بعض تلاميذه مع بداية العام الدراسي للتوفيق على احوال تلاميذه مبكرا .



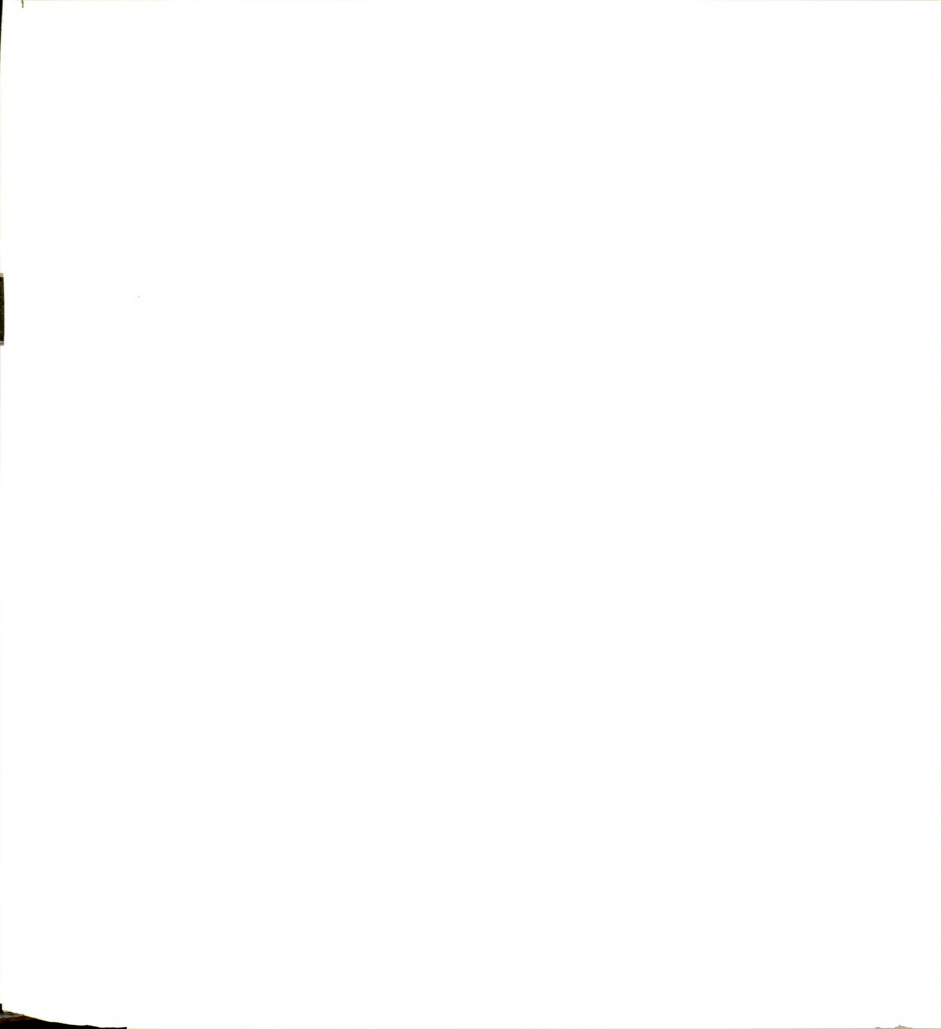
(٦)

لاوافق ابدا	لاوافق	محايد	وافق	وافق تماما	
					٣٨ - يجب على المعلم ان يزور منازل بعض تلاميذه لان التحليم عملية متكاملة تتم بمشاركة البيت والمدرسة .
					٣٩ - يجب على المعلم ان يزور منازل بعض تلاميذه لكي يخلق جوا من التعاون بين البيت والمدرسة بما يساعد التلاميذ .
					٤٠ - يجب على المعلم ان يزور منازل بعض تلاميذه ليناقدش الاباء في مدى نجاح او فشل ابنائهم في المدرسة .
					٤١ - يجب على المعلم ان يزور منازل بعض تلاميذه في حالة تعرض التلاميذ لمشاكل معينة داخل الفصل .
					٤٢ - يجب على المعلم ان يزور منازل بعض تلاميذه ليشعر التلاميذ ان والديهم ومعلميهم يعملون كفريق واحد لمساعدتهم على تحقيق النجاح .
					٤٣ - يجب على المعلم ان يزور منازل بعض تلاميذه ليعرف الاباء على العاملين بالمدرسة ومدى اهتمامهم في تربية ابنائهم .
					٤٤ - يجب على المعلم ان يزور منازل بعض تلاميذه ليشترك في المناسبات الاجتماعية للتلاميذ لما لذلك من آثار كبيرة في العملية التربوية (كحفور مناسبات سعيدة وغيرها) .
					(٨) الجزء الثامن : تدريب المعلمين في مجال العلاقة بين البيت والمدرسة ٤٥ - يجب ان يتم تدريب المعلمين في مجال العلاقة بين البيت والمدرسة في مرحلة الاعداد بكتليات التربية ومعاهد اعداد المعلمين .



(٧)

لاوافق ابدا	لاوافق	محايد	وافق	وافق تصاعدا	
					٤٦- يجب ان يتم تدريب المعلمين في مجال العلاقة بين البيت والمدرسة وذلك انشاء الخدمة .
					٤٧ - يجب ان يتم تدريب المعلمين في مجال العلاقة بين البيت والمدرسة بماهذ ان نشرات الموسمية حول العلاقة بين البيت والمدرسة وتوزعها على المعلمين والاباء .
					٤٨ - يجب ان يتم تدريب المعلمين في مجال العلاقة بين البيت والمدرسة باعداد برامج اعلامية (تلفزيونية اذاعية مطبوعة ...) حول السبل التي يمكن ان تساهم في تطوير العلاقة بين البيت والمدرسة .



A P P E N D I X C

ENGLISH LETTERS

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824-1034

June 7, 1985

Mr. Robert Kupfer
Shorewood Public Schools
Shorewood Intermediate School
Shorewood, WI 53211

Dear Mr. Kupfer:

I am in the process of developing a research study focusing on Home/School Cooperation. I would like to determine if the elementary principals and teachers would want parents to be involved in the schools.

Your name was recommended by Dr. Louis Romano as a person who would have a good understanding of parent involvement in the school. Would you assist me by answering the following questions:

1. Have I included all the components of Home/School Cooperation? If not, what would you add? What would you delete?
2. Please read the statements. Are they clear to the reader?
3. Have I left any items out which you feel should be included?
4. Check the format

May I express my appreciation for your efforts on my behalf.

Sincerely,


Youssef Al-Hammad
1445 C Spartan Village
East Lansing, MI 48823

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
BRICKSON HALL

EAST LANSING • MICHIGAN • 48824-1034

June 7, 1985

Marcia Leep
Genesee Intermediate Office
2413 W. Maple
Flint, MI 48507

Dear Ms. Leep:

I am in the process of developing a research study focusing on Home/School Cooperation. I would like to determine if the elementary principals and teachers would want parents to be involved in the schools.

Your name was recommended by Dr. Louis Romano as a person who would have a good understanding of parent involvement in the school. Would you assist me by answering the following questions:

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2. Please read the statements. Are they clear to the reader?
3. Have I left any items out which you feel should be included?
4. Check the format

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Sincerely,


Youssef Al-Hammad
1445 C Spartan Village
East Lansing, MI 48823

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824-1034

June 7, 1985

Dr. Nicholas P. Georgiady
Miami University
Oxford, OH 45056

Dear Dr. Georgiady:

I am in the process of developing a research study focusing on Home/School Cooperation. I would like to determine if the elementary principals and teachers would want parents to be involved in the schools.

Your name was recommended by Dr. Louis Romano as a person who would have a good understanding of parent involvement in the school. Would you assist me by answering the following questions:

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2. Please read the statements. Are they clear to the reader?
3. Have I left any items out which you feel should be included?
4. Check the format

May I express my appreciation for your efforts on my behalf.

Sincerely,


Youssef Al-Hammad
1445 C Spartan Village
East Lansing, MI 48823

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824-1034

June 7, 1985

Dr. Marie Smith
142 Alger SE
Grand Rapids, MI 49507

Dear Dr. Smith:

I am in the process of developing a research study focusing on Home/School Cooperation. I would like to determine if the elementary principals and teachers would want parents to be involved in the schools.

Your name was recommended by Dr. Louis Romano as a person who would have a good understanding of parent involvement in the school. Would you assist me by answering the following questions:

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2. Please read the statements. Are they clear to the reader?
3. Have I left any items out which you feel should be included?
4. Check the format

May I express my appreciation for your efforts on my behalf.

Sincerely,



Youssef Al-Hammad
1445 C Spartan Village
East Lansing, MI 48823



MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824-1034

June 7, 1985

Dr. Dolly McMaster
Northville Public Schools
Northville, MI 48167

Dear Dr. McMaster:

I am in the process of developing a research study focusing on Home/School Cooperation. I would like to determine if the elementary principals and teachers would want parents to be involved in the schools.

Your name was recommended by Dr. Louis Romano as a person who would have a good understanding of parent involvement in the school. Would you assist me by answering the following questions:

1. Have I included all the components of Home/School Cooperation? If not, what would you add? What would you delete?
2. Please read the statements. Are they clear to the reader?
3. Have I left any items out which you feel should be included?
4. Check the format

May I express my appreciation for your efforts on my behalf.

Sincerely,


Youssef Al-Hammad
1445 C Spartan Village
East Lansing, MI 48823

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824-1034

June 7, 1984

Dr. Phyllis Boyle
Toledo Public Schools
Manhattan and Elm
Toledo, OH 43608

Dear Dr. Boyle:

I am in the process of developing a research study focusing on Home/School Cooperation. I would like to determine if the elementary principals and teachers would want parents to be involved in the schools.

Your name was recommended by Dr. Louis Romano as a person who would have a good understanding of parent involvement in the school. Would you assist me by answering the following questions:

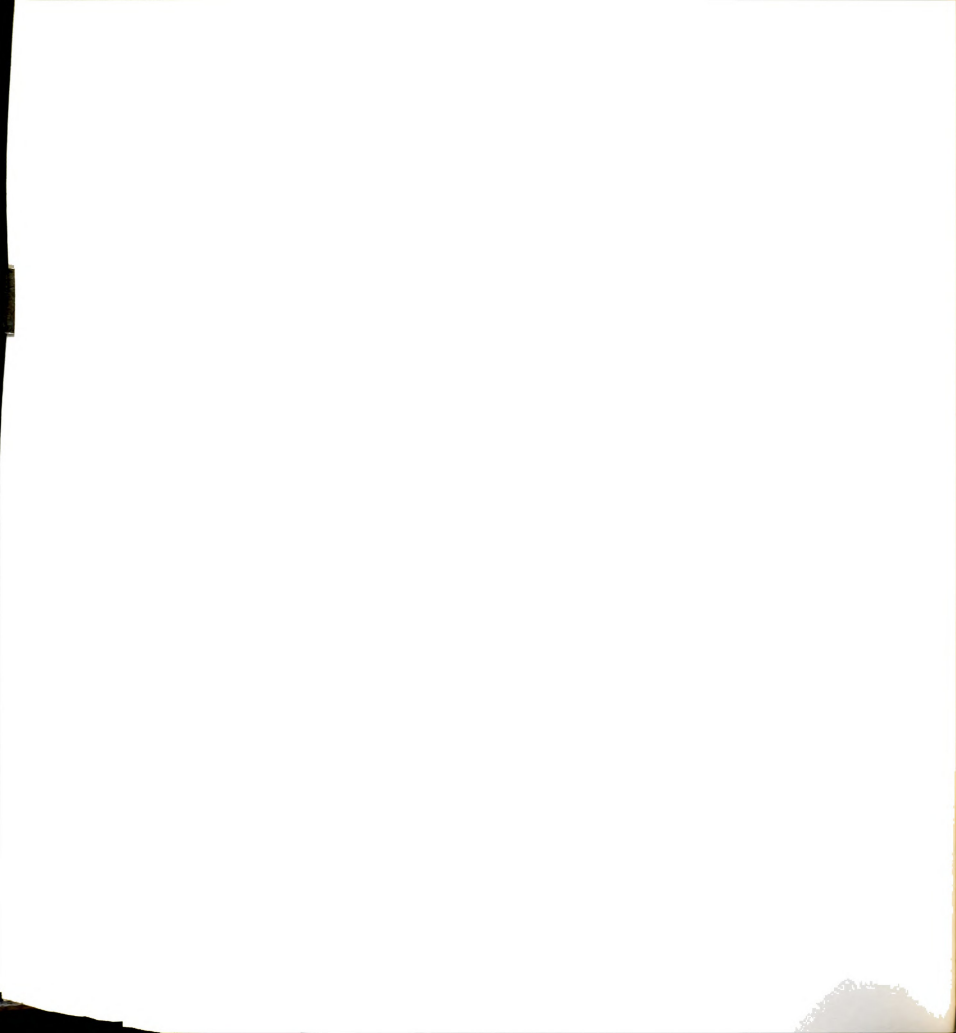
1. Have I included all the components of Home/School Cooperation? If not, what would you add? What would you delete?
2. Please read the statements. Are they clear to the reader?
3. Have I left any items out which you feel should be included?
4. Check the format

May I express my appreciation for your efforts on my behalf.

Sincerely,



Youssef Al-Hammad
1445 C Spartan Village
East Lansing, MI 48823



Northville Public Schools

501 W. Main Street Northville, Michigan (313)340-3400

George R. Bell, Ed. D
Superintendent

Office of Instructional Services

Nancy Soper
Assistant Superintendent

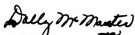
Dolly McMaster
Administrative Assistant for
Curriculum and Instruction

March 28, 1985

Youssef Al-Hamad
1445C Spartan Village
East Lansing, MI 48823

Dear Youssef,

Hope my feedback will be of assistance to you. You
are on the right track. Keep up the good work!


Dolly McMaster
Director of Curriculum &
Instruction

DM/mm
enclosure/questionnaire



MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824-1094

May 20, 1985

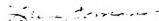
To Whom It May Concern:

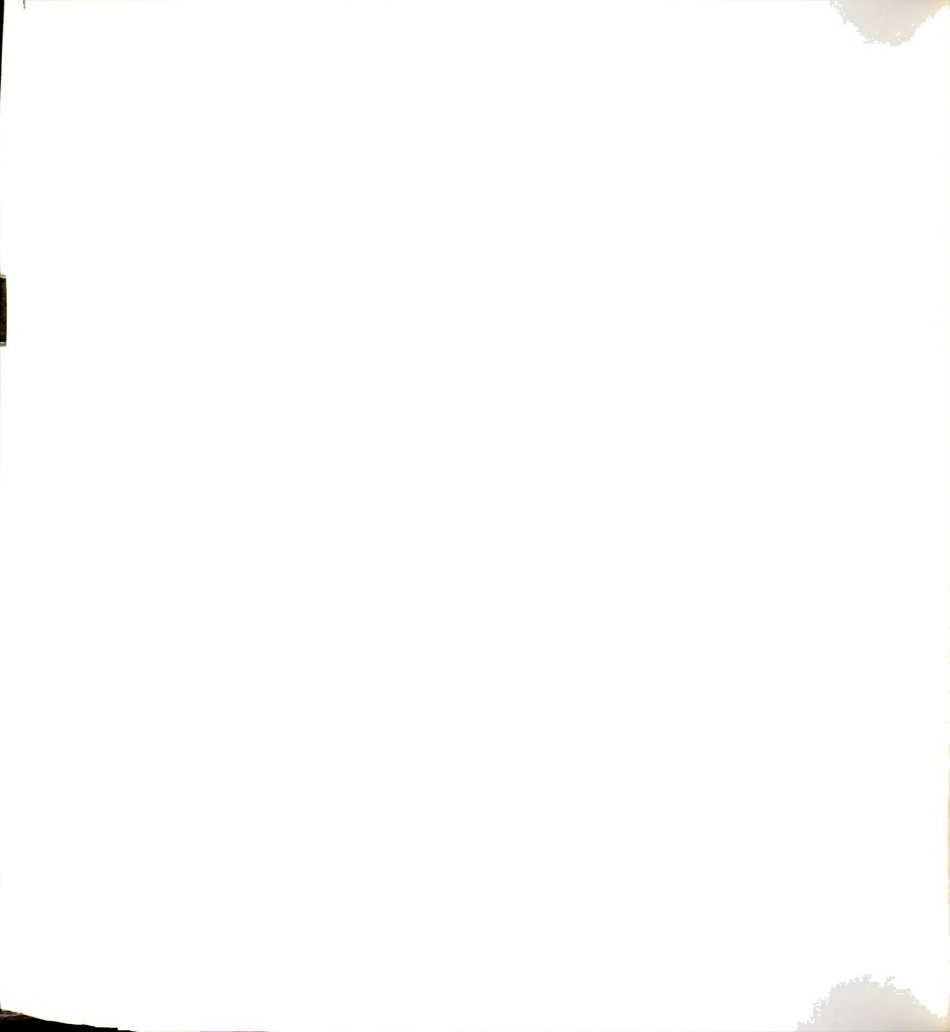
Mr. Yousef Al-Hamad, a Ph.D. candidate in the Department of Educational Administration, had his proposal entitled, "Home/School Cooperation as Perceived by Primary School Administrators and Teachers in Kuwait", approved by his doctoral committee.

To gather his data he will have to distribute a questionnaire to the primary school teachers and administrators in Kuwait. It is imperative that he receive the necessary cooperation if he is to complete this worthwhile dissertation.

Would you please cooperate and complete the attached questionnaire. I personally would like to extend my gratitude for your efforts.

Sincerely,


Louis Romano, Professor and Advisor



MICHIGAN STATE UNIVERSITY

COLLEGE OF ARTS AND LETTERS
DEPARTMENT OF LINGUISTICS AND GERMANIC,
SLAVIC, ASIAN AND AFRICAN LANGUAGES
A-615 WELLS HALL

EAST LANSING • MICHIGAN • 48824-1027

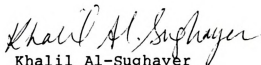
August 2, 1985

To Whom It May Concern:

I have read Mr. Youssef Al-Hamad's Arabic translation of his research questionnaire entitled **"Home-School Cooperation as Perceived by Primary School Administrators and Teachers in the Kuwait Educational System."** I have found his translation very reliable and faithful to the English original in as much as the Arabic structure allows.

I Wish Mr. Al-Hamad the best of luck.

Sincerely yours,


Khalil Al-Sughayer
Instructor of Arabic

بسم الله الرحمن الرحيم

KUWAIT UNIVERSITY
FACULTY OF ARTS
Department of English

جامعة الكويت
كلية الآداب
قسم اللغة الإنجليزية وآدابها



Ref.

Date December 9, 1985.

الرقم

التاريخ

الموافق

TO WHOM IT MAY CONCERN

I hereby certify that Mr. Yusif M.A. Al-Hamad has translated into Arabic the English version of the questionnaire used in his research for his Ph.D. dissertation entitled "Cooperation between Home and School: A Perspective of Primary School Teachers and Administrators, in the State of Kuwait".

I hereby verify that the translation is accurate and conveys into Arabic the exact meaning of the English version of the above-mentioned questionnaire.

I take this opportunity to state that, during the period Mr. Al-Hamad spent in Kuwait collecting data and conducting the questionnaire for his study, he made tremendous efforts to accomplish the objectives he came for. I believe that his findings will be of benefit for education in Kuwait.

I do wish him the best of luck.

Ali H. S. Hajjaj
Dr. Ali H. S. Hajjaj
Lecturer of English and Applied Linguistics
Department of English
Kuwait University
(Formerly Chief Inspector of English
Teaching, Ministry of Education)
(Kuwait)



THE GULF ARAB STATES EDUCATIONAL
RESEARCH CENTER
KUWAIT

المركز العربي للبحوث التربوية لدول الخليج
الكويت

الرقم :

الرقم :

التاريخ :

الرقم :

15/11/85

TO WHOM IT MAY CONCERN

I hereby certify that Mr. Yousef Al Hamad has translated into Arabic Language the English version of the questionnaire used as a tool in his study for his Ph.D., dissertation:- entitled "Home-School cooperation as Perceived by Primary School Administrators and Teachers In Kuwait."

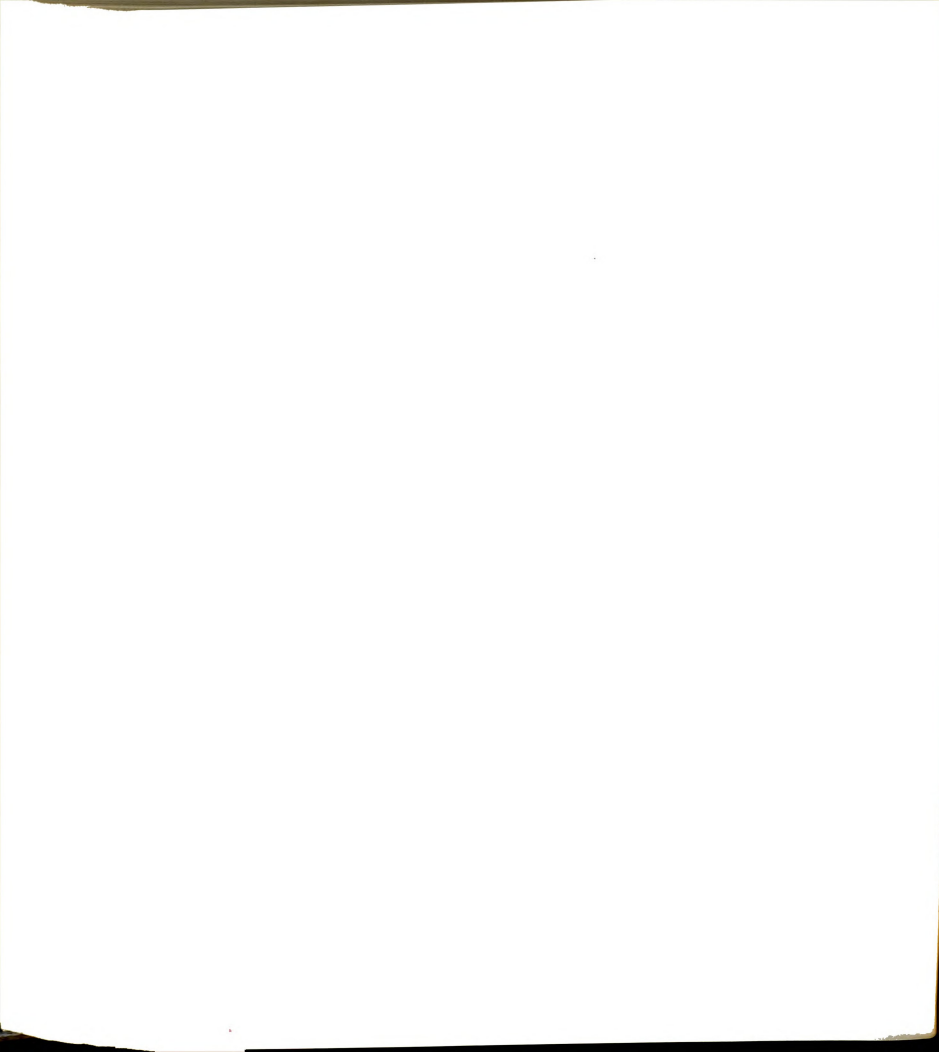
I hereby verify the translation is honest, accurate and valid.

It gives me that the greatest pleasure to state that this questionnaire is in my opinion, most appropriate to the purpose for which it was designed, namely to identify the views of teachers and administrators in Primary Education in Kuwait on the relation between Home and School. I have found this questionnaire comprehensive, convenient and revealing in the area researched.

I do wish to Mr. Al Hamad the best of luck.

Dr. Farouk H. El Farra
Dr. Farouk Al-Farra.
Senior Researcher.
Gulf Arab States Educational
Research Center, Kuwait.

Date: 15/11/85



Jan. 10th, 1986

TO WHOM IT MAY CONCERN:

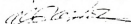
As one of the referees validating Mr. Al-Hamad's research instrument, I recommended few changes in terms of wordings and the organization of the questions in both versions of the questionnaire.

The Arabic version which was used in collecting the data included all aspects of valid one.

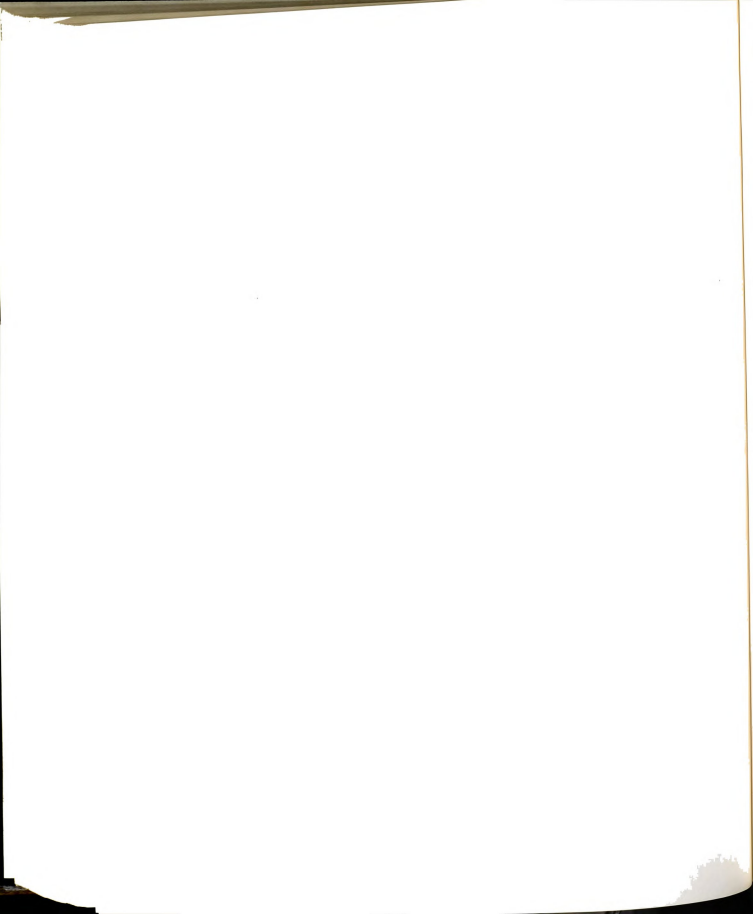
I hope that this piece of research which explore home/school relationship will contribute significantly to the field of education in Kuwait, mainly due to the importance of this relationship in achieving society's objectives with regard to the process of education.

Should there be questions regarding any aspect of this letter , please do not hesitate to contact me.

Sincerely Yours,

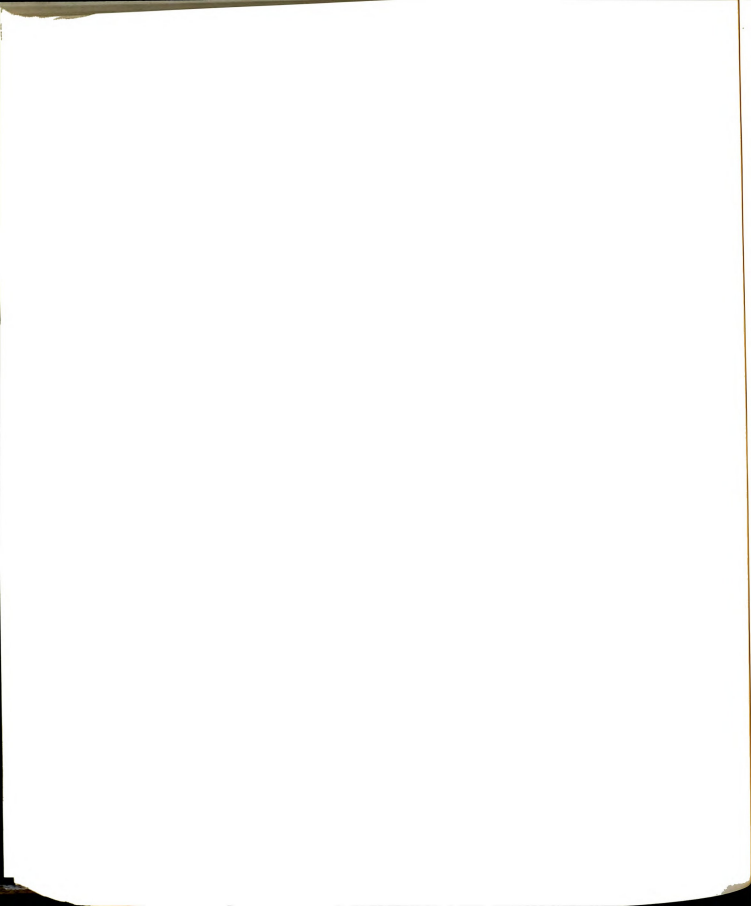


Ali Askar, Ph.D.
Educ. and Psych. Department
Teacher Education Institute



A P P E N D I X D

ARABIC LETTERS



٢٠ / ٥ / ١٩٨٥

الى من يهمه الامر

افيدكم عملاً بان السيد يوسف الحميد الطالب
المرشح للدكتوراة في قسم الادارة التربوية قد حصل على
موافقة اللجنة المشرفة على مشروع رسالته المعنون "التعاون
بين البيت والمدرسة من وجهة نظر معلمي واداري المرحلة
الابتدائية بدولة الكويت".

واستكمالاً لجمع المعلومات فانه سوف يقوم
بتوزيع استبيان على معلمي واداري المدارس الابتدائية
بدولة الكويت . ولكي يتمكن من اكمال بحث رسالته
فان تعاونكم معه ضرورة لا يستغنى عنها.

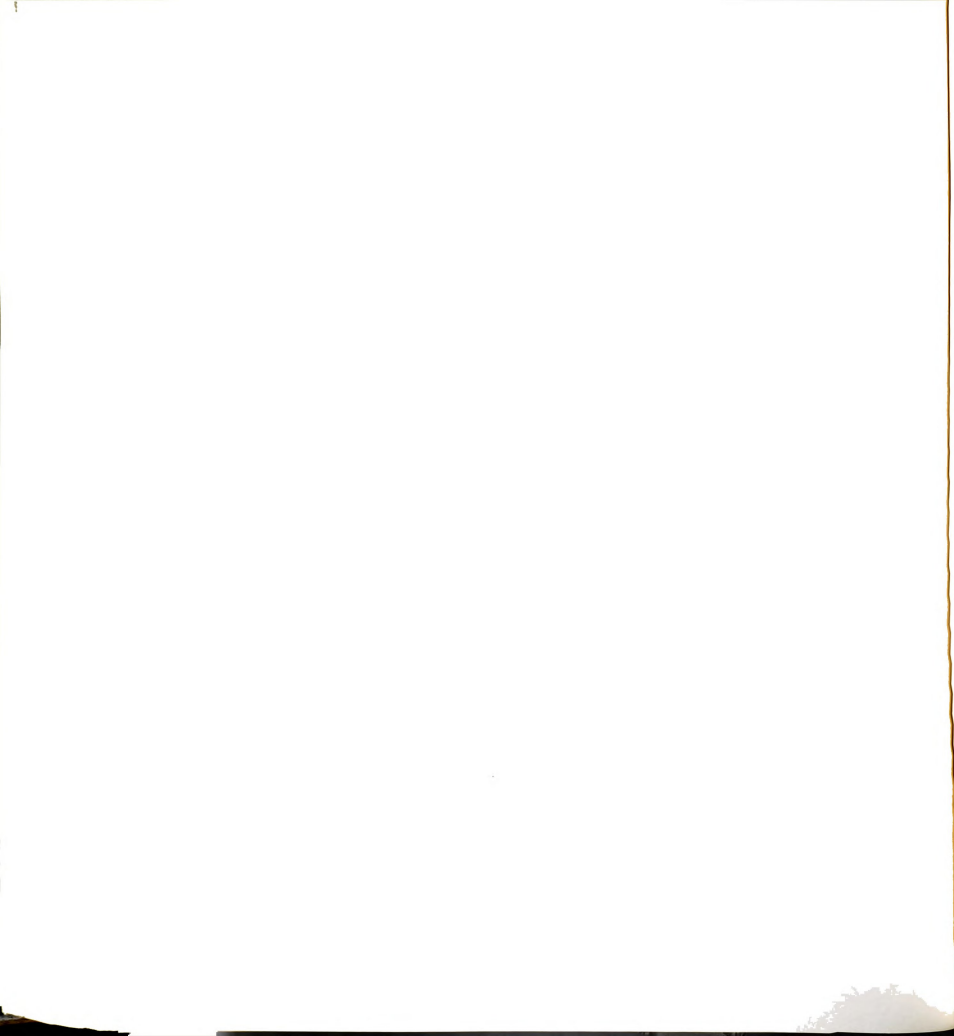
برجاء التكرم بالتعاون معه بالاجابة
على الاستبيان المرفق . كما انه لا يسعني شخصياً
الا ان اتقدم لكم بالشكر على تعاونكم .

المخلص

الاستاذ الدكتور / لويس رومانو

المشرف على البحث





بسم الله الرحمن الرحيم

وزارة التربية

مناقشة الجبراء التعليمية

مراقبة الشؤون التعليمية

التاريخ: ١١ / ١ / ١٤٠٦ هـ

الموافق: ٦ / ١٠ / ١٤٨٥ هـ

الرقم (و / ت / ط ج / ل / ١٤٩ ع)

حضرات المحترفات نساظرات المدارس التالية: ١ - الصليبيخات ٢ - درة بنت أبي سلى
(بالمرحلة الابتدائية) ٣ - الدوحة ٤ - ذات الصراري
٥ - المزلفة
الحلا عليكم ورحمة الله وبركاته وبعد

ارحبر تسهيل مهمة السيد / يوسف محمد احمد الحمد

لجمع البيانات اللازمة والخاصة بموضوع "الكل" الاستبانة الخاصة بالتعاون بين
البيت والدرسة كما يدركه مدرسون واداريو المرحلة الابتدائية بالكويت

ألا تقديم كل معاونة ممكنة اليه

مع خالص التحية

مدير مناقشة الجبراء التعليمية



نسخه/ لمراقبة الشؤون التعليمية

نسخه/ لقسم التعليم الابتدائي

ي . ج

٧٥/٢٠/٠٠٤/٨٢/٥٠٠

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



وَلِلَّهِ التَّوَكُّلُ

منطقة الاحمدى التعليمية

رقم الإشارة وت / ط أ ل / مراقبة الشؤون التعليمية / قسم الابتدائي

السيد المحترم ناظر مدرسة /

تحية طيبة وبعد ،

مرفق استبانته حول تعاون الميث والمدرسة ، خاصة بالسيد / يوسف محمد احمد الحمد
الذى يحضر لنهل درجة الدكتوراه فى الادارة التربوية .
يرجى التكرم بتسهيل مهمة المذكور .

مع خالص التحية ..

السلامة

مدير منطقة الاحمدى التعليمية

عبد الله علي الشبان



نسخه : لمراقب الشؤون التعليمية

* : لقسم التعليم الابتدائي

نسخ : لكل مدرسة من المدارس المعنية

نسخه : للطبف .

ف.س. »





وزارة التربية

إدارة التعليم الابتدائي

رقم الاشارة وت/أ/

الوجه ١٩٠٦/١/١٨

الجواب ٣/١/١٨٠

حفرات نطار وناطرات المدارس المهيئة أو نساء

بحد التهيئة

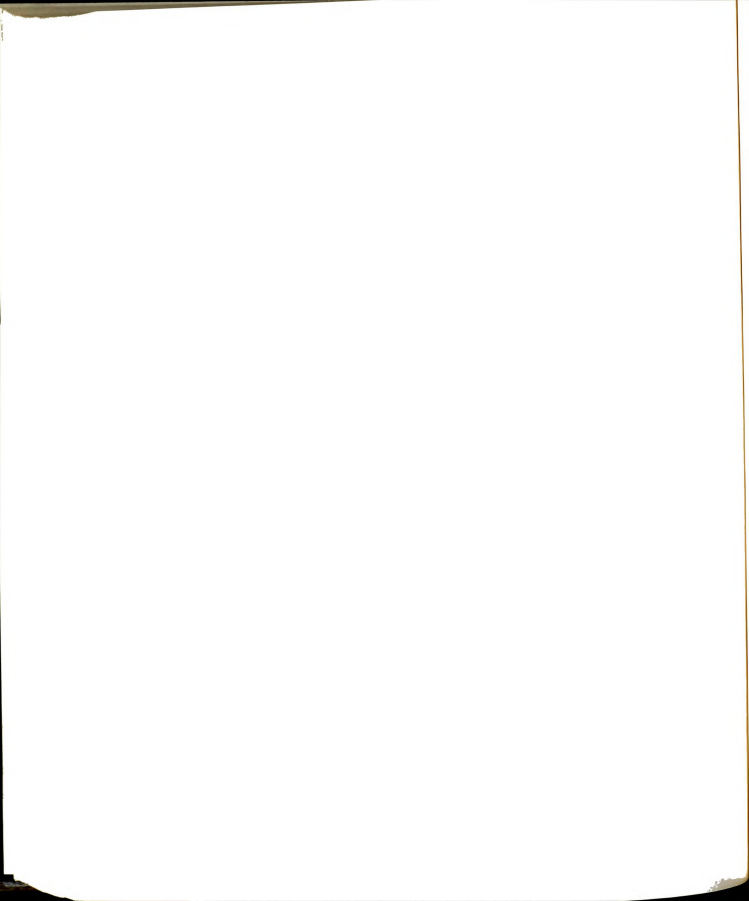
يرجى تسهيل مهمة طالب البعثة الدراسية في الولايات المتحدة الأمريكية ،
السيد / يوسف محمد أحمد الحمد ، باستيفاء بيانات استشارة بحث حول التعاون بين البيت
والدولة كما يدرك مدرسو واداره المرحلة الابتدائية في الكويت ، من قبل العاملين
في مدارسكم .

مع خالص التحية

مدير التعليم الابتدائي

(١) مدارس المدينة الابتدائية : (بين) (٢) مدارس المدينة الابتدائية : (بنا)

- | | |
|-----------------------------|-----------------------------|
| ١ - الأستاذ | ١ - مفسر الشبكي . |
| ٢ - حاذية عبد الله السالم . | ٢ - ابن |
| ٣ - عمير بن | ٣ - علي بن أبي طالب . |
| ٤ - محمد بن | ٤ - خالد بن الوليد . |
| ٥ - الدخول | ٥ - حبيب بن الأرت . |
| ٦ - أم عطية الاخارية . | ٦ - أبو سعيد الخدري . |
| ٧ - البراءة | ٧ - الش |
| ٨ - ز | ٨ - عمار بن ياسر . |
| ٩ - الش | ٩ - زيد الع |
| ١٠ - راحة الع | ١٠ - عبد العزيز داسم حادة . |



بسم الله الرحمن الرحيم

وزارة التربية

محافظة الجبيل التعليمية

مراقبة الشؤون التعليمية

التاريخ: ٢٠١١ / ١ / ١٤٠٦ هـ

الموافق: ٦ / ١٠ / ١٤٠٦ هـ

الرقم (و/ت/ ط ج ل / ١٤٩٩)

حضرات السادة المحترمين نظار المدارس التالية:

- ١- عبد العزيز العتيقي
- ٢- مرشد السليمان
- ٣- عبدالله النوري
- ٤- عبد اللطيف الصالح
- ٥- مشاري هلال الشمري

(بالمرحلة الابتدائية)

السلام عليكم ورحمة الله وبركاته وبعد ،

ارجوا تسمييل مهمة السيد / يوسف محمد احمد الحميد

اجمى البيانات اللازمة والخاصة بمشروع "العملية" للاحتياجات الخاصة بالتعاون بين

المبتهن والمدرسة كط بديركه عد رمويا وانذروا للمرحلة الابتدائية بالكويت .

٢ ملا تقديم كل معاونة ممكنة اليه .

مع خالص التحية

مد ير محافظة الجبيل التعليمية



نسبه/ لمراقبة الشؤون التعليمية .

نسبه/ لقسم التعليم للابتدائي

ي . ج



A P P E N D I X E

LIST OF SCHOOLS

List of Randomly Selected Primary Schools That
Participated in the Study

A. Boys' Schools

1. Saquer Al-Shebeib
2. Eben Sena
3. Ali Ben Abi Taleb
4. Khalid Ben Al-Waleed
5. Al-Muthena
6. Amar Ben Yaser
7. Zaid Al-Harb
8. Abdul-Azia Quasim Hamadah
9. Abu Thar Al-Guphari
10. Othman Ben Afan
11. Al-Funas
12. Al-Buchari
13. Al-Fuhahail
14. Abdul-Aziz Al-Atiqui
15. Murshad Al-Suliman
16. Abdullah Al-Nourri
17. Abdul-Latif Al-Saleh
18. Mushari Helal Al-Shemeri

B. Girls' Schools

1. Al-Ahmadiyah
2. Dahiat Abdullah Al-Salem
3. Omair Ben Saad
4. Om Attiah Al-Ansariah
5. Al-Nuzha
6. Zainab
7. Al-Shuab
8. Al-Mansouriah
9. Al-Funtas
10. Al-Ruquah
11. Abu Halifa
12. Al-Manguf
13. Al-Quasar Al-Ahmar
14. Al-Sulibikhat
15. Durah Bent Abi Al-Khatat
16. Al-Doha
17. That Al-Souwari
18. Al-Muzdalefa



قائمة باسعاء المدارس الابتدائية
المختارة عشوائيا والتي شاركت في الاستبيان

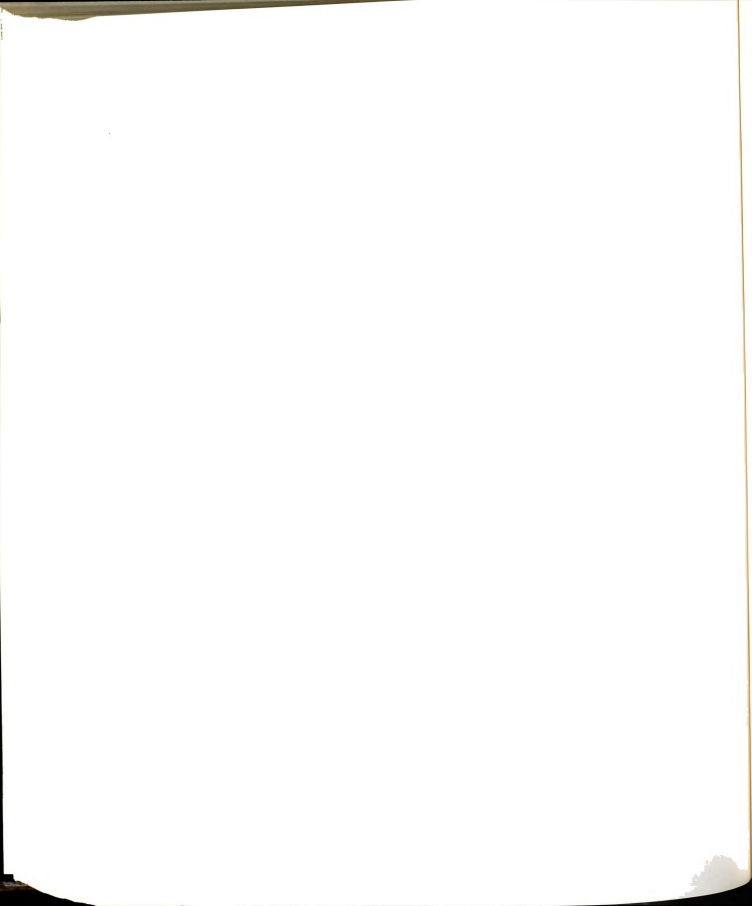
(ب) مدارس البنات

- ١- الاحمدية
- ٢- ضاحية عبد الله السالم
- ٣- عمير بن سعد
- ٤- أم عطيه الانصارية
- ٥- النزفة
- ٦- ريتيب
- ٧- الشعب
- ٨- المنوربية
- ٩- القنطاس المشتركة
- ١٠- الرقصة
- ١١- ابو حليفة المشتركة
- ١٢- المنقف
- ١٣- القصر الاحمر
- ١٤- الطينيات
- ١٥- درة بنت ابي الخطاب
- ١٦- الدوحة
- ١٧- ذات المواربي
- ١٨- المزدلفة

(ا) مدارس البنين

- ١- قصر الشبيب
- ٢- ابن سينا
- ٣- علي بن ابي طالب
- ٤- خالد بن الوليد
- ٥- المثنى
- ٦- عمار بن ياسر
- ٧- ريد الحرب
- ٨- عبد العزيز قاسم حماده
- ٩- ابو ذر الفقاري
- ١٠- عثمان بن عفان
- ١١- القنطاس
- ١٢- البخاري
- ١٣- الفحيحيل
- ١٤- عبد العزيز العتيقي
- ١٥- مرشد طيعمان
- ١٦- عبد الله التوري
- ١٧- عبد اللطيف المالح
- ١٨- مشاري هلال الشمري

A P P E N D I X F
MISCELLANEOUS CORRESPONDENCE



التاريخ : ١٢ / ١٢ / ١٩٧٢

الرقم :

قرار وزير تاري رقم ٧٢/٤٨١
محدد مؤتمرات
(للتعاون التربوي بين المدرسة والبيت)

تدرس وزارة التربية على حشد الجهود ، لتوثيق العلاقة بين المدرسة والبيت -
ولتحقيق التكامل التربوي في تشقة الطلاب .

ورغبة في ارساء تعاون هذا التعاون على أسس سليمة ، وناهضة من هادرسا
الأساسية .

وتناء على توصيات اللجنة التنفيذية ، وما عرضه السيد وكيل الوزارة .

تقرر

أولا - بمحدد مؤتمرات ، للتعاون التربوي ، بين المدرسة والبيت - في الفترة من السبب
١٩٧٢/٣/١٠ - الى الانها ١٩٧٢/٣/١٤ - في ثانوية الشيخ - وذلك وفقا

للخطة السامة المرفقة .

ثانيا - يكون السيد الامتاد وكيل وزارة التربية - المقرر العام للمؤتمر - وله انخاذ
جميع القرارات التنفيذية اللازمة .

وزير التربية



وزارة التربية
مكتب وكيل الوزارة
لجنة الامتحانات والامتحانات بين البيت والمدرسة

الرقم ١ / وت / ع / ١٨٤ - ٣٥٨٤٥٠ التاريخ ١٩٧٢ / ١٢ / ٢٠

محترفات السادة ناظرات ونظار المدارس المحترمين

بعد التحية،

ايها من وزارة التربية بما للبيت والمدرسة من دور فعال رئيس في تربية
الزهد وتكوين المواهب والى السائل ، فقد قررت تدعيم مؤتمر التمايز بين المدرسة والبيت - فمس
الفترة ما بين ١٠ / ١ / ١٩٧٢ .

لذا فان الوزارة ترى ضرورة اتمام المدارس على سلة من المبادرات في التمهيد
لانجاز هذا المؤتمر بشتى الوسائل الاعلامية الممكنة من الآن وحتى حلول سجد انعقاد المؤتمر
وفيما يلى بعض الاقتراحات التى يمكن ان تقوم بها المدارس :

- ١- اقامة الدفلات التثيلية ودعوة اولياء الأمور اليها وتقديم سرحدات بمساعدة فقرات منوعة
تؤكد أهمية اللقاء بين المدرس واولياء الأمور .
- ٢- الاستفادة من البهر السباح ودعوة بعض اولياء الأمور لالقاء الكلمات التى تؤيد دور البيت
والمدرسة واعداد البرامج الازاعية بالقافية المثلثة والمنسجمة مع هذا الموضوع .
- ٣- معالجة موضوع البيت والمدرسة من اريق المواد الدراسية المتلفة ونشا المتدا
٤- اقامة الندوات والمعاشرات التى يشترك فيها نخبة من اولياء الأمور والمدرسين والدالاب
٥- الاهتمام بتدليل لقاءات دورية اسبوعية ان امكن خلال هذه الفترة سواء كان على مستوى
الفصول او المدرسة بين اولياء الأمور بالمدرسين .
- ٦- اعداد جلات الحائط والنشرات الاسبوعية واليومية متضمنة الدور التربوي الذى يقوم به
كل من المدرس واولياء الأمور اعداد شخصية الدالاب وتزويدها على اولياء الأمور
فى الاشياء العاجزة للمدرسة . كما يحرص من السادة نظار المدارس تزويد العلاقات السادة
بالوزارة بكل ما تقوم به تدعيمها لنشره فى الصحف المحلية ونشره الوزارة .

من خالده التميمية

وكيل وزارة التربية

نسخة / للطف



وزارة التربية
مكتب وكيل الوزارة
مؤتمر التعاون التربوي بين المدرسة والبيت

التاريخ : ٢٧ / ١٢ / ١٩٧٢

الرقم : و / ١١ - ٣٨١٢٧

حضرات ملاظرات ونظار المدارس المسترئين
بعد التفتية ،

بمطابقة اعتماد عدم التعاون التربوي بين المدرسة والبيت في السنة من ١٩٧٢/٣/١٠
الى ١٩٧٢/٣/١٤ سيقام مسرعا لأنظار الطلاب والطالبات خلال أيام المؤتمر .
يرجى أن يتناول مدرسو ودرسات التربية الفنية وما يتعلم هذا المصير بالعبارة
فصل أو فصلين من فصول المدرسة على مساحة من الورق لا تقل من ٥٠ X ٥٠ سم بالألوان الشبكية
أو الجواس أو غيرها من الخايط اللينة ، ثم يختار أفضل اللوحات المبارة من التعاون بين
المدرسة والبيت وترسل اللوحات الى مفتش التربية الفنية قبل يوم ٢٥ فبراير ١٩٧٢ لاعدادها
للمدرسة .
عقدت مدينتهم جوائز لأفضل ثلاث فائز من الطلاب والطالبات .

مع خالص التحية

وكيل وزارة التربية

للسادة الوكلاء الساعدين
للسيد مدير ادارة النشاط المدرسي ورئيس اللجنة الفنية للمؤتمر
للسيد مفتش أول التربية الفنية
للسيد رئيس لجنة شؤون الاعلام والتفتية للمؤتمر
الملك



دولة الكويت
وزارة التربية
مكتب وكيل الوزارة

=====

الرقم : دت / خ ج / ٨ / ٣ -

التاريخ : ١٩٧٣/١/٢

السيد الفاضل فاضل مدرسة

تحت طيبة وبعد ،

نعمدنا اجتماع عام مشترك بين أعضاء اللجنة الفنية وناظرات ونظار المدارس المطلة في اللجان المشرف بمناطق محافظات الكويت الوارد بها بالنقطة العامة لمؤتمر التعاون التربوي بين المدرسة والبيت .
ولذلك في تمام الساعة الحادية عشرة من صباح يوم الأربعاء الموافق ١٠/١/١٩٧٣ بسيد المعلمات .

وستطرح في هذا الاجتماع الموضوعات التالية :-

- ١ - تنظيم الاعمال بالمدارس المطلة في لجان المناطق ودمج أعضاء هذه اللجان للاجتماعات التي تتمتع في ١٩٧٣/١/٢١ .
- ٢ - مرسر موضوعات ورقة العمل التي ستطرح في اجتماعات اللجان .
- ٣ - تنظيم سير العمل باللجان .

يرجى عدم التخلل للأهمية .

مع خالص التحيّة "

وكيل وزارة التربية

(المقرر العام للمؤتمر)



دولة الكويت
وزارة التربية
مكتب ونيل الوزارة
=====

الرقم : وت / نج / ٢ / ٨ - ٠٣١٢٢٠ التاريخ : ١٩٧٢ / ١ / ٢

تقرر

بشأن تنظيمات مؤتمر التبرؤ بين الدرسة والبث

=====

بنا على اقرار رقم (٤٨) المؤرخ ١٩٧٢/١٢/١٢ بخذون عقد المؤتمر العام للتعاون التبرؤ بين الدرسة والبث بمطانية الشرح في الفترة من ١٠ الى ١٤ مارس ١٩٧٢ .
وفي نمو النطة العامة للمؤتمر المطقة بالقرار سالت الدر ، ومقرحات اللجنة الفنية

للمؤتمر تقرير الآتسي :-

أولا : على ناظرة أو ناظر الدرسة المشتركة في احدى اللجان البشر بمناطق محافظات البث ، الوارد بيانها في النطة العامة للمؤتمر ، تهجد ناظر الدرسة (مقر اللجنة) بيان أسماء الأعضاء المصنوع عليهم بالنطة (بند ثالث - فقرة أ) وم : ناظر الدرسة والمشراف الاجتماعي ومدرسي وبلي أمر ، وطالب (من الدرسة الثانية) هتدم هذا البيان نسي مود فليحصه ١٩٧٢/١/٨ .

ثانيا : على ناظرة أو ناظر الدرسة التي تكون خرا لحدى اللجان المذكورة تنظيم الاعمال بمناظرات أو نظار الدارس المشتركة في هذه اللجان ، والاعداد لاجتماع أعضاء اللجنة وتوبيسه الدعوة اليهم .

ثالثا : على ناظرة أو ناظر الدرسة الثانية وما في مستوعا ، أن يمزج مقر اللجنة التي تقع الدرسة في منقطتها (ونقا للبان رقم ١ الرفق) باسم طالب واحد أو طالبة من الدرسة الثانية ، لمصلحة اللجنة .

رابعا : تهجد لجان المناطق بالمندوبين الدرسة أساؤهم بالشرف رقم ٢ الرفق وبلا مأنون حلقة الاتصال بين هذه اللجان واللجنة الفنية للمؤتمر التي قرها بادارة النشاط الدرسي .
خاسا : بمقد اجتناع لناظرات ونظار الدارس المشتركة في اللجان البشر بالمناطق مع اللجنة الفنية للمؤتمر ، لدرن النظام الداخلي لهذه اللجان والوضوأت التي توصلت اليها اللجنة الفنية من خلال ردود الدارس على استطلعات الرأي كورة عمل لاجتماعات لجان المناطق ، وتنظيم عقد اجتماعات هذه اللجان المحدد لها ١٩٧٢/١/٢١ .
على جهات الانصااا العلم والسبل بموجبه نورا .

وليل وزارة التربية

(التقرر العام للمؤتمر)

نسخ
للسادة الوزراء
للسيد مدير مكتب الوزير
للسيد مدير مكتب الوزير
لادارة الخدمة الاجتماعية
لادارة النشاط الدرسي
لدارس
نسخ
للسادة

دولة الكويت
وزارة التربية
الهيئة العامة للتعليم
المدنية للتعليم

الرقم : ٣ / ٨ - ٢٠٠٧

التاريخ : ١٩٧٢ / ١٢ / ٤

الهيئة العامة للتعليم المتعاون

بين المدرسة والبيت

أولاً - أهداف المؤتمر :

يستهدف المؤتمر العمل على توثيق التعاون بين المدرسة والأسرة لتحقيق التفاعل التربوي في تنشئة الطلاب وإدراك حقيقة المشكلات والمخاوف التي يتعرض لها الأبناء بالمدرسة والأسرة والتوعية بشأنها وذلك من خلال الاتسي :-

- (١) التعرف على آراء أولياء الأمور والمدرسين والدلائب أنفسهم حول مشكلات الأبناء وأسبابها وتحقيق التعاون بين المدرسة والبيت في مواجهة مشاكلها .
- (٢) التصرف على الخدمات القائمة بالمدرسة وتلك التي يمكن استدائها ووضع النظم التي تساعد الدلائب على الاستفادة الكاملة من هذه الخدمات .
- (٣) تهيئة الجو الاجتماعي الذي يساعد على ربط الدلائب بالمدرسة وتوثيق الاستقرار السلوكي لهم بالمدرسة والأسرة وإثارة الوعي بين أولياء الأمور بأهمية متابعة أبنائهم بالمدارس ومناقشة مشكلاتهم .

- (٤) إتاحة الفرص للأطراف المعنية بالالبسوة بالمدرسة أو البيت أو المجتمع لتفهم احتياجاته العادية والنفسية وتكون هذه الأطراف في التفاعل لمواجهة هذه الاحتياجات وإحاطتها بالتوجيه ومساعدته على النمو الاجتماعي السليم .
- (٥) التعرف على أدوار المجتمع التي تشارك في تنشئة الأبناء والمؤسسات التعليمية والأهلية في تقديمها للدلائب وأسرها وما يقترح لها من تحسينات أو تعديلات في تعاملها ومسائلها وأهدافها من أجل تحقيق المصالح العامة للمجتمع .

ثانياً - خلفية المؤتمر :

(١) استطلاع رأي المدارس :

أ- تزود كل مدرسة بنموذج لاستطلاع الرأي لمساعدتها على عرض المشكلات ذات الأهمية الخاصة في محيط المدرسة وأولياء الأمور ومشكلات البيئة المحلية التي تتحكم على

المدرسة ، وذلك من خلال الخبرات والواقف التي تتمتع بها المدرسة وعلاقاتها بأولياء الأمور والمجتمع المحلي ولقاء الضيوف على هذه المشكلات للعمل على مواجهتها بالحلول الملائمة .

ب- ترسل المدرسة الرد على هذا الاستطلاع قبل يوم السبت ١٦ / ١٢ / ١٩٧٢ للسبب اللجنة الفنية للمؤتمر للعمل على حصر وتنسيق الموضوعات والمشكلات والاحتياجات التي تصفحها هذه الاستطلاعات واعداد ورقة عمل من خلالها لاجتماعات لجان المناقشة (سره) التي يجرى تشكيلها على الوجه المبين بعد (البند الثالث) .

٢- عقد لقاءات توجيهية بالمدارس :

أ- تم عقد بكل مدرسة في شتى المراحل لقاءات توجيهية في العدة من السبت ٦ / ١ / ١٩٧٣ الى الاثنين ٨ / ١ / ١٩٧٣ وتدعو اليها أولياء الأمور والمعلمين وممثلين للطلاب (بالمدارس الثانوية) - وللمدرسة أن تسترشد بالاستطلاع سالف الذكر في طرح الموضوعات التي يسن تناولها في هذه اللقاءات والتوعية بشأنها .

ب- تستهدف هذه اللقاءات اثاره التي يمسكها الطلاب والتنبيه الى الاساليب التربوية في صالحتهم ، والى تعاون اولياء الأمور مع المدرسة في هذا السبيل بما يحق للطلاب الاستقرار الاسرى والمدرسي .

ج- تعد المدرسة البرامج اللازمة لعقد هذه اللقاءات وترسل الى اللجنة الفنية للمؤتمر في موعد اقصى يوم السبت ٢٣ / ١٢ / ١٩٧٢ - حتى يتسنى تزويد الاجيزة الاعلامية بمحتويات هذه البرامج والتنبيه اليها واثارة الاهتمام بحضور هذه اللقاءات بالمدارس :

٣- اعداد برامج عامة للتوعية :

تتولى اللجنة خاصة اعداد برامج عامة للتوعية تبدأ قبل عقد اللقاءات المدرسية وتقدم اليها :

٤ - بحوث من الزيارات :

يطلب الى الزيارات التي يدعى مندوبوها لحضور المؤتمر أن تتقدم الى اللجنة الفنية للمؤتمر قبل يوم السبت ٢٣ / ١٢ / ١٩٧٢ بما يتيسر لديها من بحوث ودراسات حول موضوعات التعاون بين المدرسة والبيت وما يتحمل برعاية الاسرة والفولة والنياب .

ثالثا - تشكيل المؤتمر :

(١) وقس الاختيار على ٤٠ مدرسة من مناطق ومراحل مختلفة بعدد اثنان الكويت (هـ . هـ) وتتكون من هذه المدارس عشرين لجان وتشغل كل لجنة على أربع مدارس يقترن بالجنة



- ٢ -

أ - تم كل لجنة من اللجان العشرة بالمدارس الأربع بالذاقة ومدري وولسي
أمر من كل مدرسة منها واليه من كل مدرسة ثانوية بالذاقة والمدرسين الاجتماعيين
لهذه المدارس، كما تمثل إدارة النشاط المدرسي وإدارة الخدمة الاجتماعية نسي
اللجان .

ب - تعقد هذه اللجان الدورات اجتماعاتها في يوم السبت ١٣ / ١ / ١٩٧٣ - وتقدم
إلى اللجنة التحضيرية للمؤتمر قبل يوم السبت ٢٠ / ١ / ١٩٧٣ حصة ما تسفر
عنه اجتماعها تما من المونوعات والمقترحات والتوصيات التي ترى مريدها على المؤتمر .
ج - ترسل المدارس المعنية في كل منطقة إلى مقر اللجنة التي تشترك فيها أسماء الأعضاء
من كل مدرسة وذلك قبل يوم الثلاثاء ١٦ / ١ / ١٩٧٣ - وعلى هذه المدارس كل
من - انبها أن تنظم توجيه الدعوة إلى «ولا» الأعضاء لحضور اجتماع لجنة المنطقة .
كما ترسل مقر اللجان برامجها وأسماء أعضائها إلى اللجنة التحضيرية للمؤتمر
قبل يوم السبت ١٣ / ١ / ١٩٧٣ .

٢) تقوم اللجنة التحضيرية للمؤتمر بالعمل على تصنيف ما يتجمع لديها من الموضوعات
والمقترحات التي تتكشف من خلال الاتسي -

- مونوعات استطلاع الرأي الذي يقدم من جميع مدارس الكويت

- مقترحات وتوصيات اللجان العشرة بمناطق الحادئات .

- البحوث والدراسات التي تتقدم بها الهيئات التي تمثل في المؤتمر .

والذين من ذلك بمونوعات مائدة للمدر على اللجان السابعة التي تشكل من بين
أعضاء المؤتمر لمناقشتها كورقة عمل وإصدار توصيات عملية بشأنها ثم إعلان
هذه التوصيات على المؤتمر في جلسة الختامية .

٣) أعضاء المؤتمر

يتكون المؤتمر من :

١. أعضاء اللجان العشرة المدرسية بالمناطق .
٢. أعضاء اللجنة التحضيرية .
٣. المفتشون الأوائل .
٤. ممثلون لجامعة الكويت .
٥. ممثلون للإدارات التعليمية والخدمات بالوزارة .
٦. ممثلون لوزارات خدمات الرعاية والبيئات والخدمات الاجتماعية والحكومية بما نسي
ذلك من اتادات وثقافات وروابط واندية من جمعيات نسائية وشمالية ومؤسسات
أخرى ذات العلاقة برعاية الأسرة والبانرلة والشباب وانشاء الاجتماعى والرأى
والثقافى والصحى في المجتمع .





مدرسة صالح الدين

الحمد لله رب العالمين

السلامة الأولية الأمر

- ١٦ - الدَّلِيلُ السَّامِعُ عِلْمُهُ

ب- المادة أعلاه، هيئة التدريس بالدراسة...

- ٨ — مشاريع التميز مختبر التدريس

مؤلف: محمد القاسم

من: هيئة التدريس:

شـاـنـهـا - و ا ـ شـبـات الـدـمـعـس

بعد غزو البصرة استطاعت القوات العراقية ان تسيطر على

... ..

$$c = \frac{1}{\sqrt{\pi}} \left(\frac{1}{2} + \frac{1}{2} \operatorname{erf}\left(\frac{z - z_0}{\sigma}\right) \right), \quad \text{for } z \in [z_0 - \sigma, z_0 + \sigma],$$



كتب في سنة اديه الحضره الزينه حكاية رشاشه

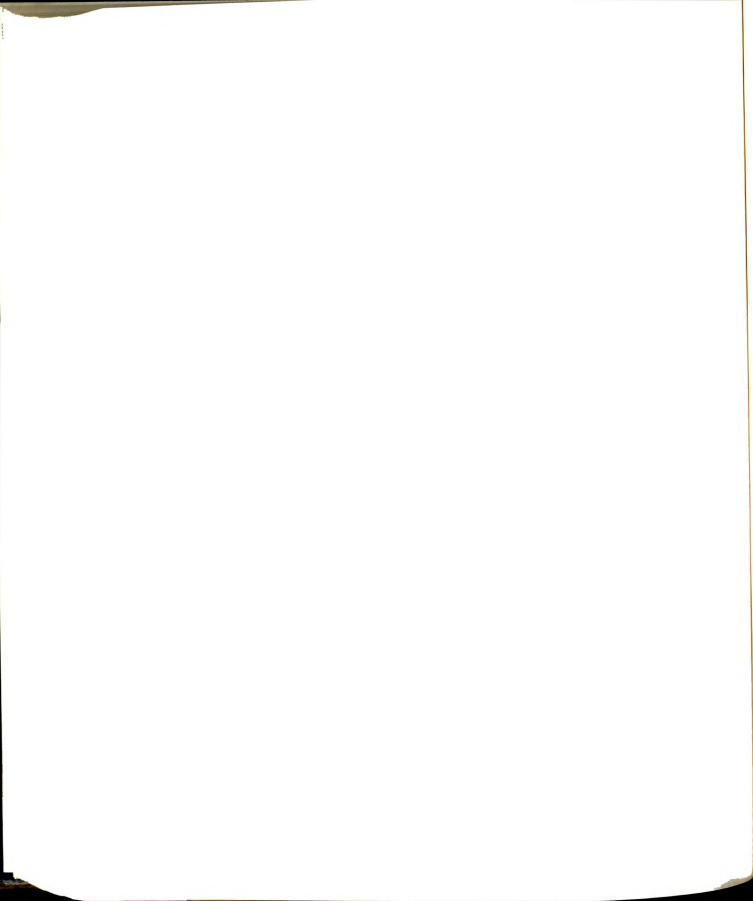
- | | |
|----------------------|-----------------------|
| ١٧) بوست السبار | مجلس القبا |
| ١٨) سماء الدرس | ١٦) عبد اللطيف الانج |
| ١٩) عبد العزيز العثم | ١٥) صالح الانج |
| ٢٠) عبد الله الصنام | ١٤) محمد العصير |
| ٢١) حمد الصير | ١٣) عبد الله المتر |
| ٢٢) عبد اللطيف الدرس | ١٢) عبد الحميد الديام |
| ٢٣) سكا ب البر | ١١) احمد السار |
| ٢٤) عبد العزيز الرش | ١٠) صالح الفز |
| ٢٥) ملا زعل | ٩) سالم المينام |
| ٢٦) عبد العزيز الانج | ٨) الشيخ عطية |
| | ٧) عبد العزيز الشنام |
| | ٦) عبد الحميد الشنام |

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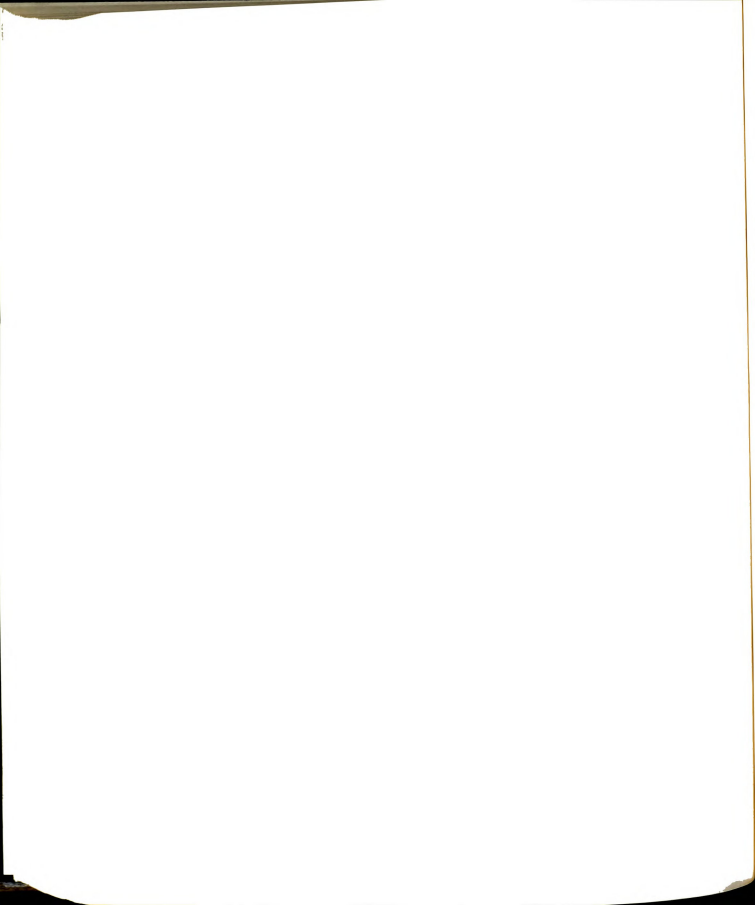
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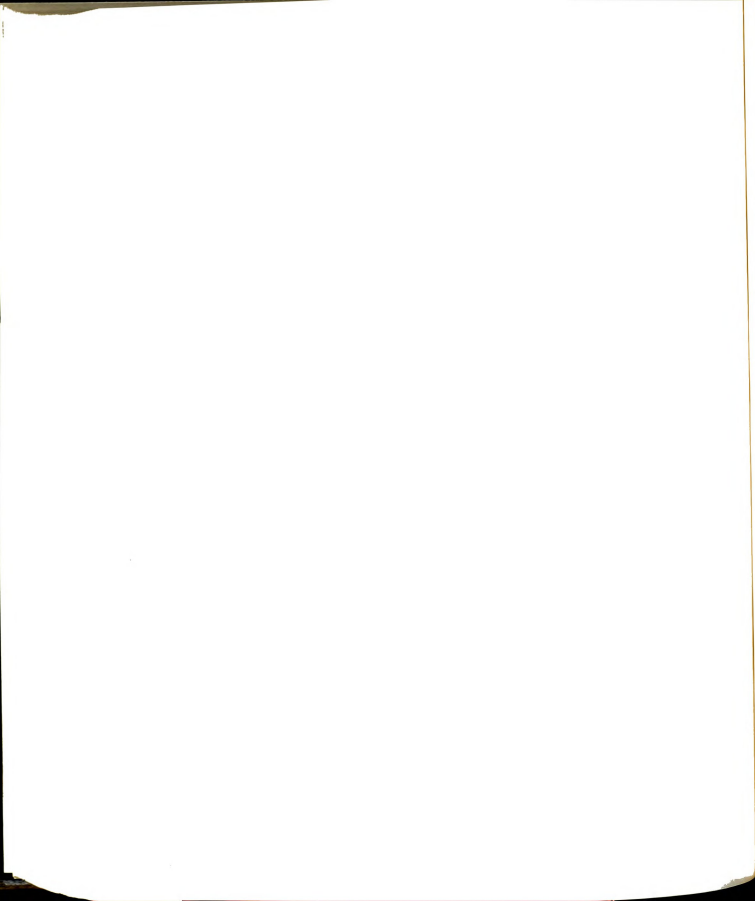
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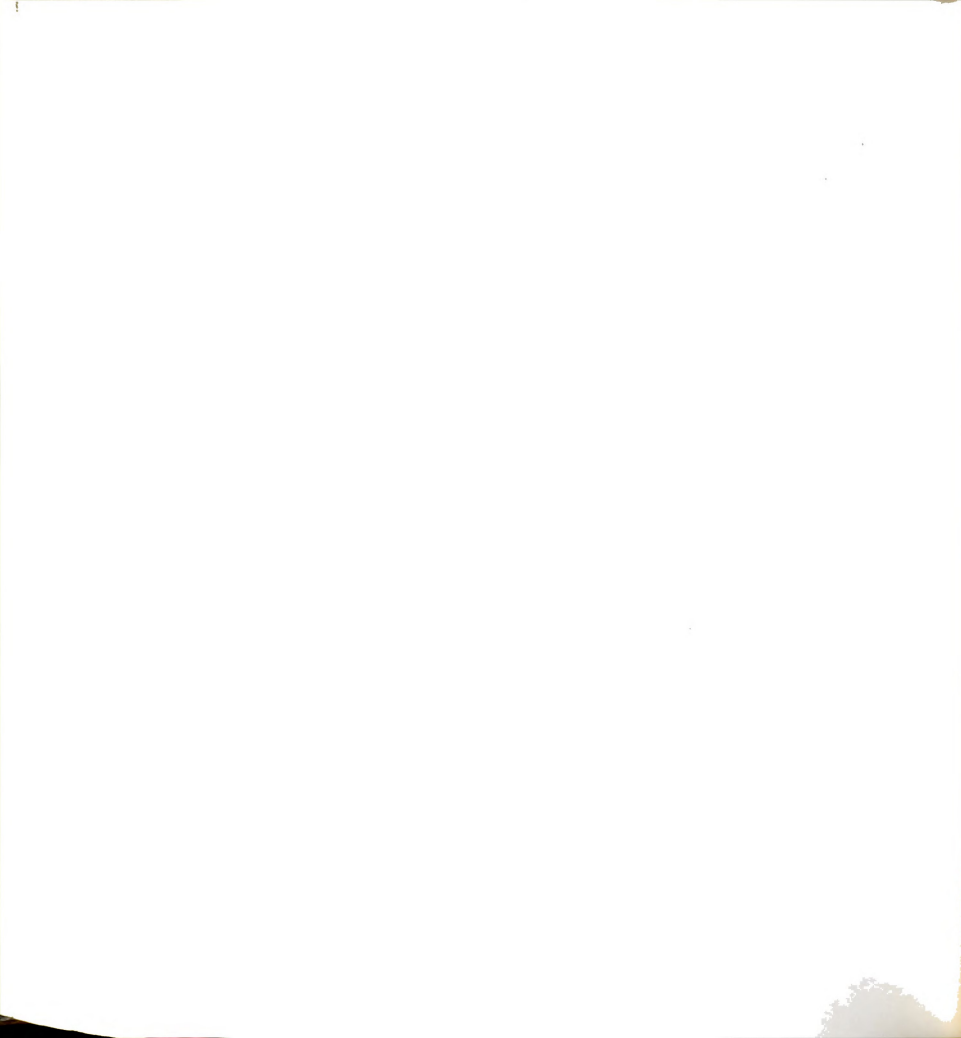
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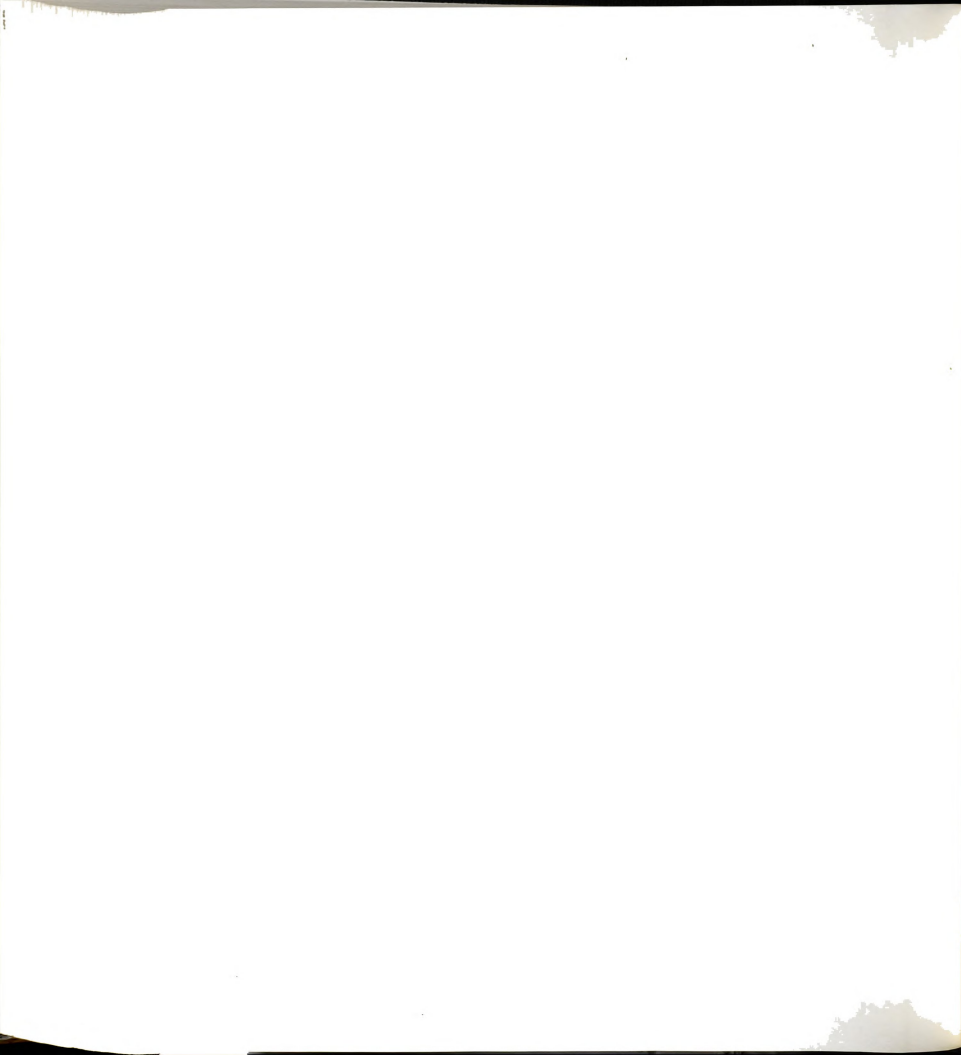
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