

Title : School and Community : A Case Study of Pracharatwittayaserm

Tambon Ban ton, Amphur Prayeun, Khon Kaen Province

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ABSTRACT

The purposes of this qualitative research were : to find out the relationship between the school and the community and the participation of community members in the educational procedure for development; to see if there has been harmony between educational activities and the community's needs; and to find out the obstacles as well as to point out possible solutions as regard to school and community relations.

The relationship between Ban Ton and Pracharatwittayaserm School began when the community helped establish the school as a sign of reverance to Somdej Phrabhudhacharya (Aad Asapha Mahathera), a national religions leader. The community residents also donated money to support various school activities. It can be concluded that the residents have benefited from the school primarily because it offers educational oppportunity for their children, and also because this school is assisted by the secondary school for rural development program.

As for the harmony between school activities and community's

needs, the local residents never expect the school to perform any special function, due to their strong financial situation, except to provide fundamental education for their offspring. What the people need from the school is only some utensils and the school ground used on some special occasions.

However, there have been a few obstacles in this relationship. First, community members pay little attention to school activities and little respect to the teachers, mainly because of their financial status. Second, as the school was initiated and has been supported by the local people, the teachers consider it a great burden to satisfy the endless demand of the community residents. Third, the mutual relationship between the school and the community posed problems to the late headmasters. As the local residents strongly hold that the school belongs to them, any administrative change tend to meet resistance from the people, particularly if the change differs from their established norms.

The suggested solutions are : the school must improve its management to increase the benefit for the community; it must also play a leading role, rather than one of following so that the teachers will receive more respect and be of more value to the community; and the school administrators and the primary educational bureau must study the background and relationship development between the school and the community so that the school policy and practices can be integrated to suit the community. Hence, community educational goals can be maximized.