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**PARENT - TEACHER RELATIONSHIPS AT A SECONDARY SCHOOL :
PARENT AND TEACHER PERCEPTIONS OF THEIR OWN AND EACH
OTHER'S ROLE IN THE FUNCTIONING OF THE SCHOOL.**

A thesis presented in partial fulfilment of the requirements for the degree

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ABSTRACT

This study compare the perceptions of parents and teachers on parent-teacher relationships at a secondary school.

A random sample of 320 parents were drawn on the basis of their ethnic classification. All the teachers at the school participated in the study. The findings were analysed by comparing:

- (1) The total parent responses with the teacher responses.
- (2) Within the parent group according to ethnicity and
- (3) within the parent group according to socio-economic status.

The results indicate that there was a general agreement between and within the groups but also some important differences concerning how they perceive their own and each others' role within the school. One of the most significant findings was that the teachers' willingness to participate in the specified school activities was lower than their actual involvement. The opposite result was obtained for the parents. The reason for this could be traced to the parents' and teachers' attitudes. A survey and analysis of their attitudes are also included.

It was generally concluded that although the school structures are efficient there needs to be an evaluation of their effectiveness in realising the objectives they were designed to achieve.

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CHAPTER ONE

INTRODUCTION

OVERVIEW

PRINCIPLES GOVERNING - TEACHER RELATIONSHIPS

OBJECTIVES OF THIS RESEARCH

OPERATIONAL DEFINITIONS

ORGANISATION OF THE THESIS

RESPONSE TO A FELT NEED

CHAPTER ONE

INTRODUCTION

OVERVIEW

The topic of this thesis is parent-teacher relationships within the education system at the high school level. There have been many studies regarding this relationship at the primary and pre-primary school but comparatively very little research at the high school level.

Prior to 1983 New Zealand high schools were controlled by parents to a limited extent, through elected Boards of Governors and parent-teacher organizations. The majority of parents were, generally, relegated to the role of encouraging their children to take full advantage of what the high school had to offer. This traditional role still exists, but because of recent legislation, embodied in 'Tomorrows Schools' (1988), a new challenge has been set for parents and schools alike. Schools with their respective communities are legally committed to implementing the 'Mission Statement' which they formulated, and with which they entered into a binding agreement with the state. The Mission Statement of the school under study includes the following goals:

"To affirm all students self respect, self esteem, self worth within a supportive environment that promotes the traditions, values, customs and knowledge of both Treaty partners and the other ethnic groups, so that all students leave Massey High School as confident young adults able to stand tall."

"To affirm Maori students' self-respect, self-esteem and self worth within a whenua environment that promotes the traditions, values, customs and knowledge of the tangata whenua, so that they leave Massey High School self-confident young adults able to stand tall within their culture."

"Where there is a significant number of Pacific Island or other minority group students, the different cultures must be reflected in the School's programme and environment....."

"To encourage parental involvement within the school."

(Massey High School Charter, 1989,p7)

It is clear from the above objectives that a high level of community input and an urgent need for the teachers to understand all the sectors of the school's community is essential if the school is to fulfil its obligations enunciated in its charter.

The upsurge of interest in the relationship between parents and teachers and the trend of enshrining this interest in various formal organisations and systems, namely Board of Trustees and the School's Charter, has set the stage for a dynamic partnership between these two interest groups. The Board of Trustees, with its enormous power to influence the politics of education, cannot be ignored. There are still pockets of resistance and anxiety among both teachers and parents about one another's role in the high school. As a starting point it is essential that the important concerns of both parties be brought to light to enable them to interact in a manner that would enhance the educational outcomes of the children at high schools.

PRINCIPLES GOVERNING PARENT - TEACHER RELATIONSHIPS

It is essential that any parent - teacher relationship be governed by some basic principles on which an effective and efficient relationship can proceed to develop. Sockett (1987) suggested principles for home school partnership which primarily focused on evaluation of this relationship is adapted here to articulate the basic principles for parent - teacher relationships. These principles are:

- (1) Parents and teachers must be committed to this strong conception of parent - teacher interaction which will involve mutual trust and responsibility, and a desire to make it succeed.
- (2) Both parents and teachers must agree upon the division of responsibilities what each has the right to do and what each might expect from the other.
- (3) There must be mutual agreement by both parties on a system of operation which must be supported by the Principal, Board of Trustees and the Central Government.
- (4) A major effort be made to involve parents in the school through a strategy initiated by the school but developed with the parents.
- (5) There must be tolerance of diversity between the different sectors of the school's community to ensure that community definitions of relevance are more influential.

- (6) The education service as a whole must embark on a major attempt to win the hearts and minds of its clients (both parents and pupils) to change the perception of the role of parents in the education of their high school children in the mind of the public.

OBJECTIVES OF THE RESEARCH

Taking into account the general research on this topic and the circumstances surrounding the school, this exploratory study set out to realise the following objectives:-

- (1) to determine the existing nature of parent-teacher relationship in the sample;
- (2) to determine the attitudes of both parents and teachers towards the present forms of interaction in the school;
- (3) to ascertain the opinions of both parents and teachers on the importance of parent-teacher relationships.
- (4) to analyse the factors that hinder closer co-operation between parents and teachers.
- (5) to determine areas of consensus between parents and teachers with regard to one another's role in the school.
- (6) to develop methods and techniques which would facilitate greater co-operation between parents and teachers.
- (7) to determine why a large number of parents do not actively participate in high school activities.
- (8) to find an answer to the problem of why parent-teacher relationships decrease in intensity when the child enters high school.

OPERATIONAL DEFINITIONS

The **operational definitions** used in this study are:

[1] Parent Support Group: Members of this group are the parents of students attending the school. The general objective of this group was to establish a "group of caring parents to form an active part of the School's Community to help and have an input to the Total School Community". (See appendix D) A letter sent to the parents (Appendix E), stated the specific objectives of the group as :

- "(a) To represent the school's parents and put their views to the Board of Trustees.
- (b) To consult with parents on behalf of the Board of Trustees and/or the school.
- (c) To give and organise help for the Board of Trustees and the school.
- (d) To organise parents to improve the school in line with the School's Mission Statement and Objectives."

This group had two meetings in 1990 but has failed to continue its work in 1991.

[2] Report Evenings: These evenings are also referred to as parent evenings. There are 4 evenings per year set aside for parents to meet teachers. Two for the senior forms (Forms 5 to 7) and 2 for the junior forms (Forms 3 and 4). Students are requested to make appointments with teachers on behalf of their parents to meet teachers. These evenings usually occur a few days after the students receive their reports.

[3] Treaty: This refers to the Treaty of Waitangi.

[4] Tangata Whenua: refers to the Maori people who are regarded as the "people of the land" or the first inhabitants of New Zealand.

[5] Charter: This is a document which defines the purpose of the institution and the intended outcomes for students. It is a contract between the state and institution, and between the institution and its community.

[6] Mission Statement: This is a statement of the objectives a particular institution (school) strives to achieve. It is a vital part of the Schools Charter.

ORGANISATION OF THE THESIS

The thesis is divided into five chapters. The chapter following this introduction is a detailed review of the literature. Seven major areas were investigated: trends toward greater involvement of parents in schools; importance of parent-teacher relationships; parent's relationship with teachers; teacher relationship with parents; parent involvement in secondary schools; contradictions in parent and teacher views on education; barriers to parent-teacher relationships and conflict resolution in parent-teacher relationships.

Chapter three describes the methodology adopted in this study in order to answer the research questions. Chapter four is a detailed account of the research findings. Chapter five describes the conclusions, recommendations, limitation of this study and suggestions for further research.

RESPONSE TO A FELT NEED

The impetus of this study comes from the writer's belief that teachers and the school can only benefit from a better relationship with the home since the home and the school both constitute an important environment in which student learning occurs. Also the school can utilize this relationship to enhance the academic and social life of the student.

CHAPTER TWO

LITERATURE REVIEW

TRENDS TOWARDS GREATER PARENT INVOLVEMENT IN SCHOOLS:

THE NEW ZEALAND INITIATIVE

THE UNITED STATES INITIATIVE

THE EUROPEAN INITIATIVE

IMPORTANCE OF PARENT-TEACHER RELATIONSHIPS

PARENTS RELATIONSHIP WITH TEACHERS (SCHOOL)

TEACHER RELATIONSHIP WITH PARENTS

PARENT INVOLVEMENT IN SECONDARY SCHOOLS

CONTRADICTIONS IN PARENT AND TEACHER VIEWS ON EDUCATION

BARRIERS TO PARENT-TEACHER RELATIONSHIPS.

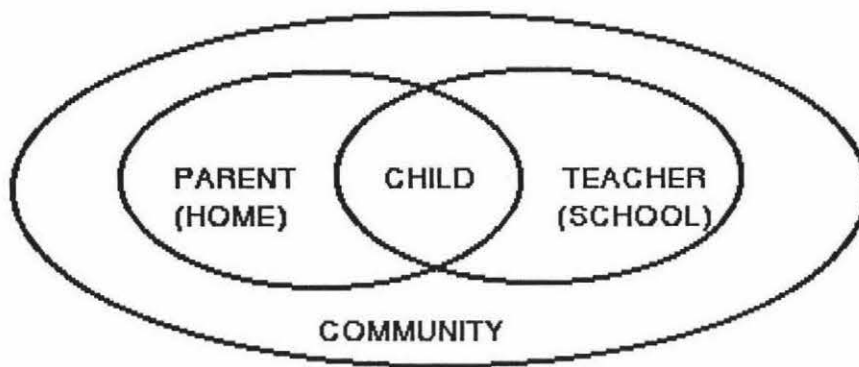
CONFLICT RESOLUTION IN PARENT-TEACHER RELATIONSHIPS:

ASPECTS TO CONSIDER

SUMMARY

LITERATURE REVIEW

The home, school and community are the principal forces influencing children's learning. Children can be viewed as a subset of the home, school and community as shown in the diagram below:



THE CHILD IN RELATION TO THE HOME,
SCHOOL AND COMMUNITY

If any of these sectors viz the home, school and community operates in isolation or contrary to any other, children can become confused with resulting detrimental effects on their school performance. For there to be harmony and co-operation among these sectors there must be some form of effective understanding and communication between them. To harness the various forces acting upon children and purposefully direct them toward a common goal, children's learning, each sector must understand each other's role in the education of the child. The principal actors in the home and school are the parent and the teacher respectively. This literature review explores the role of the parent and teacher in the child's education.

TRENDS TOWARDS GREATER PARENT INVOLVEMENT IN SCHOOLS

THE NEW ZEALAND INITIATIVE.

In recent years there has been considerable interest in home- school relationships and their impact on education. The acknowledgement of the importance of this relationship was clearly stated in the Mc Combe report, 1976. It recommended that each secondary school should formulate and periodically review its aims concerning consultation between parents and teachers.(Ramsey et al,1990,p3)

The acceleration of this acceptance of teacher-parent relationships as a vital factor in the New Zealand education system was enunciated in "The Curriculum Review" (1987). One of the key principles stated in this review was the development of closer relationships between parents and teachers. This recommendation stemmed from a large number of submissions which expressed dissatisfaction over the gap that existed between home and school. This review further emphasised that "the curriculum shall be co-operatively designed" (p11). To trial the principles stated in the review the "Curriculum Review Exploratory Study" (CRES) was established. This project focused on consultation issues (Ramsey et al,1990,p3).

The principle of home-school co-operation was later endorsed by the task force which reviewed educational and administration in New Zealand (Picot et al, 1988). The Picot Report stated that, "students, parents and community groups should be able to understand the structure of the system, to participate in decision making, and to influence the system so that it provides the best educational opportunities for them" (4.1..1 p41). The official Government policy was published later in 'Tomorrow's Schools'(1988):- "In collaboration with the principal, the staff and the community, the Board will be responsible for the preparation of the institution's charter... while the board is responsible for the overall preparation of the charter, the details, will be determined by the staff working together"(p4).

To further development of home-school relationships, the Curriculum Review Research In Schools Project' (1990), focused on developing collaborative decision making strategies(Ramsey et al,1990,p4).

These recent initiatives are a clear sign of the importance attached to the parent-teacher relationship in the general functioning and organisation of New Zealand's educational system.

THE UNITED STATE'S INITIATIVE

Wallace and Walberg (1991) traced the development of parent involvement in education in the United States. They reported that during the 1960's local advisory councils of parents were formed with the task of developing and managing federally-funded programs. The influence of these councils grew when in 1971 parent participation in district-wide councils was required; schools and district-council membership was mandated by the 1974 amendment (Public Law 93-380) and a 1976 regulation which required that the majority of council members be parents of children in the program. Also the recognition of the importance of parents in education was enhanced in the Education for All Handicapped Children Act, which specified parent involvement both in general policy making and in planning for individual handicapped children. In 1986 the U.S. Department of Education made several suggestions for parents to improve their children's performance which included engaging children in conversation; enriching the 'curriculum of the home', and staying aware of the children's lives at school by discussing school events.(p 132-133)

THE EUROPEAN INITIATIVE

Many U.K. education reports claim that parent involvement promotes children's learning. The importance of parent - teacher relationships in Britain was clearly stated in the Plowden Report (1967) which stands as a landmark for educational policy making. It officially accepted parents as equal partners with teachers in the education of their children. The report stated that;

"Teachers are linked to parents by the children for whom they are both responsible. The triangle should be complete and a more direct relationship established between teachers and the parents. They should be partners in more than name; their responsibilities become joint instead of several."

(Cryster,1979,p14)

In the U.K. the Bullock Report (1975) endorsed the idea of mothers participating in beginning reading activities (Wallace and Walberg,1991, p134). The Taylor Report, "A New Partnership for Our Schools" (1977) recommended that parents should be an essential facet of the decision-making process in schools (Holt,1980,p95). The Education Act of 1981, required parental participation in decision making (Wallace and Walberg,1991,p134).

The growing influence of parents as partners in the educational enterprise was enhanced when members of the parent organisations in the U.K. and nine other Western European countries signed an accord to share information on partnership programs which dealt with parent representation on school councils and national governing agencies, home-school partnership and direct parent cooperation with educators to enhance children's education.

THE IMPORTANCE OF PARENT TEACHER RELATIONSHIPS

There are many factors influencing children's school work. The parent factor has always been regarded as important. The Douglas longitudinal studies (1964) of children born in England and in Wales found that parents' interest in their children's school work was statistically more significant than any of the other factors used in this analysis, namely size of family, standard of home and academic record of school. This study concluded that other things being equal, the major influences on children's ability to take advantage of educational opportunity seemed to be their parent's attitude to education and interest in their school work. (Cyster,1979,p13).

The "Head - Start" program in the United States provided extremely interesting insights into the value of parental involvement for parents themselves. The study indicated that extensive parental participation is associated with many beneficial results for children, parents, and communities. The best results were found where parents were highly involved in both decision-making and learning roles, but the decision making role appeared more potent and likely to affect the parents' learning role. (Cyster,1979,p13).

There does, however, exist a great deal of evidence that suggests that there are great advantages to be gained from closer contact between parents and teachers. Berger (1987) argues that this contact will give each a more complete picture of children's ability, improve consistency in working towards desired goals, and enable children to identify both the school and the home as places to learn, and parents and teachers as sources of learning.

Wallace and Walberg(1991) argue that cooperative efforts by parents and teachers to modify alterable educative conditions in the home have beneficial effects on learning. They described the "alterable curriculum of the home" which consists of "informal parent - child conversations regarding the school and the day's events; encouragement and

discussion of leisure reading; monitoring and joint critical analysis of television viewing and peer activities; deferral of immediate gratifications to accomplish long-term human-capital goals; expressions of affection and interest in the child's academic progress and development as a person, and perhaps, among such unremitting efforts, laughter, caprice, and serendipity."(p135). They reviewed 29 studies which involved changing the curriculum and found that positive benefits were found in the areas of mathematics, reading, language and affective development. These programs were of benefit to older as well as younger students.

PARENTS RELATIONSHIP WITH THE TEACHERS (SCHOOL)

Parents and teachers do not fit neatly into the slots of theoretical paradigms. However, generalizations about parent and teacher attitudes can prove helpful in understanding the complexities of home-school relationships.

Coleman and Husen (1985), Berger (1987) and Redding (1991) all attempted to classify parents into homogeneous groups.

Coleman and Husen (1985) based their classification on 3 phases of economic development. They claim that there is a relationship between family - school relationship and economic development.

The three phases of economic development were matched with a specific type of family-school relationship, namely:

PHASE I

Family rely on children for work. They limit the growth of children. The school's role is to free the children from their family and expand the possibilities for their development.

PHASE II

Goals of the family and the school converge. Both the home and school seek the improvement of the child's ultimate economic situation.

PHASE III

Parents view childrearing as an impediment to the pursuits of their adult life. They invest little time and energy in the development of their children. They expect the school to fill this void. (Redding, 1991, p150)

Redding (1991) used these three phases to identify four parent types. Type I families live at a survival level and are unprepared to meet the daily demands of the world. They are caught up in the 'poverty trap'. They tend to perpetuate their childhood experiences with families and school and continue to propagate the parent-child relationships they had in their own upbringing.

The school reminds them of their past failures and bad feelings. They are least likely to get involved in the school's activities.

Ramsey et al's (1990) findings related to the Maori, Pacific Islanders and working class Pakeha parents in New Zealand closely matched the Type 1 family. They found that these were the slowest groups to get involved in the school. The parents from these groups often felt alienated by the school system. They felt that the forms of education provided were not wholly appropriate for their children. The school buildings and layout, and some of the people with whom they came into contact such as receptionists, deans, counsellors and senior staff reinforced the negative experiences they already had of the school.

Type II families closely symbolise the ideal type for an effective home-school relationship. They are typically child-centred families and their goals and that of the school are congruent. This type of family stands outside the mainstream of cultural trends, and they become frustrated when the school views their demand for greater involvement as bothersome. They are most likely to take their children out of public schools and place them in private schools or opt for home-schooling. If these parents' desire for involvement is unchanneled, they may produce a fractious relationship with the school.

Evidence of the existence of the Type II parent in New Zealand is provided by Ramsey et al (1990). Their findings revealed that parents who became involved in collaborative decision-making more quickly were those who possessed what Bourdieu (1971) defined as 'cultural capital' that was consonant with the ideology of the schools. This group dominated discussions and committee membership.

Type III families are aptly described as,"able but disengaged" (Redding 1991 p142). These parents are more concerned with their own career and personal interests and spend very little time with their children. They have the greatest potential to assist their children and the school but refrain from doing so. Their view of the teachers is one of hired professionals entrusted with education and child rearing.

Type IV parents are drawn from Type I parents who acquire skills of parenting, personal growth and satisfaction and these provide the support their children need to reap the benefits of their school education. Type I parents can be converted to Type IV by giving them positive personal experiences with the school by reaching them outside the school and bringing them in.

Type IV also includes the Type II parents whose desire is for greater involvement in their children's education. These parents can be trained to become leaders or parents and surrogate parents for neglected children.

In a New Zealand study, Ramsey et al (1990) claimed that greater involvement of parents in the decision - making process was achieved when teachers' knowledge, awareness and sensitivity increased, and when teachers altered their own practices and the environment.

Type IV also includes the Type III parents who are drawn by the explicit expectations of the school community into a responsible involvement with their children's education. This can be achieved by giving them positive personal experiences with children by structuring their interaction with children.

Berger (1987) identifies 5 groups of parents based on their attitudes towards the school.

These groups are:

- (1) Parents who avoid schools.
- (2) Parents who need encouragement to come to the school.
- (3) Parents who readily respond when invited to school.
- (4) Parents who are comfortable and enjoy involvement in the school.
- (5) Parents who enjoy power and are overly active.

Groups 1 and 2 could fall into either the Type I or Type III parent group as classified by Redding (1991). Group 3,4 and 5 aptly fits into the Type II parent group.

Berger(1987) also suggested a plan of how the professional staff of the school can effectively respond towards these groups. The first group will need time to overcome past negative experiences and to appreciate current circumstances that prove the school can be trusted to help their children. If the school has an inviting and responsive climate, the second, third, and fourth groups of parents will feel welcome. These three middle groups (which encompass the largest portion of parents) will soon become contributing resources to the school's activities. They can also form a supportive advocacy for future school plans. Parents in the fifth group may need to be delegated tasks that encourage them to work more cooperatively with the school.

Offering a variety of tasks and different degrees of involvement assures parents that they may contribute according to their talents and available time and allows all of them to be comfortable about coming to school and enjoying involvement in the educational process.

TEACHER RELATIONSHIP WITH PARENTS

In a U.S. study, Hulsebosch (1991) classified teachers according to their involvement with parents. She grouped them into 2 distinct categories, the high involvement teachers and the low involvement teachers.

High Involvement teachers were likely to interact with parents in a positive manner and view parents as a resource in their child's education. They acknowledge the significance of what happens in the child's life beyond the school day. To achieve their goals they rely on what Bourdieu (1971) terms 'social capital' that both they and the child bring into the classroom. They see themselves as "more continuous with and related to the external world" (Chodorow 1978, p167 cited in Hulsebosch 1991, p198). This external world involves the home and the parents. High involvement teachers place emphasis on the relationship between teacher and parent rather than the rules that govern parent involvement for low involvement teachers. They relate to the child's parents in a multi-dimensional way. They may view the mother not only as a parent but also "as a woman, a member of the community, a divorcee ..." (Hulsebosch, 1991, p198). Their priorities lie in doing the job well which includes the ability to inform and be informed by parents.

Low involvement teachers view parent involvement in the school in terms of disruptions and interruptions to their work. These teachers distance themselves from parents, portray an authoritarian image and deal with parents hierarchically. These low involvement teachers hinder any effective parent-teacher relationship developing.

PARENTAL INVOLVEMENT IN SECONDARY SCHOOLS

The emphasis on parental involvement in secondary schools has recently gained momentum although their active involvement at this level is still in its infancy. Sandler (1989) argued that British secondary schools have earned the image of remoteness and a reluctance to involve parents in their children's learning. These organisations, he claimed, are large, and have given way to subject division and specialisation, and some areas of learning have gathered their own reputation and mystique. This self-created image by secondary schools has effectively restricted parent participation at this level. Sandler also found that most parental involvement programmes, at secondary level, have reading as their main thrust, although mathematics is now a popular off shoot.

Templeton (1989) gave some insight into the reason why most parents have so little contact with their secondary school. Her report on the setting up of a home school council (HSC) in a school in London revealed that for most children the transition to secondary school comes at a time when they are capable of coping independently with the day-to-day demands made of them at school. Also the teacher may only be seen at the formal parents' evening and some subject teachers might not be seen even then. Furthermore parents' knowledge of the physical environment of the school may be limited to an initial visit when choosing the school and their general understanding of the school is almost entirely limited to what their child conveys to them about it. Templeton found that for many pupils parental involvement in what they consider to be their school is a threat to their increasing independence and identity. The pupils are also in an effective position to sabotage any potential relationship a parent might establish since communication is normally through the pupils. She claimed that the ways of working have been long institutionalised in most schools following the traditional attitude that parents are not relevant to the process of their children's education at secondary level.

The Johnson (1991) study of 109 working class families in England on the reasons why parents had little contact with the secondary schools their children attended revealed that parents found few rewards in meeting teachers at this stage. They wanted their children to become independent of them and negotiate with teachers themselves. Parents depended greatly on their children to keep them informed about school. These parents provided many forms of support which were unknown to teachers.

CONTRADICTIONS IN PARENT AND TEACHER VIEWS ON EDUCATION

Society has decided to educate its children outside the home in separate establishments and to attempt to forge links between the two. This has brought many contradictions into this relationship. Haigh (1975) has suggested that the root of all discussions about teacher-parent relationships must firstly involve what these contradictions are and, secondly, how far they can be resolved.

One of the contradictions involves the conflicting expectations of parents and teachers. In a British study Cullingford (1984) surveyed the expectations of parents and teachers. He found extreme differences in the expectations of these two groups with regard to the role of the school and the type of discipline that should be used by the teachers. Parents saw the most important role of the school as preparing their children for better jobs. This response of the parents is not surprising because of the market dynamics infiltrating the sphere of education, with parents, together with politicians, demanding that education should be based on socio-economic principles.

Teachers on the other hand did not see training for jobs as having any prominent place in education. They saw the school as being designed to give each individual child autonomy. They saw "self - reliance", "more independence" and "decision making" as the essential elements of education. Parents saw competition between children as a training

that would prepare them to reach the "top"; the teachers saw satisfaction and happiness of the child as being most important. The teachers essentially saw the role of the school as inculcating in children a capacity to know themselves, to collaborate in peace with their neighbours and to find fulfilment by doing whatever they are best at. This is essentially an egalitarian perspective of education which propagates the idea of positive justice for the whole community and personal, social and moral education. The parents' view can be regarded as the "service" perspective where the child's vocational future is of paramount importance.

The Plowden Report (1967) brought out other contradictions in parent-teacher relationships in Britain. This report suggested that teachers must be constantly aware that ideas, values and relationships within the school may conflict with those of the home and that there will have to be constant communication between parents and the school if the aims of the school are to be fully understood.(Cyster, 1979, p15). Ojemann (1960) reinforced this view when he argued that the school may try to develop clear enunciation through its language teaching, but out-of-school experiences may reward slovenly speech and thus undo the work of the school. The home may try to build up some confidence in the child's ability to achieve, while the school may undermine this confidence by unintelligent handling or failure in the school.

Clapham (1983) noted that teachers in Britain felt no need to explain, influence, or 'sell' their work to the parents. They guarded the classroom as their professional domain. Parents, however, did not consider classroom teaching a fully professional occupation, which prevented them from intervening in the professional judgement of the teacher.(Goldring,1991,p225)

Goldring (1991) reporting on parent-teacher interaction in Israeli schools argues that teachers are expected to render equal services for all students irrespective of ability and regardless of the compensation they receive. Parents, on the other hand, suggest that

they can alter this uniform relationship by direct involvement in the classroom. Teachers regard themselves as professional but parents do not perceive teachers as full professionals. Parents tend to attribute to teachers subjective and selective influences over the results of their work, for example they place the blame for students' failure on what they perceive the teacher has done.

Goldring (1991) supports the notion that there are significant differences between parents and teachers in the quality and depth of their relationships with the students. She describes the parent relationship as multidimensional and diffused and touching on every aspect to which their children relate. She sees the teacher relationship in a narrower sense, concerned with only the behavioural and cognitive development of the child. She also claims that the teachers' relations with the students reflect universalised norms while parents' relations are more at the emotional level.

BARRIERS TO PARENT - TEACHER RELATIONSHIPS

An important barrier to parent-teacher relationships, suggested by Midwinter (1970), and also supported by Gestwicki (1987), is the fears of teachers, mindful of being swamped by parents - and of being open to criticism while on public view. But Midwinter (1970) argues forcefully that it is foolish on educational grounds to ignore parents as potential aids in the education of their children or to persist in seeing education as narrowly confined to the hours spent in school.(Cyster, 1979, p18,19). Furthermore Ramsay et al (1990) found that few teachers and parents were prepared to collaborate in decision making procedures. They claim that teachers were defensive about their present position, insecure in their professionalism and afraid of what parents might demand if they were allowed a greater say in education. The parents, however, were uncertain of what would be an appropriate role for them within the school.

Goodacre (1970) drawing on her own research in Britain and other research suggest that, "because of the somewhat isolated nature of their profession, teachers have an over

simplified, stereotyped and out-of-date image of parents; parents, particularly the poorly educated, may be humbled and over deferential in the face of the teachers' image as the professional educator." (Cyster 1979, p20). Whether or not these perceptions are correct they nevertheless enable us to focus on the problems encountered in the parent-teacher relationship.

The level of parental participation appears to drastically decrease at the secondary school level. Reasons for this could be found in the attitudes parents bring into the home-school relationship. Hymes (1974) argues that:

"Humans of all ages get caught in a powerful web spun of two strong threads; the way they were treated in the past, and the way the present bears down upon them."

(cited in Berger 1987 p98)

Berger (1987) reinforces this idea and suggest that parents come from diverse backgrounds and if their past school experiences were pleasant and successful, they are likely to enjoy visiting schools again, but if their experiences were filled with failure and disappointments, whether real or imagined, the thought of school is foreboding and depressing and if they do approach the school, they do so with trepidation.

Parents contending with unemployment, inflation and social change tend to resist any contact with the school . Berger (1987) argues that in some crises, the burden of poverty will consume parents . Parents concerned with subsistence have little energy left for self-fulfilment or for meeting their children's emotional and educational needs. Maslow's (1968) hierarchy of needs seem to be consistent with Berger's conclusions. He stresses that basic needs must be met before persons can climb to higher rungs of the ladder towards self-actualization. (Berger 1987, p78)

The attitude of the administrators and the teachers can either encourage or discourage the link between teacher and parents. Berger (1987) argues that each school differs in its character (usually set by the administrators and reflecting the morale and attitudes of the personnel).

"Some say, 'Come, enjoy with us this exciting business of education.' Others say, 'You are infringing on my territory. Schools are the professional's business. Send us your children. We will return them to you each evening, but, in the meantime, let's each keep to our own responsibilities.' In the first instance, there is a joy in the educational spirit. In the second, fear or avoidance overrides all sense of joy."

(Berger, 1987, p98)

Principals, by virtue of their hierarchical position in the school, are in a strong position to influence teacher and parent relationships.

Goldring (1991) argues that parental involvement is often a source of concern for some principals. They regard interaction with parents as one of their most difficult tasks and claim that parents do not cooperate in their efforts to enhance the quality and goals of the school, and are overly critical of the school's activities. She explains these principal's predicament in terms of split loyalty and dual responsibilities towards teachers and parents. Principals often find themselves in a position where they have to support their teachers in performing their tasks and also recognise the demands and expectations of parents. Problems arise where these responsibilities are in conflict with one another. For example, 'when a parent approaches the principal and claims that his/her child was unfairly penalized by a teacher, the principal may feel compelled to support the teacher's authority and judgement, while treating the parent's complaint with due consideration.' (Goldring, 1991, p221).

A principal who is unsuccessful in dealing with these conflicting situations can become the greatest barrier to effective parent-teacher relationship.

Another major barrier to effective teacher-parent relationships is the differences between social classes that we find in the increasingly pluralist New Zealand society. Educational institutions arise in response to the need to preserve the knowledge and experience gained from the past and pass it onto the next generation. In some societies education seeks to generate new knowledge. This tension is exacerbated in a pluralist society by determining which particular culture is to be reproduced. Bourdieu(1971) argues that it is the dominant group who control the economic, social and political resources whose culture is embodied in the school, and that the habitus of this group permeates every aspect of schooling.

Ramsey et al(1990) argue that parents and their children from socio-economic groupings representing manual workers or the unemployed were marginalised by the New Zealand school system. They found that working class Pakeha, together with Maori and the Pacific Island parents, were alienated by the present school system and were the least involved in the school's decision making process. This is despite the evidence they found that these parents did care about their children's schooling. An explanation for this can be found in the school's demand for competence in the language and culture of the dominant group which can only be produced by family upbringing. The school does not explicitly make this culture available to its pupils and parents but implicitly demands it via its definitions of success. Thus the system becomes the monopoly of those classes capable of transmitting through the instruments (habitus) necessary for the reception of the school's messages.

An important barrier to parent-teacher relationships appears to be the predominantly one-way communication initiated by the school. One-way communication informs parents about the school's plans and happenings. Two-way communication allows parents to feed into the school their knowledge, concerns, and desires, and requires interaction between the participations. This one-way communication barrier is aptly stated in a British study by David Webb (1982) who argues that the contact that schools have with homes are almost exclusively determined by teachers. He took a sample of 160 parents in Britain and asked them which forms of home-school contact they preferred. When parents' preferences were compared with school practices he found considerable discrepancy in certain items between what parents prefer and what schools actually practice. Three of the four most preferred items in the parent's survey, for example, do not occur in the first ten frequently practised contacts in the school.

From this survey it does seem that the school continues to try to forge links between the home and the school using some forms of contact which are not highly valued by parents. Webb(1982) also found that there were other contacts which parents prefer and which many schools do not practise. Until such consumer preferences are taken into account by teachers, who generally determine the means of contacts with parents, there seems little chance that the relationship between parents and teachers will be as close as desired.

The teacher's perception of an autonomous professional may constitute an important barrier to parent-teacher relationships. Hulsebosch (1991) argues that different teachers define autonomy in different ways. Teachers who adhere to the traditional models of autonomy, which portray the autonomous person as someone who maintains a distance from others and regards autonomy and intimacy as mutually exclusive, can hinder any parent interaction with the school.

Goldring summarizes the structural obstacles which hinder the intensification of relations between teachers and parents as follows:

- "(1) the lack of flexibility, informal and spontaneous frameworks for encounters between parents and teachers;
- (2) disagreement between the two parties over the level of professionalism which the role of the teacher merits; and
- (3) the vast differences between the patterns of relating between students and their teachers, and children and their parents"

(Goldring, 1991, p226).

CONFLICT RESOLUTION IN PARENT-TEACHER RELATIONSHIPS; ASPECTS TO CONSIDER

Hymes (1974) eloquently describes how conflict in the parent-child-teacher relationship can be resolved when he explains that parents love their children and if the teacher:

"feels the same love, then parents are your friends. Show your interest in a child and parents are on your side. Be casual, be off-handed, be cold towards the child and the parents can never work closely with you... To touch the child is to touch the parent. To praise the child is to praise the parent. To criticise the child is to hit at the parent. The two are two, but the two are one."

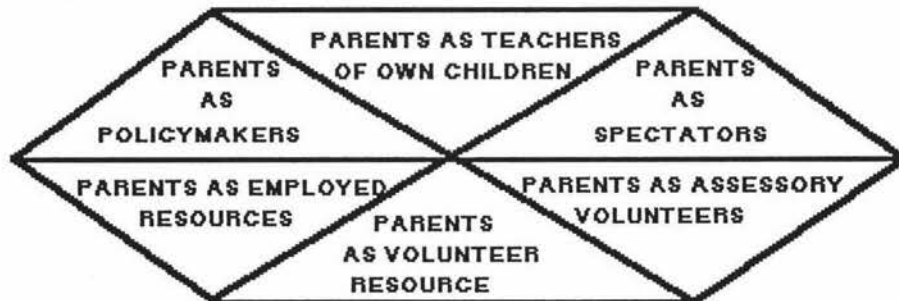
(Cited in Berger 1987, p98,99).

The success of any parent-teacher relationship depends upon each participant demarcating each other's role within the school. This would help to minimise conflict situations where one group interferes with the other's work within the school. Sockett (1987) supports the argument that a clear account of the division of responsibilities among

the partners are essential so that each partner knows what is right to do and what to expect from the others.

He suggests that a major effort be made to bring parents in close partnership with schools through a strategy developed with an initial group of parents and developed with them and their successors.

Within the school, parents may assume a variety of roles as shown below:



Parents role in the School.
Diagram - Berger (1987)p103

Berger (1987) suggests that most commonly parents are spectators who merely observe what the school does with their children in the educational process. They view the school as an authority figure, best equipped to handle the education of their children. But parents may also assume other roles simultaneously. They may sometimes serve as resources in the school's instructional programme. As volunteers they may develop materials and curriculum ideas or share their expertise. Parents may also serve as policy makers. This is presently achieved through the Board of Trustees in New Zealand schools.

In the School Impact Model, Gordon (1977) suggests that parents desire a part in the planning, operation, and overall evaluation and direction of the programme. (Gestwicki 1987, p66) Hess (1971) argues that the rationale for parent participation in decision making is based on the belief that people will not be committed to decisions in which they had no involvement. He also argued that parents know their own situation best, and hence must be involved in planning for their children's education. (Gestwicki, 1987, p66)

The ongoing debate about whether the teacher's role should be restricted to intellectual and moral development or whether it should be broader to include social training was reviewed by Musgrove and Taylor (1965) and supported by Cullingford (1984). Their study of 470 teachers in British schools revealed that generally teachers saw their role in moral and intellectual terms and were relatively indifferent to the more specifically social aims of education. In emphasising "instruction" teachers were in line with what they thought parents in fact expected. He also found that the area of discrepancy between teachers' aims and what they imagined to be parents' aims is still very large. Teachers viewed parents as being indifferent to moral training but very concerned with social advancement. This constituted a great misconception on the part of teachers because the evidence pointed to parents being substantially in agreement with teachers. These researchers argued that this area of tension might be considerably reduced if parents and teachers established more effective means of communication.(p171-178).

Resolving conflicts in parent- teacher relationships will demand "an understanding of the other partner's rights and responsibilities, a common commitment, and trust and confidence" (Socket,1987,p35). Holt (1980) supports this and suggests that parents do not expect to take on the tasks of curriculum construction. They recognise the professional knowledge and judgement of the staff, but the staff must also recognise that their activities lie in the public domain, and that those with an interest in the outcomes of those activities ought to be involved in deciding their nature.(p93).

The principal's response strategy in dealing with parents is an essential factor in resolving conflict between the home and the school.

Goldring (1991), drawing on her own and other research identified three strategies principals may use. The coalition collaboration strategy requires parents and principals to get together and negotiate common goals. The socialisation strategy attempts to mould parents' attitudes to approximate those of the school, by principals trying to modify parents' expectations of the school. The third response strategy, formalization, attempts

to diminish, delay, or relegate contact with parents to others. This is achieved through buffering and cooption. Goldring reports her earlier research (1989) among principals in Israel in which she found that the higher the percentage of low SES parents in the school the more likely principals were to use the formalization strategy. Principals in homogeneous schools, regardless of socio-economic status, are more likely to interact with parents through cooperation and those in heterogeneous schools generally opted for the socialisation strategy.

The ideological demands of parents must be considered too in resolving parent-teacher conflicts. Schwartzhold (1979) argues that parental involvement represents an attempt to influence learning structures and classroom curriculum in the light of parents' personal values and perspectives on life.(Goldring, 1991, p215). Goldring (1991), drawing on her earlier research in Israel, reports that an alternative educational system providing stronger emphasis on Judaic studies was founded by parents whose principal motivation was ideological. She also found that there was a high correlation between the level of parental involvement and the development of alternative school programs. The intensity of parents' ideological tendencies constitutes an important area to be considered in resolving conflicts between parents and teachers.

To improve home - school liaison one must change the status of parents and the nature of the relationship between parent and teacher. This needs to be based on a partnership, a sense of equality, with each contributing an essential but different ingredient. There must be an equality of concern, a reciprocal understanding of the child and a recognition of the interdependence of parent and teacher in achieving their aims.

SUMMARY

The recognition of the value of parents in education has gathered momentum in many parts of the world, particularly in the United States, Europe and recently in New Zealand. This is evident by the increasing volume of research and literature being published on this subject. Acknowledgement of the role of parents in education has also been evidenced by

the introduction of legislation to increase the influence of the parents and to raise the status of parents in the administration of schools. This has resulted in interdependence of the home and the school in the education of children emerging as a central issue in education.

Although each parent has their individual characteristics, some commonality can be found to classify them into homogeneous groups in order to understand the complexities of their relationship with teachers. Similarly, teachers can be classified into groups to understand their interaction with parents.

The views of parents and teachers on education do overlap but there are some significant differences which must be addressed. Parent-teacher relationships in primary and secondary schools are similar in some respects but there are also many important differences between these two sectors.

Any attempt to foster a closer relationship between parents and teachers involves overcoming some strong barriers between the two groups. These barriers may be inherent in the present school system or may have resulted from the experiences both parents and teachers have of their past interaction with each other.

CHAPTER THREE

RESEARCH DESIGN AND METHOD

DEFINING THE SCHOOLS COMMUNITY (TARGET SAMPLE)

SAMPLE SELECTION

METHOD OF DATA COLLECTION

ANALYSIS OF DATA

RESEARCH DESIGN AND METHOD

METHOD

The sample consisted of 5 parents groups drawn from the school's community.

Defining The School's Community (Target Sample).

The High School in this study is a large Secondary School in West Auckland, in the suburb of Massey. The school opened its present site in 1970. Over the last four years the school roll has risen from 1 360 to 1 590. The school's community is drawn from the Massey, Whenuapai and Riverhead areas. The community is diverse in its rural-urban, socio-economic and ethnic make-up and is at the urban-rural fringe of the Auckland Metropolitan area on its north-west boundary. This means that it is the second fastest growing area in New Zealand. The majority of the 25,000 population is made up of relatively recent arrivals i.e. over the last 10 years. The Maori percentage of the population is about 10% and Polynesian (mainly Samoan), around about the same and growing. The gender balance in the area is about 50/50 and the medium age of the population would tend to be lower than the national average. The approximate percentages of the socio-economic classification according to the Elley Irving Index would be as follows, above average 15%, average 60%, below average 25%. In many cases both parents work and approximately 25% of the pupils come from one parent families. (Massey School Charter 1989, p5,6).

SAMPLE SELECTION

A sample is representative of its universe if it includes all the relevant categories which exist in the universe and if it includes them in the same proportion as they are in the universe. In selecting the sample of parents from the school's community (universe), the percentage of parents selected from each ethnic group closely matched that of the universe.

THE PARENT SAMPLE

The 1991 ethnic classification of the school (Form 4 to Form 7) indicated that there were 31 possible ethnic groups, as shown in TABLE 1 below:

TABLE 1

ETHNIC CLASSIFICATION OF FORM 4 TO FORM 7 STUDENTS	NUMBER	%
European	819	71
European - Maori	96	8
Maori	84	7
Samoan	57	6
European-Samoan	15	1
Chinese	11	1
European - Other Pacific Islanders	9	0.8
Indian	9	0.8
Niuean	7	0.6
Cook Islander	7	0.6
Other Pacific Islander	5	0.4
European Maori Chinese	4	0.3
European Cook Islander	3	0.3
Maori Other Pacific Islander	2	0.2
European Niuean	2	0.2
European Chinese	2	0.2
Tongan	2	0.2
European Fijian	2	0.2
Samoan Tongan	2	0.2
European Tongan	2	0.2
Maori - Cook Islander	2	0.2
Samoan - Cook Islander	2	0.2
European - Indian	1	0.1
Papua New Guinean	1	0.1
Cook Islander Niuean	1	0.1
Maori Chinese	1	0.1
Other Asian	1	0.1
European - Maori Samoan	1	0.1
European Maori Tongan	1	0.1
Chinese Malay	1	0.1

The decision was made at this stage to put the ethnic groups into 5 main categories, namely, European, Maori, European-Maori, Samoan and 'Other'. All the smaller groups in the universe were put into the 'Other' category.

This was done to ensure that all the main ethnic groups were represented in the sample to facilitate a comparative study between these groups. Having grouped the students according to their ethnic classification (Table 2), the parent sample was selected using the stratified random sample method. Individuals in each category were used as a universe, and a sample for each category was selected by random numbers and in about the same proportion to the sample as it is to the universe. The target population and sample selected is shown below:

TABLE 2
TARGET POPULATION AND SAMPLE SELECTION
PARENTS OF STUDENTS IN FORMS 4 TO 7

ETHNIC GROUP	NUMBER IN POPULATION	NUMBER IN SAMPLE	% IN TOTAL POPULATION	% IN SAMPLE
EUROPEAN	819	220	71	69
MAORI	87	25	7	8
EUROPEAN - MAORI	96	25	8	8
SAMOAN	57	30	6	9
'OTHER'	86	20	8	6
TOTAL	1145	320	100	100

THE TEACHER SAMPLE

The entire staff (n = 85) of the school were surveyed.

METHOD FOR DATA COLLECTION.

The methods used for collecting the data were:

- (1) The Questionnaires
- (2) The interview

(1) The Questionnaires

The method used in the construction of the questionnaire was based on the work of Borg and Gall (1983) and on the model developed by Tuckman (1988). The following procedure was used:

- a. Specifying the variables to be measured.
- b. Choosing the question format.
- c. Choosing the response mode.
- d. Preparing the questionnaire items.
- e. Pilot testing and evaluating the questionnaire.

The written questionnaire was selected because of the time constraints of this research and also because it allows data to be gathered from a large sample of teachers and parents. Two sets of questionnaires were drawn up, namely:

- A. Parent Questionnaire
- B. Teacher Questionnaire

The Parent Questionnaire (see Appendix for copies of the questionnaires)

English and Samoan questionnaires were developed because there were many Samoan parents who were not fluent in English. In wording the English questionnaire, consideration was given to the type of language suitable for translation into Samoan.

The questionnaire was sub-divided into 5 sections. Each section addressed a specific issue as shown below:

- SECTION A:** The items were structured using the 5 point Likert Scale and aimed to determine parental attitudes to various issues shown below:
1. Attitude towards Report Evenings.
 2. Attitude towards Parent Support Group meetings.
 3. Attitude towards parental involvement in the school.
 4. General attitudes regarding teacher-parent relationships.

SECTION B : This section addressed the following issues:

1. Actual Participation in Activities
2. Level of Satisfaction
3. Willingness to participate

SECTION C : The topics addressed in this section were:

1. Communication between parents and teachers.
2. Communication between parents and the Board of Trustees.

SECTION D: This section aimed to determine the barriers to parent-teacher interaction using the Likert scale.

SECTION E: The questions in this section required parents to suggest ways to improve parent-teacher relationships. Open-ended questions were constructed to elicit this data.

SECTION F: Closed questions were used to obtain data on the nature of the sample

THE TEACHER QUESTIONNAIRE

Only two subsections (C and F) of the teacher questionnaire were different from the parent questionnaire.

SECTION C: The issues addressed were contact between parents and teachers, communication between parents and teachers, adequacy of the teacher's relationships with parents, parent awareness of the teachers' problems, contact with the Board of Trustees.

SECTION F: This covered the school's philosophy, learning skills, attitudes of teachers, courses that could be provided for parents, ethnic groups.

THE INTERVIEW

The method used in the development of the interview guide and for conducting the interviews was based on the work Tuckman (1988) and Borg Gall (1983). The major reasons for this research method were to clarify any misconceptions that may have arisen in the questionnaires and to give the parents a chance to provide explanations for the main issues addressed in the questionnaires.

The interview method was used to gather data from a small sample of 20 parents (10 European, 5 Samoan and 5 Maori) and 10 teachers. The parent and teacher sample was selected using the systematic sampling method. The parent sample was divided into the major ethnic groups , namely Maori, Samoan and European before sampling was done.

The next step was to consider the type of interview techniques to employ. A fixed framework of open-ended questions in which the subjects make any response in their own words, was drawn up. This gave the interviewer control over the interview situation, and at the same time the interviewee was given the freedom to talk at length on the subject of the questions asked.

The parent interview schedule covered the following topics :-

1. The importance of parent-teacher relationships.
2. Report evenings.
3. Parent support group.
4. Informing teachers about parents concerns.
5. Evening classes for parents and suitable topics to be discussed.
6. Barriers to parent involvement in the school.
7. Contact with teachers.
8. Ways to involve parents at high schools.
9. Teacher's role in the school.
10. The parent's role in the school.

The teacher interview schedule addressed the following issues :-

1. Contact with parents.
2. Opportunities that exist in the school for teachers to meet parents.
3. Parent support group.
4. Report evenings.
5. Ways to improve contact with parents.
6. Home visits.
7. Student's problems at home?
8. Evening classes for parents.
9. Teacher's role in the school.
10. Parent's role in the school.

Questions were formulated to obtain data relating to these topics. After the schedule had been drawn up, a pilot study was carried out.

THE PILOT STUDY

Having considered the areas to be covered in the parent and teacher questionnaire questions were designed to elicit information on the topics listed. Research by Lunch and Pimlott (1976) and Payne and Hinds (1986) was consulted in drawing up the questionnaire items. The completed questionnaire was trialled in a small pilot survey involving eleven subjects.

Before the pilot surveys were conducted a letter introducing the writer and explaining the purpose of the research were sent to parents and teachers.

Pilot surveys of the completed questionnaire were carried out with 6 teachers from 3 West Auckland schools. These teachers made valuable suggestions concerning the wording and structure of the questionnaire. Noting these suggestions the questionnaire was re-drawn. The draft parent questionnaire was administered to 5 parents selected randomly from the various ethnic groups represented in the school. This survey revealed the need to translate the questionnaire into the Samoan language as these parents were not fluent in the English language. A Samoan teacher, who was fluent in the Samoan language was commissioned to do this work. The researcher also made the decision that the questionnaires be distributed to the Samoan and Maori parents by a person who was familiar with these parents to ensure a high return rate.

The interview survey was piloted with a small group of parents and teachers to test its wording and structure. Three parents from the European, Maori and Samoan group were interviewed. None showed any difficulties in answering the questions. A pilot interview with 3 teachers also revealed no difficulties with the questions and structure in the interview schedule. The writer conducted all the interviews.

THE MAIN SURVEY

Approval was obtained from the Principal and the Board of Trustees to conduct a survey of the parents and teachers.

A letter seeking permission to conduct a survey of the parents and teachers was handed to the Principal (see appendix D). Approval was granted by the Board of Trustees. (see appendix D).

All the parents in the survey were contacted by telephone seeking their co-operation and informing them about the purpose of the survey and informing them when to expect the questionnaire. The questionnaire, a letter explaining the purpose of the survey and a stamped, self-addressed envelope was sent to the parents with their children in the school and some were posted as requested by the parents. The parents were asked to post back the completed questionnaire. This was done to assure the parents of anonymity.

The questionnaires to Samoan parents were delivered and collected personally by a Samoan parent. The questionnaires to Maori parents were distributed and collected by a teacher from the school who had personal contact with the parents to be surveyed. The questionnaires to teachers were personally handed to them by the writer.

To increase the percentage of the returns, each parent in the chosen sample was contacted by telephone and asked whether they would like to take part in the survey. Two parents refused to be part of this survey. Since our sampling was done in the initial stages two more parents were included into the sample. The teachers were contacted individually. All these procedures resulted in a return rate of 80 % from parent and 78 % from the teachers.

Tables 3 and 4 show the number and percentage of questionnaires which were returned completed:

TABLE 3

PARENT QUESTIONNAIRE RETURNS (ACCORDING TO ETHNIC CLASSIFICATION)

	NO. SENT OUT	NO. RETURNED	% RETURNS
EUROPEAN	220	189	86
MAORI	25	20	80
SAMOAN	30	26	87
EUROPEAN/MAORI	25	12	48
'OTHER'	20	9	45
TOTAL	320	256	80

TABLE 4

PARENT QUESTIONNAIRES - RETURNS ACCORDING TO
SOCIO-ECONOMIC STATUS [SES]

[Raylee Johnston 1983]

SES	HIGH	MIDDLE	LOW	NO SES	TOTAL
EUROPEAN	57 (30%)	96 (51%)	19 (10%)	17 (9%)	189 (100%)
MAORI	2 (10%)	9 (45%)	2 (10%)	7 (35%)	20 (100%)
EUROPEAN MAORI	5 (41%)	2 (17%)	2 (17%)	3 (25%)	12 (100%)
SAMOAN	1 (4%)	3 (12%)	15 (57%)	7 (27%)	26 (100%)
OTHER	0 (0%)	6 (60%)	1 (11%)	2 (22%)	9 (100%)
TOTAL	65 (25%)	116 (45%)	39 (16%)	37 (14%)	256 (100%)

Tables 3 and 4 reveal that there was a high proportion of returns from the parents. Because of the assurance of anonymity those who did not respond to the questionnaire could not be traced. To increase returns a notice was put in the schools Newsletter to encourage parents to complete and return the questionnaire. Teachers were approached individually and encouraged to complete and return the questionnaires. The reasons for non-returns could not be determined because of the anonymity of the survey. The high return rate of the Samoan Parent sample is attributed to the questionnaires being personally handed to and collected from these respondents and recognition of their language.

The returns from the Maori and the 'other' sample may have been influenced by the parents opting to choose an ethnic category that varied from that recorded in the school's data base which was used to determine the selection in the original sample. Thus the low return rate in the 'other' sample may not be as low as the above statistics indicate. It must be noted that the sample was not selected on the basis of socio - economic status. The total returns, however, indicate an SES pattern that approximates that of the data held in the schools files. The questionnaires (n = 37 or 14%) that had missing data could not be allocated an SES classification. The majority of students are in the middle SES group except for the Samoan group which indicates a high number in the low SES category.

INTERVIEWS WITH PARENTS

The interviews with the parents and teachers were conducted personally by the writer. The parents selected in a random sample was contacted by phone and by the writer making several home visits to request the cooperation of the parents.

The responses to the interview were tape-recorded to reduce the tendency of the interviewer to make an unconscious selection of data favouring his biases. In most home the physical settings for one-to-one interviews was sufficiently private and free from interruptions to facilitate uninhibited communication. However, the conditions in some homes were not fully conducive to taping, eg high noise level.

Corson (1985) suggest that problems of speech and accent which might inhibit interviewee in the interview situation depends on their social class and ethnicity. In this study the interviewer was a South African Indian working with European, Maori and Samoan parents. Thus considerable care was taken to make the interview situation less threatening by the interviewer initially talking to the interviewee about matters unrelated to this study and then carefully explaining the purpose of the interview and the tape recording. This enabled the interviewer to gain the confidence of the respondent.

Each interview took about 30 minutes.

ANALYSIS OF DATA

The data on the questionnaire was coded and entered into the computer data base prepared for this study. The technique used analysis of the interview data was based on the work of Strauss (1987). The coding this data was done by the writer, who was also the interviewer.

Statistical test of significance , using analysis of variance was applied to the data. The null hypothesis was to be rejected at the 0.5% level of confidence.

CHAPTER FOUR

RESULTS

PARTICIPATION IN SCHOOL ACTIVITIES

ATTITUDES OF PARENTS AND TEACHERS

BARRIERS PREVENTING A CLOSER PARENT - TEACHER RELATIONSHIP

OTHER BARRIERS TO A CLOSER PARENT - TEACHER RELATIONSHIP

ROLE OF PARENTS IN THE SCHOOL

METHODS OF IMPROVING PARENT - TEACHER RELATIONSHIPS AT THE HIGH SCHOOL

RESULTS

This survey on teacher - parent relationships at a high school compares the responses of the following groups:

1. The total parent and teacher groups.
2. The parent group divided on the basis of socio-economic status (SES) into high middle and low SES.
3. The parent group divided on the basis of ethnicity into European, Maori, Samoan, European Maori, and "Other".

Analysis of variance (F - ratio) , means and standard deviations were used to test for significance and to compare the responses between the two major groups, namely the parents and the teachers. Also, for the parents sampled, means and standard deviations were used for within group comparison on the basis of SES and ethnicity. Ranking of the responses using the sum total gained by each group on each item was also used in the statistical analysis.

Although some tables and figures are presented in this section, most are found in the appendices.

PARTICIPATION IN SCHOOL ACTIVITIES

ACTUAL PARTICIPATION REPORTED IN THE SCHOOL'S ACTIVITIES

The percentage of parents and teachers who have participated in the activities listed in Table 5 of the appendix is illustrated in the graph below:

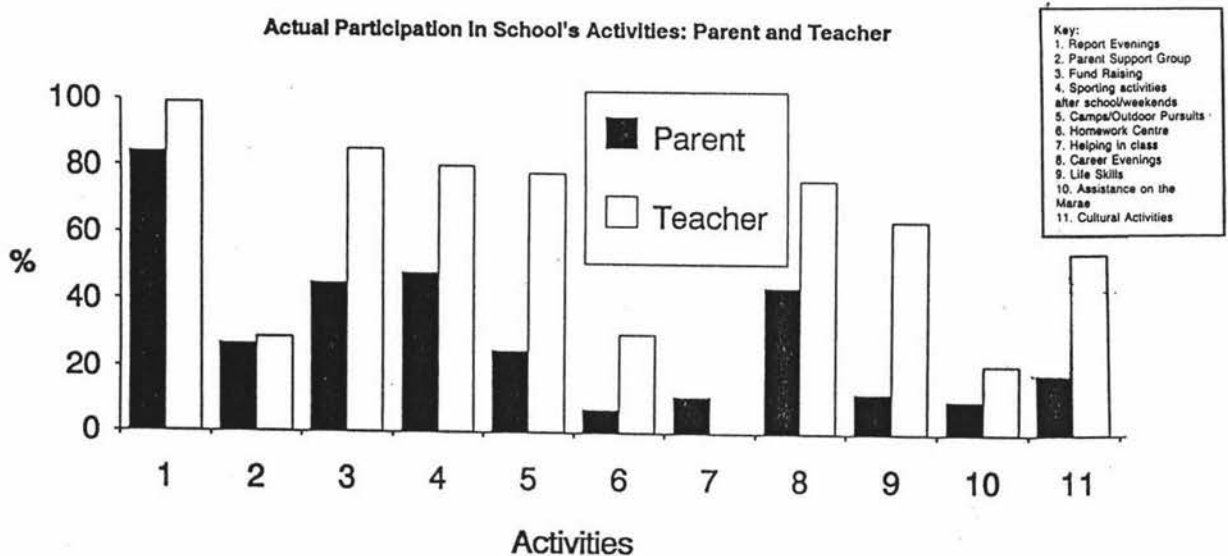


Figure 1

Figure 1 above shows that the highest level of involvement by both parents and teachers was in the Report evenings. This shows that the parents (84%) value this activity highly and it is the single most important situation for parent-teacher interaction.

The four highest participation activities for both teachers and parents were in Report Evenings, Sporting activities Fund raising and Career evenings. There was a low level of involvement by parents in all the other activities, namely, Parent Support Group (27%); Camps and Outdoor pursuits (25%); Cultural activities (16%); Life skills (12%); Assistance on Marae (1%) and the Homework centre (7%).

It appears that the teachers' involvement is high in those activities regarded as "compulsory" by the school, namely, Report Evenings (99%), Fund Raising (85%), Sporting activities (80%), Camps and Outdoor Pursuits (78%), Career evenings (76%), Like skills (64%). The activities which are regarded as "more voluntary" had a low teacher involvement: Cultural activities (53%), Homework centre (30%), Parent Support Group meetings (29%) and assistance on the Marae (21%).

From table 6 it does appear that actual participation in some of the school's activities is influenced by the parents' socio-economic status.

TABLE 6
Actual Participation By Parents In The Schools Activities :
According to Socio-Economic Status

ACTIVITY	HIGH SES		MIDDLE SES		LOW SES	
	NO.	%	NO.	%	NO.	%
REPORT EVENINGS	58	89	100	86	27	69
PARENT SUPPORT GROUP	18	28	29	25	14	36
FUND RAISING	29	45	53	46	20	51
SPORTING ACTIVITIES	36	55	54	47	21	54
CAMPS OUTDOOR PURSUITS	16	25	26	22	11	28
HOMEWORK CENTRE	2	3	2	2	11	28
HELPING IN CLASS	2	3	6	5	10	26
CAREER EVENINGS	31	48	56	49	14	36
LIFE SKILLS	6	9	10	9	8	21
ASSISTANCE ON MARAE	4	6	4	4	7	18
CULTURAL ACTIVITIES	6	9	11	10	12	31

The general trend in the table above indicates that the high SES and the middle SES parent groups had a higher level of participation in the 'academic' activities (report evenings) at the school than the low SES group. The low SES group had similar a or higher level of involvement in the rest of the activities (n=9) listed in the table above.

Ethnicity does appear to play an important part in the level of participation by parents in the activities held by the school. The level of teacher and parent participation (Table 8) is ranked below according to the percentage of participation within each teacher, parent and ethnic group, with 1 being highest participation and 10 lowest participation.

TABLE 8
Rank Order Of Actual Participation

ACTIVITY	TEACHERS	PARENTS	EUROPEAN	MAORI	SAMOAN	EUROPEAN- MAORI	"OTHER"
REPORT EVENINGS	1	1	1	2	1	1	1
PARENT SUPPORT GROUP	8	5	5.5	7	4	3.5	6
FUND RAISING	2	3	4	4.5	2	2	3.5
SPORTING ACTIVITIES	3	2	2	1	6	3.5	3.5
CAMPS/OUTDOOR PURSUITS	4	6	5.5	8.5	6	6.5	6
HOMEWORK CENTRE	7	10	10	10	3	10	9
CAREER EVENINGS	5	4	3	6	8.5	5	2
LIFE SKILLS	6	8	9	8.5	8.5	8.5	9
ASSISTANCE ON MARAF	9	9	10	4.5	10	8.5	9
CULTURAL ACTIVITIES	10	7	8	3	6	6.5	6

From the table above it can be seen that all the different groups in relation to their actual participation ranked Report Evenings highly. Sporting activities were also highly valued by all the groups (Ranked between 1 and 3.5) except the Samoan group (Rank 6). Fund raising was less of a priority to the European and Maori parents than it was to the teachers, Samoan and the European - Maori parents. Camps and outdoor pursuits were ranked very low by the Maori parents (Rank = 8) compared to the other ethnic groups. Involvement in the homework centre was lower down the ranking order for all the groups (Ranked between 7 and 10) except for the Samoan Parent Group who ranked it third. Career evenings were ranked very low by the Samoan parents (Rank = 8.5) in relation to the other ethnic groups (Ranked between 2 and 6). Involvement in the Parent Support

Group was regarded as a higher priority by the Samoan and European - Maori parents than by any other group.

As expected, assistance on the Marae was ranked highly by the Maori parents (Rank 4.5) but occupied the lowest rank among the other ethnic groups (9 to 10). The Maori parents ranked cultural activities highly (Rank = 3), whereas the European parents ranked cultural activities the lowest (Ranked 8). Despite the high profile by the Pacific Island (Samoan) cultural group within the school, these activities could only gain a Rank 7. The teachers ranked it at 10.

PARENTS' AND TEACHERS' DECLARED WILLINGNESS TO PARTICIPATE IN THE SCHOOL'S ACTIVITIES.

Tables 9 and 10 in the appendix show the sum of the scores and percentage of parents and teachers who are willing, unwilling or undecided about participating in the schools' activities. These activities are ranked in Table 11 and 12 below, according to the sum total of each activity, with the lowest total being given the highest rank (1) and the highest total ranked 13.

TABLE 11

TABLE 12

PARENTS DECLARED WILLINGNESS TO PARTICIPATE IN SCHOOL ACTIVITIES			TEACHERS DECLARED WILLINGNESS TO PARTICIPATE IN SCHOOL ACTIVITIES		
RANK	SUM	ACTIVITY	RANK	SUM	ACTIVITY
MOST WILLING 1	595	OPEN DAYS	MOST WILLING 1	129	REPORT EVENINGS
2	605	REPORT EVENINGS	2	146	OPEN DAYS
3	680	CAREER EVENINGS	3.5	163	CAMPS/O.D.PURSUIITS
4	681	EVENING CLASSES	3.5	163	CAREER EVENINGS
5	720	SPORTING ACTIVITIES	5	173	CULTURAL ACTIVITIES
6	740	FUND RAISING	6	180	EVENING CLASSES
7	748	CAMPS/OUTDOOR PURSUIITS	7	182	LIFE SKILLS EDUCATION
8	755	PARENT SUPPORT GROUP	8	187	SPORTING ACTIVITIES
9	774	LIFE SKILLS	9	190	HOMEWORK CENTRE
10	841	P. T. A	10	194	PARENT SUPPORT GROUP
11	852	HOMEWORK CENTRE	11	211	P. T. A.
12	872	CULTURAL ACTIVITIES	12	210	ASSISTANCE ON MARAE
13 LEAST WILLING	983	ASSISTANCE ON THE MARAE	13 LEAST WILLING	230	FUND RAISING

Tables 11 and 12 indicates that the parents and teachers were most willing to participate in open days and Report Evenings. Career evenings were also ranked highly by both these groups. Parents ranked Evening Classes (Rank 4) higher than the teachers (Rank 6). Fund Raising was highly valued (Rank 6) by the parents but the teachers were least willing (Rank 10) to participate in this activity. Also teachers gave a high rank order (Rank = 3.5) to camps and outdoor pursuits while the parents ranked it lower at 7.

Both the parents and teachers ranked parent support group meetings, Parent-teacher Association, Homework Centre and assistance on the Marae lower down in their rank

order. Teachers (Rank 5) were more willing than the parents (Rank = 12) to participate in cultural activities.

Also from tables 9 and 10 it can be seen that there is a significantly large percentage of both parents and teachers who were not willing to take part in the activities or were undecided on their willingness to participate.

From table 13 below it appears that the different ethnic parent groups give a different priority to the activities held by the school, although there are some activities which are given about the same priority by all of the groups. Thus it appears that the parents' willingness to participate in the school's activities is linked to their ethnicity.

TABLE 13
RANK ORDER OF DECLARED WILLINGNESS TO PARTICIPATE: ACCORDING TO
SOCIO-ECONOMIC STATUS

ACTIVITY	EUROPEAN		MAORI		SAMOAN		EUROPEAN MAORI		'OTHER'	
	Sum	Rank	Sum	Rank	Sum	Rank	Sum	Rank	Sum	Rank
REPORT EVENINGS	450	2	54	6	45	1	31	4.5	24	9
PARENT SUPPORT GROUP	592	8	57	9.5	49	2.5	31	4.5	23	6
FUND RAISING	577	7	52	5.5	54	6	28	2	24	9
OPEN DAYS	441	1	50	3.5	53	5	26	1	21	3
SPORTING ACTIVITIES	556	5	42	1	68	13.5	35	10.5	21	3
CAMPS/OUTDOOR PURSUITS	568	6	58	11	61	11.5	34	8.5	24	9
HOMEWORK CENTRE	675	11	64	12.5	51	4	36	12	23	6
HELPING CLASS eg WOODWORK, TYPING	701	13	68	14	68	13.5	39	13	32	13
CAREER EVENINGS	514	3	5	7	56	7.5	31	4.5	23	6
LIFE SKILLS EDUCATION	606	9	52	5.5	60	10	34	8.5	21	3
ASSISTANCE ON MARAE	805	14	48	2	58	9	35	10.5	34	14
CULTURAL ACTIVITIES	689	12	57	9.5	61	11.5	33	7	29	12
EVENING CLASSES FOR PARENTS	527	4	50	3.5	56	7.5	31	4.5	16	1
PARENT-TEACHER ASSOCIATION	658	10	64	12.5	49	2.5	45	14	26	11

Report evenings seem to be a higher priority for the European (Rank = 2) and the Samoan (Rank = 1) parents than for the Maori (Rank = 6), European - Maori (Rank = 4.5) and the 'Other' (Rank = 9) parent groups. The Samoan parents valued the Parent Support Group (Rank = 2.5) and Fund Raising (Rank = 2) more highly than the other ethnic groups. Open days were a more popular activity with the European (Rank = 1) and European - Maori (Rank = 1) parents than with the other groups. The Samoan (Rank = 13.5) and the European - Maori (Rank = 10.5) indicated very little willingness to participate in sporting activities. Only the Maori (Rank = 2) parents showed any strong support for giving assistance on the Marae.

All the ethnic groups except the Samoan parents (Rank = 7.5) regarded evening classes for parents as lower down in their list of priority. The parent-teacher association is more of a priority area for the Samoan (Rank = 2.5) than for the other ethnic groups who appear to rank it very low (Ranks 10 and 14).

From Table 14 (in the appendix) it appears that the high SES, middle SES and low SES parents rate most of the activities about the same priority with a very small variation in ranking, the largest being about 2.5. Nevertheless there were significant exceptions affecting three of the activities, namely, camps/outdoor pursuits, homework centre, and evening classes for parents, which supports the view that Socio-economic status does have some influence on how parents prioritise the activities. The high SES parent group regards camps / outdoor pursuits (Rank = 4) a higher priority than the middle (Rank = 7) and low SES (Rank 10) parent groups. Involvement in the homework centre was less of a priority area to the high SES (rank = 13) than to the middle SES group. Evening classes were a much higher priority for the low SES (Rank = 1) than for the high SES (Rank 6) and middle SES (Rank = 3) parent group.

ACTUAL VERSUS DECLARED WILLINGNESS TO PARTICIPATE IN THE SCHOOL ACTIVITIES.

TOTAL PARENT RESPONSE

Figure 2 compares the actual and declared willingness of parents to participate in the activities of the school.

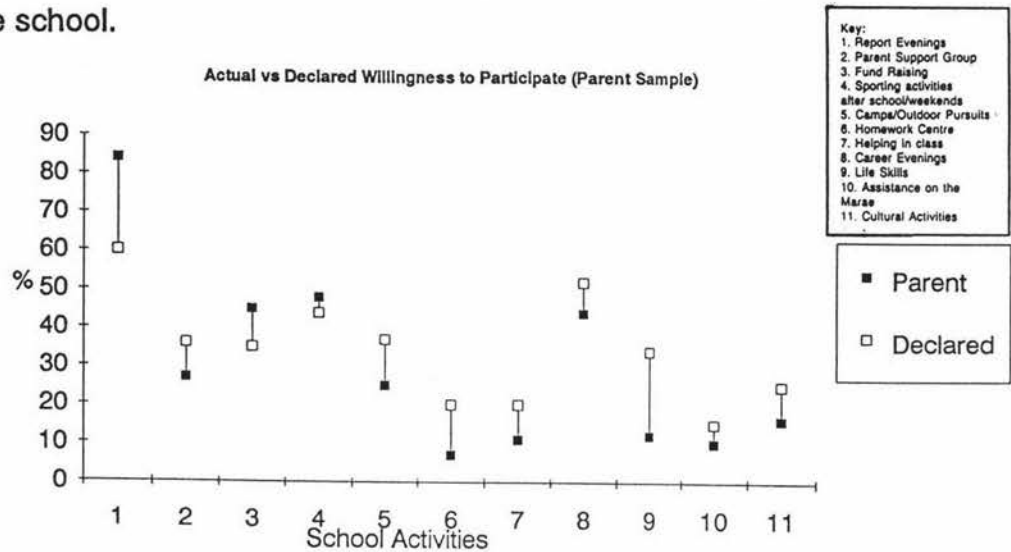


Figure 2

Figure 2 above reveals that the overall tendency (in 8 of 11 activities) is that the parents' willingness to be involved in the school's activities is greater than their present, actual involvement. Only in Report Evenings, Fund Raising and Sporting activities was there a deviation from the general trend in the opposite direction. The greatest difference occurred with regard to Report Evenings (24%) and Life Skills Education (22%).

TOTAL TEACHER RESPONSE

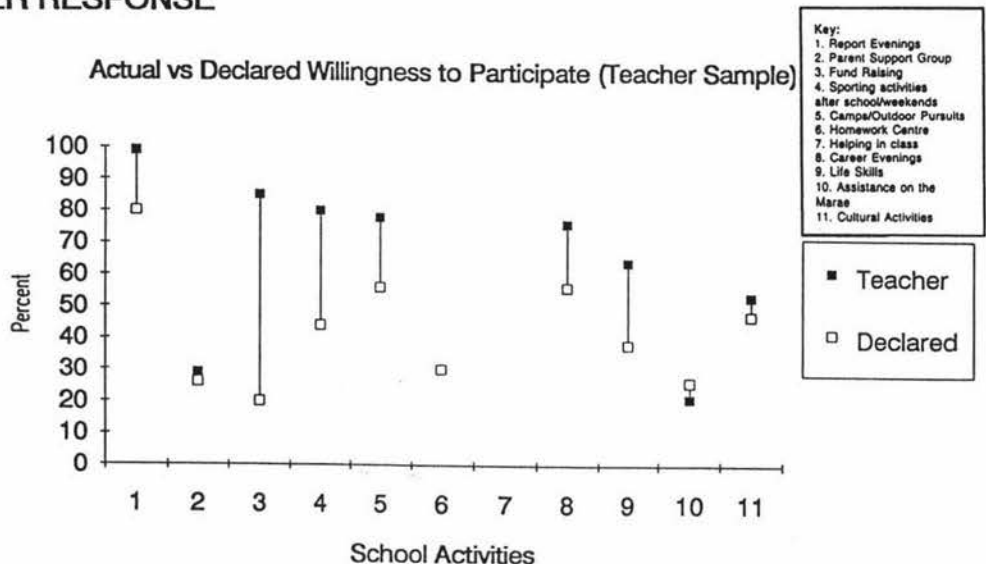


Figure 3

Apart from confirming that overall there is a difference in the teachers' actual and declared willingness to participate in the listed school activities, a general trend that appears is opposite to the trend in the parent sample (Figure 2), ie. willingness to participate is less than the actual level of involvement. The data on the graph also reveal some inconsistencies ie. teachers participated more than they wished to particularly in Fund Raising (68%) Sporting Activities (36%), Life Skills (26%), Career Evenings (20%), Report Evenings (19%), Camps and Outdoor Pursuits (20%) and Career evenings (39%). In comparison to the Parent response the difference between actual and declared willingness in the teacher sample was by far greater.

PARENT RESPONSE: ACCORDING TO SOCIO-ECONOMIC STATUS

The parents' socio-economic status appears to be an important factor influencing the different actual and declared willingness to participate in the school's activities. The high and middle SES parent groups were close in their responses but were markedly different from those of the low SES parent groups. Figures 4 and 5 show the responses of the high and middle SES parent groups respectively.

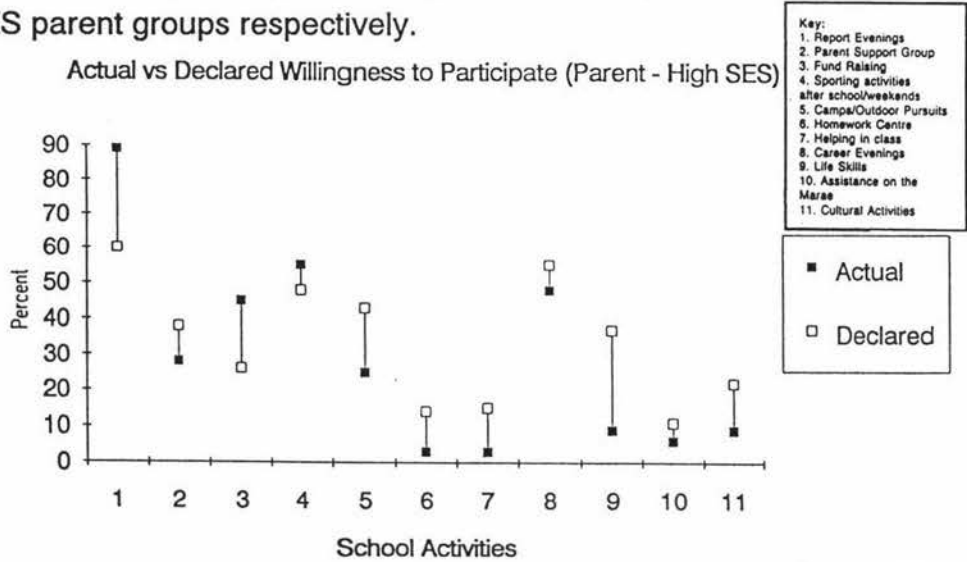


Figure 4

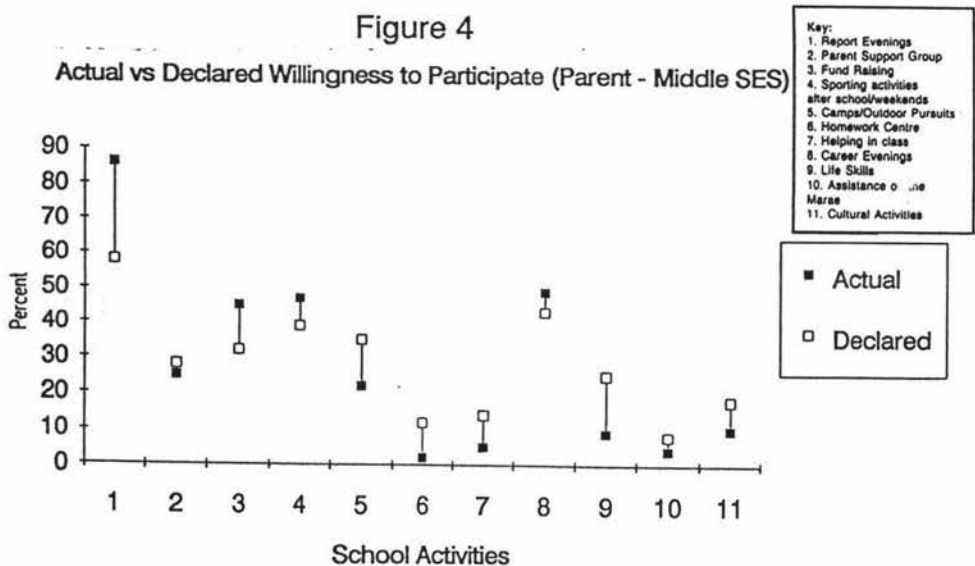


Figure 5

The only marked difference between the high and middle SES groups appears to be in activity 8 (Careers Evenings) where the high SES group desired a greater involvement than at present with the middle SES indicating the opposite response.

As stated above, the low SES group's response deviated from that of the high and middle SES group.

Figure 6 below shows the responses of the Low SES group.

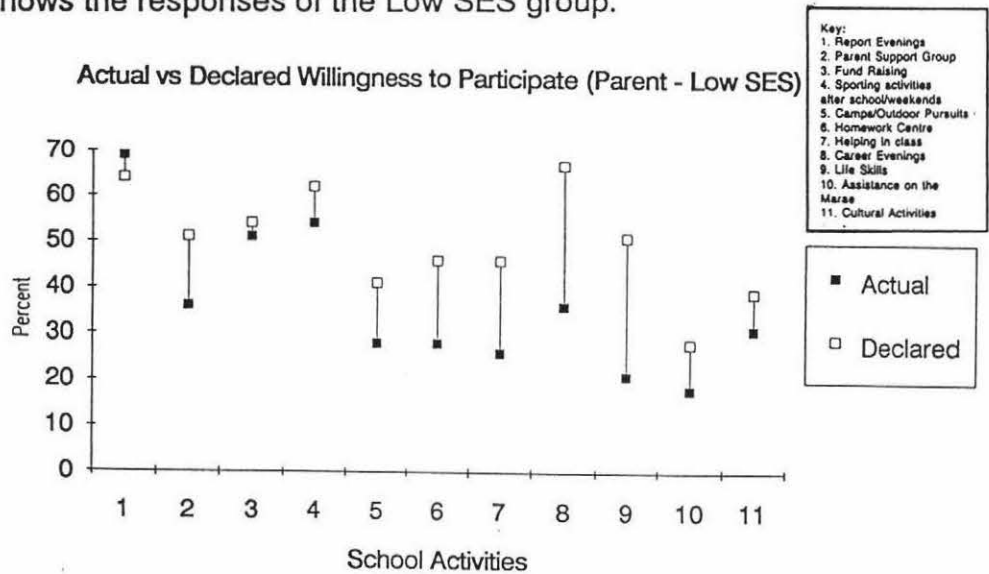


Figure 6

The low SES group was willing to show greater involvement in all the activities except the Report Evenings (activity 1). There was particular willingness to be more involved in activities 6 (Home work centre), 7 (Helping in class), 8 (Career evenings) and 9 (Life skills).

PARENT RESPONSE : ACCORDING TO ETHNICITY

The gap between actual and declared willingness to participate in the school's activities does show some variation according to ethnicity. However, the findings in Figures 7 below and 8 (refer to appendix) indicate that there is negligible difference between the European and Maori groups but the Samoan group was distinct in their variation from these two groups.

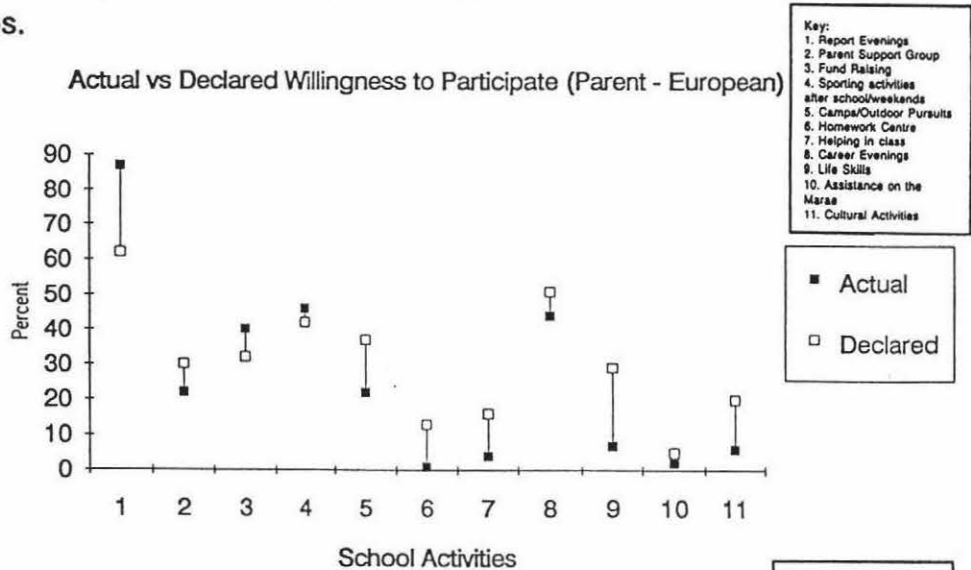


Figure 7

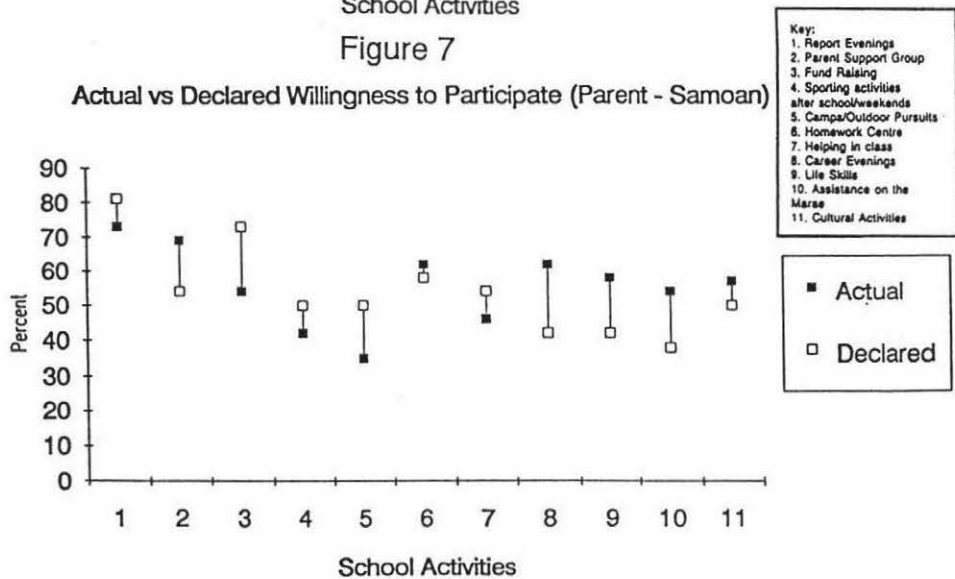


Figure 8

From the figures 7 and 8 above it appears that the Samoan Parents' desire for **increased** involvement in the school's activities is significantly greater than the European parents in regard to the Parent Support Group, Career evenings and Assisting on the Marae while European parents desired greater involvement in the Homework centre and cultural activities.

With regard to the gap between actual and declared willingness where the actual was greater than declared willingness, the European parents indicated the bigger difference with regard to Report Evenings, while the Samoan parents showed a greater difference in Fund Raising.

Also the European - Maori and 'Other' parent group showed a large difference between their actual involvement and their declared willing to participate in the school's activities (Figures 10, 11 refer to appendix), but because of the small sample of these two groups a comparison with the three major ethnic groups (European, Maori, Samoan) is not feasible.

The variance between the actual and the declared willingness of parents and teachers in participating in the school's activities maybe explained by analysing the attitudes of these two groups.

ATTITUDES OF PARENT AND TEACHERS

ATTITUDES TOWARDS REPORT EVENINGS

The findings reported in Table 17 concerning the parents' and teachers' attitude towards the effectiveness of Report Evenings indicate that overall there were no significant differences between the attitudes expressed by both groups, with the exception of two items (Items 2 and 12).

There was a statistically significant difference between teachers and parents, ($F = 2.54$, $p < 0.05$), with regard to whether **pupils show more interest in their work when their parents regularly attend report evenings** (Table 17, Item 2). That is teachers ($X=1.97$, $S.D. = 0.63$) were more likely to agree that parents' attendance at report evenings influences pupils' learning than the parents ($X = 2.31$, $S.D. = 1.01$), but the responses of the teachers indicated more variability than the parents' responses.

The high, middle and low socio-economic groups (Table 18) and the different ethnic groups (Table 19) were in general agreement on this issue. Of interest was that the Samoan parent group were outstanding in their closeness to totally agreeing on this issue. However their responses were also most wide spread ($X=1.62$, $S.D.=0.64$).

On item 12 there was a significant difference between the attitudes of teachers and parents ($F = 1.49$, $p < 0.05 = 1.41$). On this item the mean scores (X parent = 3.8 and X teacher = 4.25) suggest that the teachers disagreed more strongly than parents that **there is no need for a report evening as parents could be notified of their children's progress in writing**. Also all the various socio-economic parent groups and the different ethnic groups indicated disagreement except the Samoan group which indicated a slight degree of agreement on this issue (Tables 18 and 19).

Although there were no significant differences between parents and teachers on the other items in table 17 there does appear to be some variability in the strength of the attitudes expressed between these groups and also within the various SES and ethnic groups.

With regard to the effectiveness of Report Evenings (Item 1) both parents and teachers were in agreement that it influences children's learning. Generally, in comparison with the two other SES groups, the lower SES parents showed the strongest agreement (Table 18). However, this group also showed the greatest variability in their attitude. In terms of

ethnicity all groups sampled were in general agreement on this item, with the Samoan parent group showing the strongest agreement (Table 19).

Generally, both parents and teachers appear to indicate strong agreement that **all parents should be encouraged to attend Report Evenings and not only those parents whose children are experiencing problems at school** (Item 18, Table 17). Also all the SES and ethnic parent groups (Table 18 and 19) indicate a similar response, with the European-Maori group indicating the strongest agreement.

Overall, both parents and teachers indicated disagreement on items 21 to 25 (table 17). However, it appears that parents were more likely to disagree that **some parents do not bother to come to Report Evenings because they think the teachers do not understand their children (item 21) and that a child's work is likely to suffer if his/her parent(s) never attend Report Evenings (item 25)**. On these two items, all the SES and ethnic parent groups indicated a similar disagreement on this issue. Although both parents and teachers responded negatively to item 23 which suggested **that at most report evenings you only listen to the negative side of the child's performance** the teachers appear to be more strongly in disagreement than the parents. The different SES and ethnic groups' response were closely equivalent to the total parent sample.

There seems to be some difference in attitude by parents and teachers in relation to the suggestion that **the only function of Report Evenings should be to discuss pupils' school progress** (Item 5, Table 17). The mean scores indicate that the parents were slightly in agreement while the teachers were in disagreement on this issue. The responses of the SES parent groups (Table 18) were consistent with that of the total parent sample. However, there appear to be some variability in the attitudes among the various ethnic groups with the European parents indicating disagreement and the other ethnic groups indicating agreement on this issue. Of particular interest was the Samoan sample which recorded the strongest agreement (Table 19).

Interviews with parents and teachers and the responses to Section E, question I of the questionnaires revealed interesting information concerning parents' and teachers' general attitudes toward the Report Evenings.

The 10 teachers interviewed expressed the aims of the report evenings as including:

- (1) to establish contact between teachers and parents;
- (2) to be a public relations exercise where parents have the opportunity to come in and see what is going on in the school;
- (3) for meaningful dialogue between parents and staff;

- (4) to force contact between parents and teachers because for some reason parents are reluctant to come into the high school.

Parents liked the report evenings for the following reasons:

- (1) it provides them with a lot of valuable information from the teachers;
- (2) it gives them the opportunity to see the environment the children are working in;
- (3) it allows them personal contact with teachers;
- (4) it enables them to get suggestions on how they can help their children at home.

Teachers highly valued report evenings because:-

- (1) it gives them a chance to talk to parents about their children;
- (2) they get some feed-back on what parents feel about their children's education;
- (3) they can find out from parents information about the students' personalities which they cannot find out from straight academic work.

However, strong negative perceptions were also expressed by both parents and teachers.

One parent expressed deep reservation about these Report Evenings and responded as follows:-

*'I am afraid there are more dislikes than likes.
I call them a jamboree. I feel they are a bedlam.
I got used to them but at first they were an awful
shock to my system'.*

Many parents expressed that the short time allocated per parent was insufficient and this 'can be very stressful'. Another parent commented that:

"The Report Evening is a dismal failure because of the amount of people each teacher must get through. You know what I mean, 5 minutes, bell rings, move on. Sometimes it takes time to find the next teacher and therefore less time to talk to the next teacher and only to be moved on again."

Parents may also have the wrong perception on the purpose of the Report Evenings because of their past experiences with teachers, as indicated by one parent:

'I have not come to parent-teacher interviews, as when my eldest daughter was at the school, we were told that only parents of children with problems or poor reports need to come.'

Parents interviewed supported the idea that the interaction between teachers and parents at these Report Evenings are largely one-way communication, from teacher to parent. Some of the parents' comments were:

'The teachers talk to you and all you have to do is take it all in. It is a one-way communication.'

'If you had any deep worries you do not have the chance to express them in a 5 minute interview.'

'I certainly would think that generally it is a one-way communication. from teacher to parent. I do not get a lot of satisfaction.'

Some parent comments suggest that teachers 'talk' about their child, with their knowledge of that child restricted to the statistical marks that they have in front of them. One parent commented:

'I felt that in a lot of cases the teachers did not know my child although he is in the top class and is a fairly bright child. They just said that this is his results but knew very little about him. So I was quite disappointed.'

One Samoan parent expressed the view that the teachers listen but not value what parents have to say. This parent said:

'The teachers listen but we can see that it just goes through one ear and straight out.'

The teachers also expressed some concern about the organisation of the Report Evenings. Some of their concerns included the following:

- (1) It relies too much on the students to make it work as the students are responsible for making the interviews on behalf of the parents and also responsible for delivering home the notice of these meetings.
- (2) The option teachers may not see their students for up to 5 days if there is a week end in between and thus may not be able to make appointments with the child.
- (3) The time per parent is insufficient.
- (4) The parent you may really need to talk to rarely turns up;
- (5) The report evenings are set up in a very European way;
- (6) Not all teachers have the skills to handle an interview situation
- (7) The arrangement of the teachers in the hall does not make the parent relaxed.

The teachers suggested that these report evenings could be improved in the following ways:-

- (1) By implementing the same format that the school used for its introductory sessions with form 3 parents. On this occasion the parents first met the form teacher and the parents were able to ask questions of a general nature.
- (2) Teachers sending personal invitations to parents of the students they would like to see.
- (3) Involving the student in all or part of the time in these discussions between the parent and teacher.
- (4) Extending the interview time limit.
- (5) More privacy being available for these discussions.
- (6) Report Evenings being considered as an introductory session and follow up should be done by individual teachers at a later stage.
- (7) Teachers being trained to handle the interview session eg listening skills.

One teacher suggested that some parents come to Report Evenings with an "attack in mind and I go into a little panic". This teacher, however, has developed a technique to handle these crisis situations by asking these parents to write down the issues that concerned them and to give her time to consider and contact them at a later stage to have an hour's session to discuss the problem.

ATTITUDES TOWARDS PARENT SUPPORT GROUP

The attitude of parents and teachers towards the Parent Support Group (Table 20) shows that there is no significant difference between the two groups to all the items except item 7

The response to the suggestion that **parents should actively encourage other parents to attend Parent Support Group meetings** (item 7, Table 20) indicate that there was a significant difference in the attitude expressed by both groups ($F = 1.78, p < 0.05$). The teachers were more likely to agree with this method of attracting parents to these meetings than the parents. However, there was a greater range of responses in the teacher sample. The response from all the SES and ethnic parent groups closely corresponded in its agreement with that of the total parent sample with the strongest agreement from the Samoan parents and also the greatest variation.

From table 20 it appears that the parents were in slight agreement but the teachers were in disagreement with the suggestion that **the Principal should insist that all teachers regularly attend Parent Support Group Meetings** (Item 6). Also, it is important to note that the high SES parents appeared to disagree while the other two SES groups showed agreement on this issue. Generally, the parent ethnic groups showed agreement with this statement but the European parents record the least agreement.

The parents and teachers seem to be in general disagreement on whether **parents' attendance of Parent Support Group meetings is an indication of their commitment to assisting their children's education** (item 11, table 20). Of interest was the strong disagreement by the high and middle SES parents (Table 21) and European parents and the slight agreement by the Samoan parents (Table 22) on this issue.

Overall, parents and teachers agreed that **parents should make an effort to attend Parent Support Group Meetings** (Item 26). Also all the SES parent groups and the ethnic groups indicated agreement but the Samoan parents were outstanding in their strong agreement on this issue (Tables 21/22).

Parents and teachers disagreed that **teachers' attendance of Parent Support Group meetings indicates their commitment to their profession** (Item 28). However, teachers indicated a stronger disagreement. The low SES parent group (Table 21) and the Samoan group (Table 22) appear to deviate from this general trend and showed a slight agreement on this issue.

Most of the parents interviewed (n = 19, 95%) did not attend the Parent Support Group Meetings. Some of these parents (n = 7, 35%) were aware of the existence of this group and knew about the meetings but did not attend. Many parents (n = 5, 25%) were not aware that a Parent Support Group had been formed, nor of any meetings held by this group. Only one parent indicated that they did attend these meetings.

The reason for the Parent Group not being effective is aptly stated by one parent:

'Since I first heard of it, I have heard nothing more. So it's been like, what was it, it's like a mystery to me.'

This parent aptly states the present position of the Parent Support Group. After having two meetings in 1990 and having been formally established, this group has failed to hold any meetings this year (1991) and has failed to carry out the mandate given to it.

The reasons given for non-attendance by parents who were aware of the Parent Support Group meetings but did not attend were:

- (1) too busy work load
- (2) not being notified about the meeting
- (3) they did not find Parent Support Groups necessary.

Generally, parents agreed that there was a need for such a group. As one parent stated:

"There is a need for a Parent Support Group. It is a critical period in the children's life and the parents supporting each other is a good thing because it is a difficult period in the parents' lives coping with changes taking place in their children."

Teachers appear to see very little reason for them to participate in such a group and one teacher was totally unaware such a group existed at the school.

This attitude of teachers is aptly stated by the following teacher responses:

'I did not attend because it was too related to what I do and consider as work and my evenings are precious.'

'I did not feel obligated to go, and I did not feel that it would be very constructive. I cannot see what they can do that are not covered by the present system.'

'It is not my specific job.'

Some of the teachers and parents claimed that the failure of the Parent Support Group is largely due to the meetings being badly chaired by the elected parent.

One teacher suggested that if structures such as the Parent Support Group are to succeed they must be determined by the parents themselves and not initiated by the school.

ATTITUDE TOWARDS PARENT INVOLVEMENT IN THE SCHOOL

There was no significant difference between the attitudes of both parents and teachers concerning parent involvement in the school (Table 23).

Generally, parents and teachers disagreed that **most parents do not know enough to be of any real help regarding their child's progress at school** (Item 13) and that **having parents in school is more trouble than it's worth** (Item 24). However, the teachers were outstanding in their strong disagreement on the latter issue. The low SES (Table 24) and Samoan parents (Table 25) deviated from the general trend and showed some agreement with item 13.

Both parents and teachers were in agreement with items 8 and 14. However, the parents appear to be more in agreement on both these issues, namely, that the **school should provide evening classes for parents** (Item 8) and that **parents should have more say in what their children are taught** (Item 14) than teachers. On item 24 there was a significant difference between the reported attitude of the two groups ($F = 1.63, p < 0.05$). The low SES (Table 24) and the Samoan parent groups (Table 25) were distinct in their strong agreement with item 8.

Interviews with parents revealed that evening classes are a popular choice. Some of the topics suggested by parents that could form the basis for such parenting issues were:

1. Maths and English
2. Life skills programs
3. Preparation of pupils for leaving school (transition)
4. Discipline procedures
5. Types of vocations
6. Skills needed for specific vocations
7. How to motivate children?
8. How the teachers support the children at school
9. What are the goals of the school and how are they to be achieved?
10. Drug education
11. Planning homework timetable
12. Problems in the school
13. English for Island people
14. Sex education - whether it should be taught at school?
15. How to share power with parents
16. Skills to enable single parents to cope with high school children
17. Opportunities that exist in the school beside the "academic subjects" eg. Link courses.

GENERAL ATTITUDES REGARDING PARENT - TEACHER RELATIONSHIPS

There were significant differences between the attitudes of teachers and parents to many of the items concerning the general attitude regarding parent-teacher relationships. These results are shown in Table 26 (total parent and teacher sample), Table 27 (SES Groups) and Table 28 (ethnic groups).

The teachers were stronger in their agreement than parents ($F = 1.50, p < 0.05$) that it is **important for the Principal and the senior staff to know the parents of as many pupils at school as possible** (Item 3). There was a great degree of consensus on this issue across the various socio-economic groups and among the different ethnic groups. The Samoan parent group indicated the strongest agreement.

The parents were more supportive than teachers of the statement ($F = 1.38, p < 0.05$) that **if teachers want to discuss something with their pupils' parents they should do so without first obtaining permission from the school's senior staff** (Item 4). Although all the parents agreed that teachers should be given unrestricted access to the parents, the high SES parent group showed greater agreement on this issue than the middle and low SES parent groups. Also the European-Maori and the Maori parents indicated a stronger agreement than the other ethnic groups on this item.

Generally, teachers were more likely than parents to respond ($F = 1.47, p < 0.05$) that **parents are nervous about teachers** (Item 9). Of importance were that the low SES parents, the Maori, and the "Other" parent groups indicated that they were nervous about teachers.

Parents were more likely ($F = 1.73, p < 0.05$) to disagree that **teachers are nervous about parents** (Item 10). This trend was consistent for the different SES and ethnic groups.

Generally, it appears that parents and teachers tended to disagree that **children should have more say in what they are taught at school** (Item 15). Of interest was the low SES, Maori and Samoan parent groups who felt that students should be given a greater say in what they are taught at school.

There was strong agreement by parents and teachers that **students should be involved in discussions on their school performance** (item 16). This trend was also reflected in the SES and ethnic groups.

Teachers were more likely ($F = 1.46, p < 0.05$) to agree that it is **important for parents to know the teachers who teach their children** (item 19). Of the total parent group the low SES, Samoan and European Maori parents were generally in strong agreement with this item. Also there was an overall trend of disagreement with the suggestion that it is **not really necessary for teachers and parents to meet unless the child is having problems** (item 29). Also a large proportion of the parents (85%) had some form of contact with teachers (Table 30). However, 57% of the teachers indicated that this contact was insufficient (Table 31).

Interviews of parents revealed that 90% of them placed great importance on knowing the children's teachers. Some parents commented that if there was any conflict situation between their children and their teachers, the parents can play an important role in solving these problems. One parent aptly reflected this opinion by stating that:

"The education of your children depends upon the teachers and the ability of the teacher to relate to the children and if the parents did have a cordial relationship with teachers they are able to bridge the gap between the pupil and the teacher, particularly, where there were personality difficulties."

Parents also believed that knowing the teachers enabled them to make a more objective and unbiased decision on any problem situations that arise. As one parent put it:

"When the children come home and they say that the teacher is not being fair to them, then if you know the teacher you have a better understanding of the situation."

Parents felt it less threatening to contact a teacher if they had prior contact with that particular teacher.

It is apparent from parent interview responses that parents believe that their views on education must be conveyed to the teachers. This can be achieved by greater interaction between the teacher and parent. One Maori parent reflects this by saying that:

"The school is part of the community and we must be able to talk to the teachers. Teachers have a lot of control over their thinking and we need to know the teachers so that they know the views we have on education. They spend a lot of time with our children and educating them and we have to be part of this education process."

This opinion expressed by a parent is also supported by the teachers as quoted below:

'You have an idea of what the parents believe so the children know whether they (parents) believe in homework, whether they want the children to do well, whether they got good habits of study.'

'You have to work and relate to the students for a considerable time and it is important to know the parents' views on education, what aspirations they have for their children and generally how they see their role in the process of their child's education.'

One teacher admitted that knowing the parent does affect their response toward that child.

However, some teachers had reservations about certain aspects of the nature of the contact, as the teachers' comments below illustrate:

"Parents request extra work for their children but do not see that this work is done."

"Some parents want their personal needs met through their children."

"Parents I have difficulty with are those who are looking for someone to blame rather than looking for solutions to a problem..."

Parents also expressed some negative perception regarding their contact with teachers for the following reasons:

- 1) The teachers have all the information regarding the child and the parent is placed at the receiving end.
- 2) Contradictory philosophy on discipline between parents and teachers.
- 3) Teachers stereotyping children on the basis of their experiences with a few children.
- 4) Teachers' criticism of children as 'not being good'.

Only one teacher in the sample interviewed did not feel it necessary to know the parent. This teacher believed that it is good to know the children's background in general but not necessary to know their parents.

Overall parents ($X = 3.12$) and teachers ($X = 3.61$) disagree that it is part of the teacher's job to offer advice to parents on problems their child has out of school (item 20, Table 26).

However, the low socio-economic ($X = 2.80$), Maori ($X = 2.90$) and Samoan ($X = 2.94$) parents felt that it is the teacher's responsibility to offer this advice to parents (Table 27/28).

There was a statistically significant difference ($F = 1.62, p < 0.05$) between attitudes of parents and teachers on whether **teachers should be prepared to make a home visit if one of their pupils has a serious problem at school** (item 22, Table 26). The parents were more likely to agree that teachers should make these home visits than the teachers. The low socio-economic group ($X = 2.21$) indicated the stronger agreement on this issue than the higher ($X = 2.37$) and middle ($X = 2.41$) socio-economic groups (Table 27) and in relation to the ethnic groups the Samoan parent group ($X = 1.81$) showed the strongest agreement (Table 28).

The interviews revealed a strong resistance by teachers ($n = 5$) to home visits. Many teachers felt that it was not their job but that of the Deans and the Guidance teachers to concern themselves with visiting parents at home. This strong feeling is reflected by one teacher who said:

'There is no place for it in the high school. It is best for the guidance department to take on this task...'

One teacher felt that teachers making home visits may do more damage than good, 'given the lack of skills and lack of tact of some teachers.' Teachers also claimed that their work overload, prevents them from considering home visits.

Teachers who were prepared to make home visits were prepared to do this for the following reasons:

- (1) If they knew that the parents were supportive and wanted to do something positive to help their child.
- (2) If there was a child who was grossly underachieving but who had the potential to do much better.
- (3) To encourage a student in a specific activity.

There was a general trend of disagreement by both the parents and the teachers about the suggestion that it is **better for teachers not to know too much about the child's background**. A few parents interviewed did not want the teacher to know their children's

home background. This was common among the Samoan parents. As one parent commented:

'No, I would not like my problems at home to be known by other people. You cannot trust everybody, so you should keep your problems a secret in your own family.'

Another parent supported this by saying:

'What happens at home is confidential.'

Also from table 33 it appears that many parents (27%) felt that teachers were unaware of the concerns that parents may have about matters that affect their children's school work. However, a large proportion (45%) indicated that teachers are aware of this problem. Furthermore, the Samoan (65%) and the low SES (56%) parent groups recorded the highest positive response on teacher awareness (Table 33).

Overall, parents wanted teachers to know about the child's home background. The type of information parents thought that teachers should know about included some of the following:

1. The child's health problems.
2. Whether the parents are employed or not.
3. Parents being divorced or separated
4. The child's problems with other family members.
5. Financial problems at home.
6. The children's behavioural problems at home.
7. Whether there is a lack of parental control, such as when the parents are away from home and children have to fend for themselves.
8. Whether the children work after school hours.
9. The "boy-friend" or "girlfriend" relationships that the children may have which affect their school work.

BARRIERS PREVENTING A CLOSER PARENT - TEACHER RELATIONSHIP

Table 34 indicate that there is a statistically significant difference between the attitudes of both parents and teachers concerning what may constitute barriers to a closer parent-teacher relationship (Refer to Section F of Questionnaire in Appendix). Of the 12 items listed only items 1 (teacher's busy workload), 3 (teachers threatened by being observed by parents) and 5 (parents' work and other commitments) did not reveal any significant differences between the two groups.

TEACHERS NOT WANTING PARENTS NEARBY:

The parents and teachers differed as to the degree of difficulty that **teachers not wanting parents nearby have with parent involvement in the school** ($F = 1.80, p < 0.05$).

Furthermore it appears that the Samoan parents ($X = 2.9$) indicated the strongest difficulty compared to the other ethnic groups on this item (Table 35). Interviews of parents revealed that this attitude of teachers does prevail and does have an adverse effect on parent-teacher relationship. As one parent commented:

"I have had one comment from a Principal of another large secondary school that the children do not want the parents to be involved from now on. So he was more or less saying, "You stay away, you are not needed any more, the children are in a stage of their life where they are breaking away from their parents so you will not be expected to be involved."

This perception of teachers not wanting parents nearby may also be created by the primary school, as another parent stated:

"I was on the parent committee at a primary school. I was told that when your child gets to the high school the teachers do not want to know you."

Also parents felt that :

"Teachers resent parents interfering especially when parents know more about what is going on in the school than they do."

It does appear that although the parents ($X = 2.3$) and teachers ($X = 2.3$) do not regard this aspect as a major difficulty it does, however, constitute a barrier to close parent-teacher relationships.

PARENT-TEACHER DISCUSSIONS AND TEACHERS' WORK LOAD:

Overall teachers were more likely to agree that **discussions with parents were too time consuming** ($F = 1.46, p < 0.05$) (Table 34). Also teachers viewed the parents' work and other commitments as more of a difficulty than the parents ($F = 1.99, p < 0.05$). The high SES group indicated a stronger level of difficulty on this item (item 5) than the other SES groups (Table 36). Similarly the European and Maori ethnic groups saw this item as constituting a greater difficulty than the Samoan parents (Table 35).

TEACHERS INTEREST IN INVOLVING PARENTS:

Furthermore there was a significant difference on the difficulty the **teachers lack of interest in involving parents** has on their relationship with parents ($F = 1.65, p < 0.05$). Of the various ethnic groups, the Maori parents were outstanding in their seeing this as less of a difficulty while the Samoan parents viewed this issue as more of a difficulty. One Samoan parent interviewed stated :

"I can feel that I will be wasting my time expressing my view because I know that the teacher will not listen to me. So it is better for me to just forget about it."

TEACHERS BEING OF A DIFFERENT CULTURAL BACKGROUND:

Although there was no significant difference between the parents and teachers with regard to the teachers' cultural background constituting a problem, the teachers ($X = 2.6$) appear to view this as a stronger difficulty than the parents ($X = 1.9$). Consistent with this is that the Maori and Samoan parents saw this as a stronger difficulty than the European parents. Further, parent interviews revealed that the Maori and Samoan parents did support the view that cultural differences do marginalise them within the school structure, as the comments below indicate :

"Being Maori and being over-run by a Pakeha way of thinking, I feel that the plans have already been set to a certain life and they are not going to change their thinking to suit my views."

"Many Maori parents find it very intimidating going to the school. Maybe it is a put-down we got for ourselves. I know that my

parents felt that the teachers were superior in a lot of ways and they were scared to question."

"A few of the Maori parents I have talked to feel inferior to talk to teachers."

These comments reveal that teachers and minority group parents do perceive culture as playing an important role in the parent-teacher relationship.

PARENTS' PAST EXPERIENCES:

The teachers were more likely than parents to indicate that the **parents' negative past experiences of teachers** as being a difficulty ($F = 1.52, p < 0.05$). Two parents interviewed commented on this issue as follows:

"I think the key thing is that parents often did not have a good experience of education while they were at school and they do not really want to go back."

This view was supported by another parent who stated:

"The majority of parents did not do well at school and to go back to school and stand up for yourself as a parent is not very easy to do."

From the above comments the indication is that the parents' negative past experiences of the teachers and the school is an obstacle to a more effective teacher-parent relationship.

PARENTS' FEAR OF TEACHER VICTIMISATION:

There was some difference in opinion between parents and teachers ($F = 1.58, p < 0.05$) as to whether parents are concerned that a teacher could single out their child for reprisals if their views are in conflict with that of the teacher. As one parent stated:

"The parents are afraid to come to the school because sometimes they may say something that is right but the school may turn it around and pick on their child."

PARENTS' DEPENDENCE ON TEACHERS:

The suggestion that parents believe that teachers know what is best for their child and there is no need to interfere with them was viewed by teachers as more of a difficulty than by parents ($F = 2.15, p < 0.05$). Although both parents and teachers consider that the school is large and impersonal (item 12), teachers felt more strongly about this ($F = 2.19, p < 0.05$). Three of the parents interviewed, responded as follows:

"They are large, they are more awesome places, they feel impersonal."

"The school is so huge that it is a daunting experience for parents to come to the school."

One parent expressed the view that the large number of teachers and the teachers' interest in specialised areas of the curriculum inhibit closer parent-teacher relationships.

OTHER BARRIERS TO A CLOSER PARENT-TEACHER RELATIONSHIP

The parent interviews also revealed other possible barriers to parent-teacher relationships, namely, the types of communication between parents and teachers, attitudes of the children, the curriculum, teachers' professionalism and parents' perception of their children as young adults.

COMMUNICATION PROCESS BETWEEN TEACHERS AND PARENTS:

Parents and teachers expressed different degrees of satisfaction with the present level of communication between each other (Table 37). A larger proportion of the parents (67%) than teachers (43%) indicated satisfaction on this issue. Of importance was the large proportion of teachers (43%) who were dissatisfied with the level of communication between themselves and the parents (Table 37). Also the proportion of Samoan parents (84%) who were satisfied were greater than the European (66%) and Maori (75%) parents (Table 38).

INITIATION OF COMMUNICATION:

The response to the question on who is responsible for initiating the communication process between parent and teacher revealed a large difference in perceptions between the parent and teacher groups (Table 40). The parents (34%) responded that they initiate this process while only 12% of the teachers attributed this to the parents. Also the teachers (50%) thought that they initiated the communication process while only 19% of the parents agreed with them.

ACCESS TO TEACHERS:

The parent interviews revealed that there are some negative perceptions regarding communication with the school. Some parents indicated that they have had problems getting into direct contact with the classroom teachers because of the present hierarchical communication structure in place at the school. One parent stated:

"I took the initiative to contact the Deans but failed to get into contact with the teachers".

TEACHER'S LANGUAGE:

Many Samoan parents suggested that their inadequate command of the English language prevents them from communicating with the teachers. One parent put it:

"Some parents do not understand English and they cannot communicate with the teachers."

Also a parent indicated that the teachers use of certain words which is not understood by parents prevents effective communication.

Furthermore communication between parents and teachers could be adversely affected by the perception parents may have of the teacher being isolated from the 'real world'. As a parent stated:

"The teaching staff are out of touch with reality, maybe because they have not been in the real world, and have always been at school."

PARENTS' AND TEACHERS' PERCEPTIONS OF THE ATTITUDES OF CHILDREN:

Some parents suggested that the low involvement of parents in the school and with teachers can be traced to the pupils not wanting their parents in the high school. This sentiment is aptly stated by three parents:

"I feel a little bit surprised that my child would not feel comfortable with me around the school."

"The high school child thinks that 'it is not cool' to have their parents at school."

"My child will feel embarrassed to see me at school because of peer group pressure."

This notion of the children hindering a closer parent-teacher relationship was also supported by a teacher who stated that parents are reluctant to come to the high school because:

"The adolescent does not want the parent there."

This sentiment was not shared by some other parents who disagreed that children do not want their parents at the high school. One parent commented as follows:

"My child does not mind having me come to school and being around the school because we have always taken an interest in our children's activities and we always interact with our children's friends."

This view was supported by another parent who said:

"I am sick of hearing that teenagers do not want parents involved. It does not always apply. We had a lot of involvement at primary school and really enjoyed it."

It appears that the parents who had a high degree of interaction with their children at primary school were stronger in their criticism of the view that children do not want their parents at high school.

CURRICULUM:

One parent suggested that the curriculum of the high school being divided into specialised areas made parents feel inadequate about interacting with the school.

TEACHER PROFESSIONALISM:

Some parents (n = 3) indicated that teacher professionalism and the perception of the high school teacher as being highly qualified constitute an obstacle to parent-teacher interaction. These parents' comments are quoted below:

"Parents view teachers as professionals and this creates a barrier between them and us."

"The teachers at high school seems to have more education and this puts us off from coming to the school."

NATURE OF ADDRESSING TEACHERS:

One parent also suggested that the formal nature of addressing the teachers which is institutionalised in the high school is a problem. This parent stated that:

"Addressing the teachers as Mr or Mrs creates a distance between them and us."

PERCEIVED ATTITUDES OF CHILDREN TO PARENT INVOLVEMENT:

Pupils are to be treated as adults and should fend for themselves are sentiments shared by two parents. They hold the belief that the high school pupil is more independent from them and parents tend "to feel less responsible for everything that is going on in their lives." This indication of parental withdrawal from exerting an influence on the child is an important issue that could minimise contact between parent and teacher.

TEACHER'S PREJUDICE

The claim that teachers' prejudice against students based on ethnicity could hinder interaction between these teachers and the parents. This view was shared by three Samoan parents. One of these parents stated:

"I feel that some of the teachers do not like Pacific Island children in their classes. Pacific Island children are treated differently from others."

ROLE OF PARENTS IN THE SCHOOL

Teachers interviewed were supportive of parents being involved in the following activities at the school:

1. Sporting activities
2. Helping in class.
3. Outdoor activities / Camps.
4. Supervising homework.
5. Fund Raising.
6. Remedial work.
7. Cultural Activities.
8. Resource Centre.

However, they expressed some concern about having parents involved in classroom activities. As one teacher stated:

"I will feel threatened by a parent in my class because some of the parents may have a superior knowledge on the subject than I have and I would become the assistant."

Also there was some fear that parents involved in the class may assume an inspectorial role and attempt to judge teacher competence.

Fear of government intervention was a concern one teacher expressed with regards to using volunteer parents because:

"You could be creating a situation where the government could say that you do not need as many teachers, because you have this wonderful resource that is community based and let us get rid of some teachers."

Teachers who supported parent involvement in the classroom were willing to do so only if the parents' role was clearly defined as a supportive role.

The fears expressed by teachers regarding parent involvement in the classroom appear to be non-existent in the Japanese Language class at the school. In this class there is a parent, who is a volunteer and who is very successfully integrated into the class program. The teacher in charge commented as follows:

"I have in my class a parent, who is unpaid, who is Japanese, who I use every period for remedial work. I use her as a dictionary. She is a total and absolute asset. She is no way a threat to me and I do not think that the children disrespect me in any way for using a parent as a resource. I plan the program and treat her as an equal."

There is a remarkable similarity between the role the teachers expect of the parent and the role the parents' desire for themselves in the school. In addition to all the activities mentioned by the teachers, the parents saw themselves as being an active part of the discipline structure of the school.

Parents desired a role which involved them in the academic rather than just the 'non-academic', extracurricular activities. As one parent put it:

"I would like to see the parents involved in the school in a educational role rather than just in fund raising and things like that. I think that it is important for the children to be exposed to some of the skills that are in the community."

They also saw themselves as a 'resource' which teachers could use to enhance their teaching. One parent stated:

"I think that there is a great deal of talent and a lot of interesting people in the community who can be brought into the school to enrich the teaching programme."

The nature of their involvement in the classroom, as suggested by some parents, included:

- 1) Helping the slow learners in illiteracy, numeracy, and other basic skills.
- 2) Talking to the class on matters related to that subject area.
- 3) Assisting in remedial reading.

Generally, the parents saw their role in the high school as involving both the academic and non-academic areas. They accepted that they will restrict this to one of a supportive rather than a 'take-over' role.

METHODS OF IMPROVING PARENT-TEACHER RELATIONSHIPS AT THE HIGH SCHOOL

Parents suggested the following ways in which their relationships with teachers could be made more effective:

- (1) More information sharing on general matters related to the school and on the curriculum.
- (2) Creating a better structure for parents to discuss their general concerns with teachers.
- (3) Teachers being equipped with the skills to interact with parents more effectively.
- (4) The form teacher being used more effectively to initiate communication with the parents by allowing parents direct access to these teachers.
- (5) Parents given a profile of the teachers' activities in the school.
- (6) Developing more channels for communication and appointing a parent-school liaison officer.
- (7) Giving parents greater responsibilities in the school activities.
- (8) Teachers valuing the views of parents.
- (9) Interaction between parents and teachers in a social environment rather than in a institutionalised setting by having socials eg dances, wine and cheese evenings.
- (10) Developing an Active Parent Support Group.
- (11) Having a major activity eg fund raising to initiate greater interaction between parents at the school.
- (12) Having parent-initiated activities at the school.
- (13) Including parents in the organisation and decision making process of certain school activities.
- (14) Giving teachers special release time to contact parents.
- (15) Better publicity of the school activities.
- (16) Meetings to be held in small groups.
- (17) Introducing a suggestion box for parents.
- (18) Compiling a register of parents' expertise.
- (19) Introducing phone-evenings for teachers to contact parents.
- (20) Parental education for those who require it.
- (21) Teachers conveying the positive aspects of the child to the parents rather than only highlighting the negative aspects.
- (22) Developing other methods to communicate with the parent rather than through the pupil.

Ways of improving parent-teacher relationships suggested by teachers included:

- 1) Introduction of home rooms.
- 2) Informing parents about the aims of the school.
- 3) Open days where parents can visit classrooms.
- 4) Social activities between staff and parents.
- 5) Redesign the school entrance area to make it less threatening to parents.
- 6) Familiarising parents with the operational management of the school so they understand how the school functions.
- 7) Having workshops and seminars run by parents and teachers.
- 8) Redesign the reports on pupils' school performance.
- 9) Teachers taking a greater role in the Parent Support Group meetings.
- 10) Dividing the school into smaller units (Whanau), so a sense of community can be developed.

CHAPTER FIVE

DISCUSSION

GENERAL CONCLUSIONS

RECOMMENDATIONS

LIMITATIONS OF THIS RESEARCH

SUGGESTIONS FOR FURTHER RESEARCH

DISCUSSION

This survey on an area which is under constant focus and rapid change due to the introduction of "Tomorrows Schools" and the tightening relationship between home and school highlights the value both parents and teachers place on close relationships. This survey shows that although there are structures in place at the school to foster this closer relationship, there is some doubt on whether it is effective.

When discussing parent-teacher relationships it is essential, as indicated by the general theme of this study, to distinguish between an efficient and an effective relationship. In the first instance, the school puts in place structures and procedures to initiate contact with parents and also the parents make themselves available to come into the school on various occasions to meet teachers. All indications are that the structures at the school being researched are efficient. The second case refers to whether the objectives designed to facilitate home-school contact are met in the actual implementation of these structures. Also consideration must be given as to whether common unity of purpose between parents and teachers which leads to an improvement in education in general and the children's overall development in particular are achieved within these structures.

GENERAL CONCLUSIONS

A great many interrelated variables in the school community, namely the parents' socio-economic background, teacher attitudes to parent involvement, attitudes of pupils towards their parents' involvement in school, and government policy have an important bearing on the nature of parent-teacher relationships.

This research reveals that many of the structures already in place in the school are highly valued by the parents and teachers, especially the report evenings, which is the single most important activity in which parent-teacher interaction occurs. In this particular activity the parents and teachers were largely in agreement that it does have a useful purpose and it does enable some degree of communication between teacher and parent. Also both the parents and teachers were in agreement that the parent attendance at report evenings does have an influence on children's learning. This view was expressed by all the socioeconomic and ethnic parent groups. The school should recognise the importance of this activity and formulate well-defined objectives which would form the basis for parent-teacher interaction during this activity. There are indications that the procedures followed during these evenings are strongly disliked by many parents and teachers. General comments that there are too little time for the interviews , that

interviews involve one-way communication and that parents experience anxiety during these interviews explain these dislikes. To eliminate these negative perceptions there is an urgent need to restructure the procedures followed during this activity.

Where there is some form of interaction between the parent and teacher, for example, the report evenings it appears to be generally a one-way process from teacher to parent. This supports the research by Webb (1982) that communication between parent and teacher are mostly one-way. However, the current study reveals that during these interactions, the parents may appear to be the passive element, but they are actively decoding, interpreting and forming strong opinions on the teacher in particular and the school in general. Furthermore the parents are actively processing the messages during these interactions on a wider knowledge base on their child than the teachers. The Goldring (1991) study produced a similar result. Also there is some doubt on whether teachers are tapping into this large source of knowledge possessed by parents because of the limited time for these interactions and lack of interviewing skills of some teachers. Parent-teacher interactions should be one of sharing information. This will involve the teachers reassessing their strategy during these interactions and may involve the school providing inservice training to develop the skills required by these teachers to derive the full benefits of any contact with parents.

Parents placed great importance on knowing the teachers. These parents, especially the low socioeconomic and Maori, indicated that they felt less nervous about contacting the teachers if they had prior contact with them. Thus it is essential for teachers to develop a meaningful relationship with parents. This can be achieved, as suggested by this research findings, by some form of activity organised by a group of parents and teachers which will enable parents and teachers to interact in a more informal manner, for example a wine and cheese evening.

One grave problem that emerged in this research is that there is disparity in the level of educational attainment of parents across the different socio-economic groups and cultural groups but a homogeneous approach used by teachers in dealing with the various groups of parents. It came to light that some parents, especially the Maori and Samoan parents, find it difficult to interact and express their views at meetings that are structured as one large group but rather they desire smaller group discussions. Thus there is a need for teachers to develop a multidimensional approach when interacting with parents. This approach would require an understanding of the various ethnic and socioeconomic groups and will require each parent being treated as an individual. Also the Samoan and Maori

parents were outstanding in their support for parent groups. This may be due to their cultural background which values the group progress.

There is some doubt about whether the pupils are opposed to their parents' involvement at the school, as suggested by Templeton (1989). The current research reveals that the parent group can be divided into two distinct categories, namely:

Type A Parent: those parents who have always had a great degree of interaction with their children in their out of school activities and

Type B Parent: those parents whose after school interaction with their children is minimal.

While Templeton's research may be true for the latter group it does not seem to apply to the former. Type A parent not only rejected the idea that pupils do not want parents at the school but they desired greater involvement in the school's activities.

Teaching staff have a significant influence on the political climate of the school. This research revealed that there is a significant difference in the epistemological base of the various teachers at the school. Corson (1990) identified two categories of teachers, namely, the "collaborative" and the "exclusionary" type, while Hulsebosch (1991) classified the same two groups as "high" and "low involvement" teachers. The current research identified both types of teachers at the school. The high/collaborative type is responsive to new ideas, advice and parental input into the school, while the low/exclusionary type regards the classroom as her/his domain and will not tolerate outside intervention. Thus any attempt to foster an effective parent-teacher relationship will require some compromise on the part of the teachers and some form of strategy to eliminate the negative perceptions they may have about greater parent involvement in the school.

One of the most significant findings in this research was that the teacher's actual level of participation in the school's activities were generally greater than their declared willingness while for the parents, the opposite was true. This indicates that there is a real need to increase the motivation of teachers to a level that results in equilibrium between actual and desired willingness to participate in the school's extracurricular activities. On the other hand, there is great scope for increasing parent involvement in the school given the parents' greater willingness than actual level of participation in the schools' activities. Contrary to the general belief, the low socio-economic, Maori, Samoan and the other minority ethnic groups do have a strong desire to be more involved in the school's activities and in their children's education. Of importance is that the general trend was for

the European parents opting for more 'academic' and structured type of activities and the other ethnic groups desiring the more 'non-academic', and informal type. Also of interest was the desire of many low socio-economic, Maori and Samoan parents for the school, in consultation with them, to institute evening classes to equip them to be more effective in handling the demands of high school education and the high school pupil. This again supports the claim that these parent groups are eager and willing to change and to become more involved in the school.

Parent-teacher relationships should be one of equilibrium rather than conflict. The many negative perceptions held by both parent and teachers alike with regard to parent's non attendance at report evenings, teacher's lack of sensitivity in dealing with the different minority cultural groups; parents' fear of victimisation and the other barriers identified in this research are the limiting factors which presently inhibit greater involvement between parents and teachers and need to be overcome. It is essential that an effective strategy be implemented to overcome these barriers which may be the result of a lack of communication; for example, parents felt that teachers do not want parents nearby, a view not held by most teachers. In fact, teachers were supportive of parents being involved in the school's extracurricular activities, although there were some teachers who expressed concern about involving parents in classroom activities. These fears expressed by teachers may be unfounded as many parents accepted that they will restrict their role to one of a supportive rather than a take-over role. Many of the barriers to a more effective parent-teacher relationship can be eliminated by creating a forum for parent-teacher discussions on matters concerning not only the child but also themselves.

Also it is evident from the findings in this study, which supports the claim by Berger (1987), that many parents have negative past experiences which are manifest in their low actual involvement in the school and with teachers. This suggests that there is a need to put into place some form of structure that can help these parents overcome the past problems, utilise the present opportunities and prepare for more effective interaction with teachers.

It must be noted that at the time this research was conducted the government was involved in a major re-structuring of the educational system and initiating massive expenditure cuts which threatened the general employment prospects of teachers. This may have created some of the negative perception and fears which teachers indicated about involving parents as volunteers in the school, as there was concern expressed that

a certain monetary value could be attached to these services offered by parents and deducted from the overall budget of the school.

Also of importance were the parents' desire to be included in the planning stages of the extracurricular activities rather than just being informed about it. This approach could lead to a convergence of ideas from both sectors, and create a more effective interaction between them.

Generally, this research indicated that a more value-added approach to the planning of structures involving parents is required with every stage in this process being a necessary constituent for the appropriate and effective addition of value in the next stage. Thus it is not sufficient to have efficient structures and procedures. There is a need to evaluate the effectiveness of these structures in realising the general and specific objectives they are designed to achieve.

RECOMMENDATIONS.

The writer would like to suggest the following changes to make parent-teacher or the home-school interaction more effective:

1. Physical Structure of School

The reception area of the school be re-designed to make it less threatening to the school.

2. Changes to the Structure and Procedures Presently followed for Report Evenings (Parent-Teacher Evenings)

2.1 This activity to take place over a week, with school finishing at 13h00 and parents could meet the teachers for a longer period of time.

2.2 The pupils should be encouraged to sit in these discussions between parent and teacher.

2.3 These discussions should not use the school report as the basis for discussion but rather use the general attitude of the students as a starting point and the school report being only a part of this discussion.

2.4 Discussions between parents and teachers take place on a regular basis by having "telephone evenings", when teachers could make the children's progress at school.

3. The Parent Support Group

The present Parent Support Group should be made defunct (dissolved) and a group of interested parents and teachers be formed to review the present structure.

4. Social Committee

A social committee be formed with both interested parents and teachers with the objective of increasing contact in an informal manner between parents and teachers eg. Dances, Barbecues, open days, sporting activities.

5. Register of Parent's Skills

A register of the skills the parents would like to share with the school should be compiled and the school should make use of these parents when the appropriate occasion arise.

6. Appointment Of A Samoan Teacher

The school give priority to the appointment of a Samoan teacher who could act as a role model for these students and express the concerns of this group.

7. Role of the Form Teacher

The school should make the form teacher the initial point of contact for the parents of the students in their class. This would relieve the apparent pressure and stress put on the administrative staff at the school.

8. Incentive For Teachers

Some form of incentive should be provided for teachers willing to be involved in extracurricular activities.

9. Mail to Parents

The area from which the school draws its population should be divided into core areas or "pockets" with a parent volunteer appointed in each area to distribute important information e.g. Newsletters and notice of meetings to the other parents in their demarcated area.

LIMITATIONS OF THIS RESEARCH

1. A single secondary school was used for this study and further research using a broader sample of school is required to confirm these results.
2. Tests for significance within the groups were not conducted as the major emphasis was on the total parent and teacher samples.
3. The selection of the sample based on ethnicity was initially done using the information held in the schools data base which could have varied from how the respondents chose to categorise themselves. This may explain the apparent low return rate from the European-Maori and 'Other' parent groups.
4. The translation of the questionnaire and the interpretation of the results which were in the Samoan language were done by a person other than the researcher and this could have biased the results of this group.

SUGGESTIONS FOR FURTHER RESEARCH

The research findings suggest that there are variations in the attitudes within the various groups researched. Single, indepth studies should be done to determine variations in attitudes towards parent-teacher relationships:

- (1) Within the different ethnic groups;
- (2) Within the different socio-economic groups;
- (3) Between the teachers and the administrators at the school.

APPENDIX A

TABLES

TABLE 5

ACTUAL PARTICIPATION IN THE SCHOOL'S ACTIVITIES: PARENTS AND TEACHERS.

ACTIVITY	PARENT (n = 256)		TEACHER (n = 66)	
	NUMBER	PERCENTAGE(%)	NUMBER	PERCENTAGE(%)
1. Report Evenings	214	84	65	99
2. Parent Support Group	70	27	19	29
3. Fund Raising	115	45	56	85
4. Sporting activities after school and on week -ends.	122	48	53	80
5. Camps/Outdoor Pursuits	63	25	52	78
6. Homework Centre	19	7	20	30
7. Helping in class	27	11	—	—
8. Career Evenings	113	44	50	76
9. Life Skills	31	12	42	64
10. Assistance on the Marae.	26	10	14	21
11. Cultural Activities	40	16	35	53

TABLE 6

ACTUAL PARTICIPATION IN THE SCHOOL'S ACTIVITIES: ACCORDING TO
SOCIO-ECONOMIC STATUS (SES): JOHNSTON, R, 1983.

ACTIVITY	HIGH SES n = 65		MIDDLE SES n = 116		LOW SES n = 39	
	NUMBER	(%)	NUMBER	(%)	NUMBER	(%)
1. Report Evenings	58	89	100	86	27	69
2. Parent Support Group	18	28	29	25	14	36
3. Fund Raising	29	45	53	46	20	51
4. Sporting activities after school and on week -ends.	36	55	54	47	21	54
5. Camps/Outdoor Pursuits	16	25	26	22	11	28
6. Homework Centre	2	3	2	2	11	28
7. Helping in class	2	3	6	5	10	26
8. Career Evenings	31	48	57	49	14	36
9. Life Skills	6	9	10	9	8	21
10. Assistance on the Marae.	4	6	4	4	7	18
11. Cultural Activities	6	9	11	10	12	31

TABLE 7

ACTUAL PARTICIPATION IN THE SCHOOL'S ACTIVITIES: ACCORDING TO ETHNIC CLASSIFICATION. (PARENT SAMPLE).

ACTIVITY	EUROPEAN n = 189		MAORI n = 20		SAMOAN n = 26		EUROPEAN MAORI n = 12		*OTHERS n = 8	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
1. Report Evenings	164	87	13	65	21	81	9	75	6	75
2. Parent Support Group	42	22	8	40	14	54	5	42	1	13
3. Fund Raising	76	40	11	55	19	73	6	50	3	38
4. Sporting activities after school and on week -ends.	86	46	15	75	13	50	5	42	3	38
5. Camps/Outdoor Pursuits	42	22	4	20	13	50	3	25	1	13
6. Homework Centre	1	1	3	15	15	58	0	0	0	0
7. Helping in class	7	4	2	10	14	54	0	0	0	0
8. Career Evenings	84	44	10	50	11	42	4	33	4	50
9. Life Skills	14	7	4	20	11	42	2	17	0	0
10. Assistance on the Marae.	3	2	11	55	10	38	2	17	0	0
11. Cultural Activities	11	6	12	60	13	50	3	25	1	13

TABLE 8
RANK ORDER OF ACTUAL PARTICIPATION: TEACHERS, PARENTS AND PARENTS
ACCORDING TO ETHNIC CLASSIFICATION.

1= Highest participation

ACTIVITY	TEACHER n=66	TOTAL PARENT SAMPLE n= 256	PARENTS ACCORDING TO ETHNIC GROUP				
			EUROPEAN n= 189	MAORI n=20	SAMOAN n= 26	EUROPE AN- MAORI n= 12	*OTHERS n= 8
Report Evenings	1	1	1	2	1	1	1
Parent Support Group	8	5	5.5	7	4	3.5	6
Fund Raising	2	3	4	4.5	2	2	3.5
Sporting activities after school and on week -ends.	3	2	2	1	6	3.5	3.5
Camps/Outdoor Pursuits	4	6	5.5	8.5	6	6.5	6
Homework Centre	7	10	10	10	3	10	9
Career Evenings	5	4	3	6	8.5	5	2
Life Skills	6	8	9	8.5	8.5	8.5	9
Assistance on the Marae.	9	9	10	4.5	10	8.5	9
Cultural Activities	10	7	8	3	6	6.5	6

TABLE 9

WILLINGNESS TO PARTICIPATE IN THE SCHOOL'S ACTIVITIES: PARENT SAMPLE

ACTIVITY	SUM	Willing		Not Willing		Undecided	
		NO	%	No.	%	No.	%
Report Evenings	605	153	60	54	21	49	19
Parent Support Group	755	92	36	85	33	79	31
Fund Raising	740	91	35	86	34	79	31
Open Days	595	163	64	41	16	52	20
Sporting activities after school and on week -ends.	720	112	44	87	34	57	22
Camps/Outdoor Pursuits	748	94	37	98	38	64	25
Homework Centre	852	50	20	127	49	79	31
Helping in class	909	50	20	154	60	52	20
Career Evenings	680	133	52	70	27	53	21
Life Skills	774	88	34	100	39	68	27
Assistance on the Marae.	983	39	15	174	68	43	17
Cultural Activities	872	65	25	135	53	56	22
Evening classes	681	133	52	69	27	54	21
Parent -Teacher Association	841	68	27	115	45	73	28

TABLE 10

WILLINGNESS TO PARTICIPATE IN THE SCHOOL ACTIVITIES: TEACHER SAMPLE

ACTIVITY	SUM	TEACHER n = 66					
		Willing		Not Willing		undecided	
		No.	%	No.	%	No.	%
Report Evenings	129	53	80	5	8	8	12
Parent Support Group	194	17	26	18	27	31	47
Fund Raising	230	13	20	39	59	14	21
Open Days	146	48	72	5	8	13	20
Sporting activities after school and on week -ends.	187	29	44	24	36	13	20
Camps/Outdoor Pursuits	163	37	56	14	21	15	23
Homework Centre	190	20	30	23	35	23	35
Helping in class	--	--	--	--	--	--	--
Career Evenings	163	37	56	13	20	15	24
Life Skills	182	25	38	25	38	16	24
Assistance on the Marae.	210	17	26	34	51	15	23
Cultural Activities	173	31	47	19	29	16	24
Evening classes	180	30	45	19	29	17	26
Parent -Teacher Association	211	15	23	28	42	23	35

TABLE 14
RANK ORDER OF WILLINGNESS TO PARTICIPATE IN THE SCHOOL'S ACTIVITIES:
ACCORDING TO SOCIO-ECONOMIC STATUS (SES). JOHNSTON, R, 1983.
(PARENT SAMPLE)

KEY: 1 = HIGHEST WILLINGNESS
5 = LEAST WILLINGNESS

ACTIVITY	HIGH SES n = 65	MIDDLE SES n = 116	LOW SES n = 39
Report Evenings	2	2	3
Parent Support Group	7	8	9
Fund Raising	9	6	6.5
Open Days	1	1	2
Sporting activities after school and on week -ends.	3	5	5
Camps/Outdoor Pursuits	4	7	10
Homework Centre	13	10	8
Helping in class	11	13	11
Career Evenings	5	4	4
Life Skills	8	9	6.5
Assistance on the Marae.	14	14	14
Cultural Activities	12	12	13
Evening classes	6	3	1
Parent -Teacher Association	10	11	12

* BASED ON THE SUM TOTAL FOR EACH ITEM. REFER TO TABLE FOR TOTALS.

TABLE 15

WILLINGNESS TO PARTICIPATE IN THE SCHOOL'S ACTIVITIES: ACCORDING TO SOCIO-ECONOMIC (SES) CLASSIFICATION. (PARENT SAMPLE)

ACTIVITY	HIGH SES (n = 65)			MIDDLE SES (n = 116)			LOW SES (n = 39)		
	WILLING %	NOT WILLING %	UNDECIDED %	WILLING %	NOT WILLING %	UNDECIDED %	WILLING %	NOT WILLING %	UN-DECIDED %
Report Evenings	60	23	17	58	23	19	64	10	26
Parent Support Group	38	37	25	28	36	37	51	26	23
Fund Raising	26	42	32	32	38	30	54	13	33
Open Days	65	17	18	57	18	25	72	8	20
Sporting activities after school and on week -ends.	48	31	21	39	36	25	62	23	15
Camps/Outdo or Pursuits	43	32	25	35	41	24	41	28	31
Homework Centre	14	58	27	12	52	36	46	28	26
Helping in class	15	60	25	14	69	17	46	31	23
Career Evenings	55	29	16	43	32	25	67	13	20
Life Skills	37	38	25	25	46	29	51	23	26
Assistance on the Marae.	11	74	15	8	77	15	28	46	26
Cultural Activities	22	57	21	18	57	25	39	38	23
Evening classes	48	32	20	47	29	24	75	10	15
Parent - Teacher Association	31	45	24	19	52	29	41	31	28

TABLE 16
WILLINGNESS TO PARTICIPATE IN THE SCHOOL'S ACTIVITIES: ACCORDING TO
ETHNIC CLASSIFICATION. (PARENT SAMPLE)

ACTIVITY	EUROPEAN n = 189			MAORI n = 20			SAMOAN n = 26			EUROPEAN MAORI n = 12			" OTHER " n = 8		
	W	N.W.	U	W	N.W.	U	W	N.W.	U	W	N.W.	U	W	N.W.	U
Report Evenings	62	22	16	40	25	35	73	11	16	42	16	42	38	25	37
Parent Support Group	30	39	31	50	25	25	69	12	19	50	17	33	25	13	62
Fund Raising	32	39	29	45	25	30	54	11	35	33	17	50	50	25	25
Open Days	64	15	21	55	20	25	69	12	11	75	25	0	50	25	25
Sporting activities after school and on week -ends.	42	38	20	70	15	15	42	31	27	33	17	50	38	0	62
Camps/Outdoor Pursuits	37	42	21	40	25	35	35	23	42	42	8	50	38	37	25
Homework Centre	13	58	29	15	35	50	62	15	23	42	33	25	25	25	50
Helping in class	16	66	18	15	50	35	46	31	23	17	42	41	13	75	12
Career Evenings	51	29	20	45	30	25	62	19	19	58	25	17	37	25	38
Life Skills	29	44	27	45	25	30	58	27	15	42	25	33	50	13	37
Assistance on the Marae.	5	80	15	70	20	10	54	27	19	17	33	50	0	88	12
Cultural Activities	20	59	21	40	35	25	57	31	12	33	33	34	12	63	25
Evening classes	50	29	21	55	15	30	50	23	27	58	33	9	88	12	0
Parent -Teacher Association	21	49	30	25	35	40	65	12	23	25	67	8	25	50	25

TABLE 17

Attitude towards Report Evenings: Parents and Teachers.

STATEMENT	F ratio	P < 0.05	PARENTS n = 256		TEACHERS n = 66	
			X	SD	X	SD
1. Report Evenings are effective in helping understand how the home and the school affect children's learning.	121	141	2.09	0.91	1.97	0.82
1. Pupils tend to show more interest in their work when their parents regularly attend report evenings.	2.54*	141	2.31	1.01	1.97	0.63
5. The only function of report evenings should be to discuss pupil's school progress.	129	141	2.85	1.16	3.83	1.02
12. Parents can be notified of their child's progress through written reports, there is no need for Report Evenings.	149*	141	3.80	0.99	4.24	0.82
18. All parents should be encouraged to attend report evenings and not only those parents whose children are experiencing problems at school.	141	141	2.08	0.89	1.76	0.75
21. Some parents don't bother to come to Report Evenings because they think the teachers don't understand their children anyway.	105	135	3.24	0.93	3.08	0.95
23. At most Report Evenings you only listen to the negative side of the child's performance at school.	133	141	3.78	0.95	4.11	0.83
25. A child's work is likely to suffer if his/her parent(s) never attend Report Evenings.	101	141	3.33	1.05	3.15	1.04

* Significant statistical difference.

1 - STRONGLY AGREE

5 - STRONGLY DISAGREE

TABLE 1B

Attitude towards Report Evenings: Parents according to socio-economic status(SES):
Johnson R, 1983.

STATEMENT	HIGH SES n = 65		MIDDLE SES n = 116		LOW SES n = 39	
	X	SD	X	SD	X	SD
1. Report Evenings are effective in helping understand how the home and the school affect children's learning.	2.28	0.96	2.12	0.92	1.79	0.77
2. Pupils tend to show more interest in their work when their parents regularly attend report evenings.	2.26	0.99	2.43	1.00	2.20	1.08
5. The only function of report evenings should be to discuss pupil's school progress.	2.89	1.15	2.98	1.14	2.38	1.11
12. Parents can be notified of their child's progress through written reports, there is no need for Report Evenings.	3.97	0.90	3.93	0.80	3.08	1.24
18. All parents should be encouraged to attend report evenings and not only those parents whose children are experiencing problems at school.	2.00	0.88	2.14	0.84	2.00	0.97
21. Some parents don't bother to come to Report Evenings because they think the teachers don't understand their children anyway.	3.26	0.83	3.26	0.82	3.26	0.82
23. At most Report Evenings you only listen to the negative side of the child's performance at school.	3.94	0.82	3.79	0.85	3.54	1.17
25. A child's work is likely to suffer if his/her parent(s) never attend Report Evenings.	3.28	1.05	3.39	1.04	3.13	1.13

1 - STRONGLY AGREE
5 - STRONGLY DISAGREE

TABLE 19

Attitude towards Report Evenings: According to ethnic classification

STATEMENT	EUROPEAN		MAORI		SAMOAN		EUROPEAN MAORI		"OTHER"	
	X	SD	X	SD	X	SD	X	SD	X	SD
1. Report Evenings are effective in helping understand how the home and the school affect children's learning.	2.11	0.87	2.10	1.17	1.16	0.70	2.92	1.08	2.00	0.00
2. Pupils tend to show more interest in their work when their parents regularly attend report evenings.	2.39	1.01	2.30	1.03	1.62	0.64	2.67	0.89	2.25	1.16
5. The only function of report evenings should be to discuss pupil's school progress.	3.09	1.09	2.40	1.27	1.85	0.93	2.33	0.99	2.63	0.92
12. Parents can be notified of their child's progress through written reports, there is no need for Report Evenings.	3.97	0.83	3.55	1.15	2.65	1.16	3.67	1.07	3.50	1.07
18. All parents should be encouraged to attend report evenings and not only those parents whose children are experiencing problems at school.	2.07	0.85	2.30	0.92	2.03	1.08	1.75	0.75	2.38	1.06
21. Some parents don't bother to come to Report Evenings because they think the teachers don't understand their children anyway.	3.33	0.24	3.05	1.19	2.92	1.26	3.00	0.85	2.88	1.13
23. At most Report Evenings you only listen to the negative side of the child's performance at school.	3.87	0.82	3.95	0.60	3.15	1.46	3.33	1.44	3.88	1.99
25. A child's work is likely to suffer if his/her parent(s) never attend Report Evenings.	3.37	1.03	3.75	0.85	2.53	1.14	3.41	0.79	3.75	0.89

1 - STRONGLY AGREE

5 - STRONGLY DISAGREE

TABLE 20

Attitude towards Parent Support Group meetings: Parents and Teachers.

STATEMENT	F- RATIO	P < 0.05	PARENTS n = 256		TEACHERS n = 66	
			X	SD	X	SD
6.The Principal should insist that all teachers regularly attend Parent Support Group meetings.	127	135	2.77	1.03	3.39	1.16
7. Parents should actively encourage other parents to attend Parent Support Group meetings.	178*	141	2.56	1.02	2.06	0.76
11. Parents who do not attend Parent Support Group meetings are not committed to assisting their child's education.	126	141	3.91	1.05	3.88	0.94
26. Parents should make an effort to attend Parent Support Group meetings (at least once a term).	111	141	2.39	0.94	2.42	0.89
28. Teachers who do not attend Parent Support Group meetings are not very committed to their profession.	130	141	3.05	1.12	3.85	0.98

*Statistically significant difference

1 - STRONGLY AGREE

5 - STRONGLY DISAGREE

TABLE 21

Attitude towards Parent Support Group meetings: According to socio-economic status (SES): Johnston R, 1983.

STATEMENT	HIGH SES n = 65		MIDDLE SES n = 116		LOW SES n = 39	
	X	SD	X	SD	X	SD
6. The Principal should insist that all teachers regularly attend Parent Support Group meetings.	3.02	1.08	2.71	0.99	2.79	1.13
7. Parents should actively encourage other parents to attend Parent Support Group meetings.	2.55	1.08	2.61	1.00	2.56	0.99
11. Parents who do not attend Parent Support Group meetings are not committed to assisting their child's education.	4.19	0.88	4.03	0.96	3.21	1.38
26. Parents should make an effort to attend Parent Support Group meetings (at least once a term).	2.59	1.04	2.43	0.84	2.26	0.92
28. Teachers who do not attend Parent Support Group meetings are not very committed to their profession.	3.26	1.11	3.02	1.06	2.95	1.21

1 - Strongly Agree

5 - Strongly Disagree

TABLE 22

Attitude towards Parent Support Group meetings: According to ethnic classification.

STATEMENT	EUROPEAN		MAORI		SAMOAN		EUROPEAN MAORI		"OTHER"	
	X	SD	X	SD	X	SD	X	SD	X	SD
6.The Principal should insist that all teachers regularly attend Parent Support Group meetings.	2.85	0.98	2.80	1.15	2.23	1.03	2.92	1.38	2.62	0.92
7. Parents should actively encourage other parents to attend Parent Support Group meetings.	2.68	1.03	2.30	1.08	1.85	0.61	2.33	0.78	2.88	0.99
11. Parents who do not attend Parent Support Group meetings are not committed to assisting their child's education.	4.05	0.92	3.85	1.35	2.92	1.35	4.00	0.85	4.00	0.93
26. Parents should make an effort to attend Parent Support Group meetings (at least once a term).	2.53	0.94	2.45	0.89	1.81	0.98	1.92	0.52	2.00	0.00
28. Teachers who do not attend Parent Support Group meetings are not very committed to their profession.	3.13	1.07	3.20	1.28	2.54	1.17	3.33	1.15	2.25	0.71

1 - Strongly Agree

5 - Strongly Disagree

TABLE 23

ATTITUDE TOWARD PARENT INVOLVEMENT IN THE SCHOOL: PARENTS AND TEACHERS.

STATEMENT	F - RATIO	p < 0.05	PARENT n = 256		TEACHER n = 66	
			X	SD	X	SD
8. The school should provide evening classes for parents showing them how they can help their children at home.	1.12	1.35	2.25	0.91	2.47	0.96
13. Generally speaking, most parents don't know enough to be of any real help regarding their child's progress at school.	1.04	1.35	3.43	1.17	3.79	1.19
14. Parents should have more say in what their children are taught in school.	1.02	1.41	2.63	1.11	2.92	1.10
24. Generally speaking, having parents in school is more trouble than it's worth.	1.63*	1.41	3.62	0.99	4.17	0.78

*Statistically significant difference.

1 - Strongly Agree

5 - Strongly Disagree

TABLE 24

ATTITUDE TOWARDS PARENT INVOLVEMENT IN THE SCHOOL: PARENTS
 ACCORDING TO SOCIO-ECONOMIC STATUS (SES): JOHNSTON, R, 1983.

STATEMENT	HIGH SES n = 65		MIDDLE SES n = 116		LOW SES n = 39	
	X	SD	X	SD	X	SD
8. The school should provide classes for parents showing them how they can help their children at home.	2.28	0.98	2.27	0.86	1.97	0.81
13. Generally speaking, most parents don't know enough to be of any real help regarding their child's progress at school.	3.62	1.06	3.58	1.14	2.77	1.22
14. Parents should have more say in what their children are taught in school.	2.63	1.18	2.70	1.00	2.72	1.26
24. Generally speaking, having parents in school is more trouble than it's worth.	3.75	0.94	3.60	1.00	3.39	1.10

1 - Strongly Agree

5 - Strongly Disagree

TABLE 25
ATTITUDE TOWARDS PARENT INVOLVEMENT IN SCHOOLS: ACCORDING
TO ETHNIC CLASSIFICATION. (PARENT SAMPLE)

STATEMENT	EUROPEAN n = 189		MAORI n = 20		SAMOAN n = 26		EUROPEAN MAORI n = 12		"OTHER" n = 8	
	X	SD	X	SD	X	SD	X	SD	X	SD
8. The school should provide classes for parents showing them how they can help their children at home.	2.29	0.89	2.40	0.94	1.85	0.93	2.42	1.00	2.13	0.84
13. Generally speaking, most parents don't know enough to be of any real help regarding their child's progress at school.	3.61	1.08	3.50	1.24	2.19	0.98	3.25	1.36	3.75	0.89
14. Parents should have more say in what their children are taught in school.	2.17	1.06	2.30	1.26	2.12	1.07	2.83	1.34	3.25	1.04
24. Generally speaking, having parents in school is more trouble than it's worth.	3.17	0.92	3.65	1.23	2.96	1.22	3.50	0.91	3.88	0.64

1 - strongly agree

5 - strongly disagree

TABLE 26
GENERAL ATTITUDES REGARDING PARENT - TEACHER RELATIONSHIPS:
PARENTS AND TEACHERS.

STATEMENT	F-RATIO	p < 0.05	PARENT n = 256		TEACHER n = 66	
			X	SD	X	SD
3. It is important for the Principal and the senior staff to know the parents of as many pupils at the school as possible.	150*	141	2.00	0.95	1.74	0.77
4. If teachers want to discuss something with their pupil's parents they should do so without first obtaining permission from the school's senior staff.	138*	135	2.29	1.06	2.94	1.25
9. Generally, parents are nervous about teachers.	147*	141	3.09	1.12	2.28	0.92
10. Generally teachers are nervous about parents.	173*	135	3.29	0.81	3.21	1.06
15. Children should have more say in what they are taught in school.	108	135	3.04	1.17	3.25	1.22
16. Children should be involved in discussions of their school performance.	1.15	141	1.97	0.76	1.89	0.70
17. Parent-teacher discussions of a child's problems should always take place at school, not home.	106	141	2.85	1.13	3.11	1.09
19. It is important for parents to know the teachers who teach their children.	146*	141	2.03	0.93	1.89	0.77
20. It is part of the teacher's job to offer advice to parents on problems their child has out of school.	130	141	3.12	1.23	3.61	1.08
22. Teachers should be prepared to make a home visit if one of their pupils has a serious problem at school.	162*	135	2.32	0.97	2.71	1.24
27. It is better if teachers do not know too much about the home back-ground of the children they teach.	132	135	3.91	0.83	3.92	0.95
29. It is not really necessary for teachers and parents to meet unless the child is having problems.	222*	126	3.48	1.12	3.88	0.75

*Statistically significant difference

1 - Strongly Agree

5 - Strongly Disagree

TABLE 27

GENERAL ATTITUDES REGARDING PARENT-TEACHER RELATIONSHIPS: ACCORDING TO SOCIO-ECONOMIC STATUS (SES): JOHNSTON, R, 1983.

STATEMENT	HIGH SES n = 65		MIDDLE SES n = 116		LOW SES n = 39	
	X	SD	X	SD	X	SD
3. It is important for the Principal and the senior staff to know the parents of as many pupils at the school as possible.	2.09	1.00	2.02	0.89	2.08	0.98
4. If teachers want to discuss something with their pupil's parents they should do so without first obtaining permission from the school's senior staff.	2.15	1.00	2.37	1.05	2.31	1.15
9. Generally, parents are nervous about teachers.	3.05	1.15	3.18	1.09	2.03	1.14
10. Generally teachers are nervous about parents.	3.19	0.85	3.37	0.75	3.33	0.87
15. Children should have more say in what they are taught in school.	3.17	1.14	3.19	1.08	2.72	1.32
16. Children should be involved in discussions of their school performance.	1.92	0.62	2.08	0.80	1.90	0.85
17. Parent-teacher discussions of a child's problems should always take place at school, not home.	3.02	1.19	2.90	1.04	2.44	1.19
19. It is important for parents to know the teachers who teach their children.	2.09	1.04	2.08	0.84	1.90	0.97
20. It is part of the teacher's job to offer advice to parents on problems their child has out of school.	3.39	1.25	3.13	1.12	2.80	1.32
22. Teachers should be prepared to make a home visit if one of their pupils has a serious problem at school.	2.37	1.01	2.41	0.98	2.21	0.98
27. It is better if teachers do not know too much about the home back-ground of the children they teach.	3.95	0.78	4.01	0.73	3.59	1.07
29. It is not really necessary for teachers and parents to meet unless the child is having problems.	3.52	1.16	3.60	1.05	3.08	1.22

1 - Strongly Agree

5 - Strongly Disagree

**TABLE 28: GENERAL ATTITUDES REGARDING PARENT TEACHER RELATIONSHIPS:
ACCORDING TO ETHNIC CLASSIFICATION.**

STATEMENT	EUROPEAN n = 189		MAORI n = 20		SAMOAN n = 26		EUROPEAN MAORI n = 12		"OTHER" n = 8	
	X	SD	X	SD	X	SD	X	SD	X	SD
3. It is important for the Principal and the senior staff to know the parents of as many pupils at the school as possible.	2.05	0.97	2.05	0.83	1.50	0.71	2.00	0.85	2.38	1.00
4. If teachers want to discuss something with their pupils' parents they should do so without first obtaining permission from the school's senior staff.	2.30	1.08	2.15	0.99	2.35	1.13	2.08	0.90	2.75	1.04
9. Generally, parents are nervous about teachers.	3.15	1.11	2.85	1.23	2.92	1.23	3.08	1.08	2.75	1.04
10. Generally teachers are nervous about parents.	3.31	0.80	3.20	0.70	3.15	0.93	3.42	1.00	3.38	0.52
15. Children should have more say in what they are taught in school.	3.20	1.10	2.85	1.42	2.04	1.04	3.00	1.13	3.25	1.04
16. Children should be involved in discussions of their school performance.	1.99	0.71	1.95	0.95	1.73	0.83	2.17	1.03	2.00	0.54
17. Parent-teacher discussions of a child's problems should always take place at school, not home.	2.95	1.05	3.30	1.26	1.81	1.10	3.17	1.12	2.63	0.92
19. It is important for parents to know the teachers who teach their children.	2.10	0.95	2.00	0.97	1.58	0.70	1.92	0.67	2.38	1.00
20. It is part of the teacher's job to offer advice to parents on problems their child has out of school.	3.29	1.14	2.90	1.59	2.04	1.08	3.25	1.29	3.00	1.20
22. Teachers should be prepared to make a home visit if one of their pupils has a serious problem at school.	2.43	0.97	2.00	1.08	1.89	0.91	2.08	0.79	2.00	0.54
27. It is better if teachers do not know too much about the home back-ground of the children they teach.	4.03	0.73	3.85	0.81	3.19	1.10	3.83	1.03	3.75	0.46
29. It is not really necessary for teachers and parents to meet unless the child is having problems.	3.57	1.05	3.50	1.19	2.73	1.22	4.08	0.90	2.88	1.64

1 - Strongly Agree

5 - Strongly Disagree

TABLE 29

CONTACT WITH BOARD OF TRUSTEES: PARENT AND TEACHER SAMPLE.

	Contact %	No contact %	Contact - useful %	Contact - not useful %	unanswered %
Parent n = 256	56	44	62	38	0
Teacher n = 66	73	27	83	6	11

TABLE 30

CONTACT WITH TEACHERS
(PARENT SAMPLE)

CONTACT	85 %
NON CONTACT	15 %

TABLE 31

CONTACT WITH PARENTS
(TEACHER SAMPLE)

SUFFICIENT CONTACT	28 %
INSUFFICIENT CONTACT	57 %
DONT KNOW	15 %

TABLE 32
RELATIONSHIP WITH TEACHERS: PARENT SAMPLE

VERY GOOD	GOOD	DONT KNOW	POOR	VERY POOR
13%	52%	21%	11%	3%

TABLE 33
TEACHERS AWARENESS OF PARENT'S CONCERNS THAT AFFECT CHILDREN'S
LEARNING. (PARENT SAMPLE)

	AWARE		DONT KNOW		UNAWARE	
	No.	%	No.	%	No.	%
Parent n = 256	116	45	71	28	69	27
European n = 189	82	43	52	28	55	29
Maori n = 20	9	45	6	30	5	25
Samoan n = 26	17	65	6	23	3	12
European Maori n = 12	5	42	4	33	3	25
" Other " n = 8	3	37.5	2	25	3	37.5
High SES n = 65	29	45	14	22	21	32
Middle SES n = 116	50	43	35	30	31	27
Low SES n = 39	22	56	10	26	7	18

TABLE 34
BARRIERS TO PARENT INVOLVEMENT IN THE SCHOOL: PARENT AND TEACHER
SAMPLE.

STATEMENT	F - ratio	p < 0.05	PARENT n = 256		TEACHERS n = 66	
			X	SD	X	SD
1. Teachers are too busy at school	103	141	2.8	13	3.6	13
2. Teachers do not want parents nearby	180*	141	2.3	14	2.3	11
3. Teachers feel threatened by being observed by parents	138	141	2.4	14	2.7	12
4. Discussions between parents and teachers are too time consuming	146*	141	2.5	14	3.2	12
5. Parents have work and other commitments	199*	141	3.6	13	4.0	0.9
6. Teachers lack interest in involving parents	165*	141	2.4	13	2.4	10
7. Teachers are committed to their own private life	104	141	2.4	13	3.2	13
8. Teachers have a different cultural back-ground	115	141	1.9	13	3.2	13
9. Parents have a negative past experiences of teachers when they were at school	152*	141	2.3	14	3.2	12
10. Parents are concerned that a teacher could single out their child for reprisals if their views are in conflict with that of the teacher	158*	141	2.6	16	2.6	12
11. Parents' believe that teachers know what is best for their child and their is no need to interfere with them	2.15*	141	2.6	14	2.9	0.9
12. The school is large and impersonal	2.19*	141	2.9	16	3.8	11

* statistically significant difference

1 - No difficulty

5 - Major difficulty

TABLE 35

BARRIERS TO PARENT INVOLVEMENT IN THE SCHOOL: ACCORDING TO
ETHNIC CLASSIFICATION. (PARENT SAMPLE)

STATEMENT	EUROPEAN n = 189		MAORI n = 20		SAMOAN n = 26		EUROPEAN MAORI n = 12		" OTHER" n = 8	
	X	SD	X	SD	X	SD	X	SD	X	SD
1. Teachers are too busy at school	2.9	1.3	2.2	1.4	2.2	1.6	2.6	1.7	2.8	0.7
2. Teachers do not want parents nearby	2.2	1.3	2.0	1.2	2.9	1.8	2.5	1.8	2.4	1.1
3. Teachers feel threatened by being observed by parents	2.4	1.4	2.2	1.5	2.5	1.7	2.3	1.6	3.0	1.3
4. Discussions between parents and teachers are too time consuming	2.5	1.3	2.0	1.1	2.5	1.7	2.5	1.7	2.3	0.7
5. Parents have work and other commitments	3.8	1.3	3.8	1.4	2.9	1.5	3.3	1.6	3.9	1.0
6. Teachers lack interest in involving parents	2.3	1.2	1.9	1.1	2.9	1.7	3.0	1.5	3.0	1.3
7. Teachers are committed to their own private life	2.4	1.2	1.8	1.3	2.2	1.5	2.6	1.6	3.0	1.1
8. Teachers have a different cultural back-ground	1.7	1.1	2.0	1.5	2.7	1.7	2.5	1.7	2.3	1.5
9. Parents have a negative past experiences of teachers when they were at school	2.2	1.4	2.5	1.6	2.1	1.7	2.6	1.7	2.9	1.6
10. Parents are concerned that a teacher could single out their child for reprisals if their views are in conflict with that of the teacher	2.6	1.5	2.5	1.7	2.7	1.8	2.8	1.7	3.1	1.5
11. Parents' believe that teachers know what is best for their child and their is no need to interfere with them	2.6	1.3	2.4	1.6	2.2	1.7	3.1	1.7	2.1	0.8
12. The school is large and impersonal	3.1	1.5	2.7	1.8	2.1	1.6	2.8	1.7	2.9	1.6

1 - No Difficulty

5 - Major Difficulty

TABLE 36

BARRIERS TO PARENT INVOLVEMENT IN THE SCHOOL: ACCORDING TO SOCIO-ECONOMIC STATUS(SES): JOHNSTON, R, 1983.

STATEMENT	HIGH SES n = 65		MIDDLE SES n = 116		LOW SES n = 39	
	X	SD	X	SD	X	SD
1. Teachers are too busy at school	3.2	13	2.7	13	2.5	14
2. Teachers do not want parents nearby	2.4	14	2.3	13	2.2	15
3. Teachers feel threatened by being observed by parents	2.7	14	2.3	14	2.2	14
4. Discussions between parents and teachers are too time consuming	2.7	14	2.5	14	2.6	14
5. Parents have work and other commitments	4.1	12	3.6	13	3.5	15
6. Teachers lack interest in involving parents	2.6	13	2.3	13	2.4	14
7. Teachers are committed to their own private life	2.7	13	2.3	13	2.1	13
8. Teachers have a different cultural back-ground	2.0	12	1.8	11	1.8	14
9. Parents have a negative past experiences of teachers when they were at school	2.6	14	2.3	14	2.0	14
10. Parents are concerned that a teacher could single out their child for reprisals if their views are in conflict with that of the teacher	2.9	15	2.5	15	2.3	16
11. Parents' believe that teachers know what is best for their child and their is no need to interfere with them	2.8	12	2.5	14	2.4	13
12. The school is large and impersonal	3.2	15	3.0	15	2.7	16

1 - No Difficulty

5 - Major Difficulty

TABLE 37

LEVEL OF COMMUNICATION BETWEEN PARENTS AND TEACHERS: TOTAL SAMPLE

A	Totally satisfied		Satisfied		Don't Know		Unsatisfied		Totally unsatisfied	
	No.	%	No.	%	No.	%	No.	%	No.	%
Parent n=256	32	12	141	55	26	10	48	19	9	4
Teachers n=66	1	5	17	38	10	13	36	41	2	3

TABLE 38

LEVEL OF COMMUNICATION BETWEEN PARENTS AND TEACHERS: ACCORDING TO ETHNIC CLASSIFICATION. (PARENT SAMPLE)

	TOTALLY SATISFIED		SATISFIED		DONT KNOW		UNSATISFIED		TOTALLY UNSATISFIED	
	NO.	%	No.	%	No.	%	No.	%	No.	%
European n = 189	15	8	109	58	17	9	43	23	5	2
Maori n = 20	3	15	12	60	3	15	2	10	0	0
Samoan n = 26	13	50	9	34	3	12	1	4	0	0
European Maori n = 12	1	8	6	50	1	8	1	8	3	25
" Other " n = 8	0	0	4	50	2	25	1	12.5	1	12.5

TABLE 39
LEVEL OF COMMUNICATION BETWEEN PARENTS AND TEACHERS: ACCORDING
TO SOCIO-ECONOMIC STATUS CLASSIFICATION (SES): JOHNSON, R, 1983.
PARENT SAMPLE.

	TOTALLY SATISFIED		SATISFIED		DONT KNOW		UNSATISFIED		TOTALLY UNSATISFIED	
	No.	%	No.	%	No.	%	No.	%	No.	%
High SES n = 65	7	11	35	54	5	8	15	23	3	4
Middle SES n = 116	7	6	70	60	11	10	24	20	4	4
Low SES n = 39	12	31	18	46	5	13	4	10	0	0

TABLE 40
INITIATING COMMUNICATION BETWEEN PARENTS AND TEACHERS: PARENT AND
TEACHER SAMPLES.

Initiating communication	Parent initiates communication %	About the same %	Teacher initiates communication %	unanswered %
Parent n = 256	34	44	19	3
Teacher n = 66	12	38	50	0

TABLE 41
SCHOOL SUPPORT FOR LINKS BETWEEN PARENTS AND TEACHERS: SUPPORT
FOR THIS PRINCIPLE: TEACHER SAMPLE (n = 66)
[REFER TO SECTION F, QUESTION 1 OF THE QUESTIONNAIRE]

	STRONGLY SUPPORT 1	2	3	4	NOT AT ALL 5	UNANSWER ED
SUPPORT IN PRINCIPLE	21 (32%)	33(50%)	7(11%)	3(4%)	0(0%)	2(3%)
SUPPORT IN PRACTICE	3(5%)	14(21%)	28(42%)	18(27%)	1(2%)	2(3%)
DO YOU SUPPORT THIS?	16(24%)	31(47%)	14(21%)	4(6%)	0(0%)	1(2%)

TABLE 42

SCHOOL SUPPORT FOR LINKS BETWEEN TEACHER AND PARENT: TEACHER
LEARNING NEW SKILLS, (TEACHER SAMPLE n = 66)

[REFER TO SECTION F, QUESTION 1 OF THE TEACHER QUESTIONNAIRE]

	NUMBER	%
YES	43	65
NO	12	18
DONT KNOW	11	17
TOTAL	66	100

TABLE 43

SCHOOL SUPPORT FOR LINKS BETWEEN PARENTS AND TEACHERS: CHANGING
ATTITUDES

(TEACHER SAMPLE n = 66)

	NUMBER	%
YES	45	68
NO	6	9
DONT KNOW	15	23
TOTAL	66	100

TABLE 44

SCHOOL SUPPORT FOR LINKS BETWEEN TEACHER AND PARENT: COURSES TO
STRENGTHEN RELATIONSHIP.

(TEACHER SAMPLE n = 66)

[REFER TO SECTION F, QUESTION 4 OF TEACHER QUESTIONNAIRE]

	NUMBER	%
YES	51	77
No.	3	5
UNANSWERED	12	18
TOTAL	66	100

TABLE 45
LENGTH OF STAY IN NEW ZEALAND
(PARENT SAMPLE n = 256)

Length of stay in New Zealand	Number	%
Less than one year	5	2
1 to 3 Years	1	0.4
3 years or more	67	26.2
Born in New Zealand	182	71
Unanswered	1	0.4
Total	256	100

TABLE 46

MARITAL STATUS: PARENT SAMPLE (n = 256)

MARITAL STATUS	NUMBER	%
Married	200	78
De Facto	8	3
Separated	20	8
Single Parent	19	7
" Other "	6	2
Unanswered	3	1
TOTAL	256	99

APPENDIX B

FIGURES

- Key:**
1. Report Evenings
 2. Parent Support Group
 3. Fund Raising
 4. Sporting activities after school/weekends
 5. Camps/Outdoor Pursuits
 6. Homework Centre
 7. Helping in class
 8. Career Evenings
 9. Life Skills
 10. Assistance on the Marae
 11. Cultural Activities

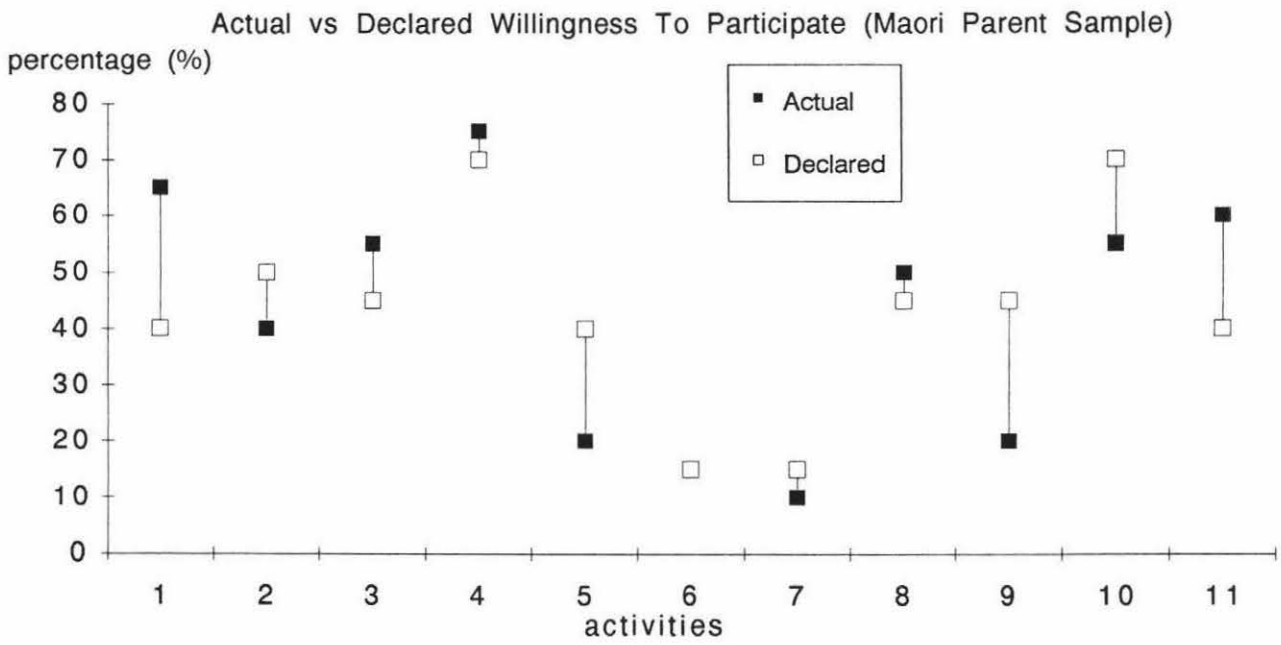


FIGURE 9

- Key:**
1. Report Evenings
 2. Parent Support Group
 3. Fund Raising
 4. Sporting activities after school/weekends
 5. Camps/Outdoor Pursuits
 6. Homework Centre
 7. Helping in class
 8. Career Evenings
 9. Life Skills
 10. Assistance on the Marae
 11. Cultural Activities

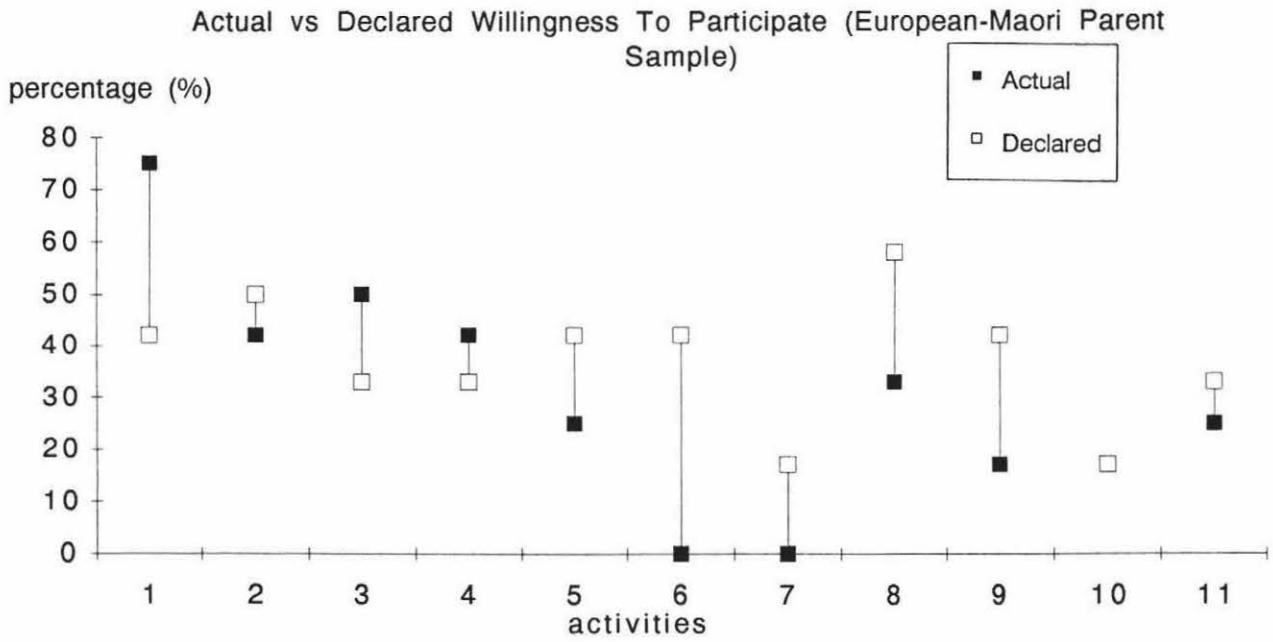


FIGURE 10

- Key:**
- 1. Report Evenings
 - 2. Parent Support Group
 - 3. Fund Raising
 - 4. Sporting activities after school/weekends
 - 5. Camps/Outdoor Pursuits
 - 6. Homework Centre
 - 7. Helping in class
 - 8. Career Evenings
 - 9. Life Skills
 - 10. Assistance on the Marae
 - 11. Cultural Activities

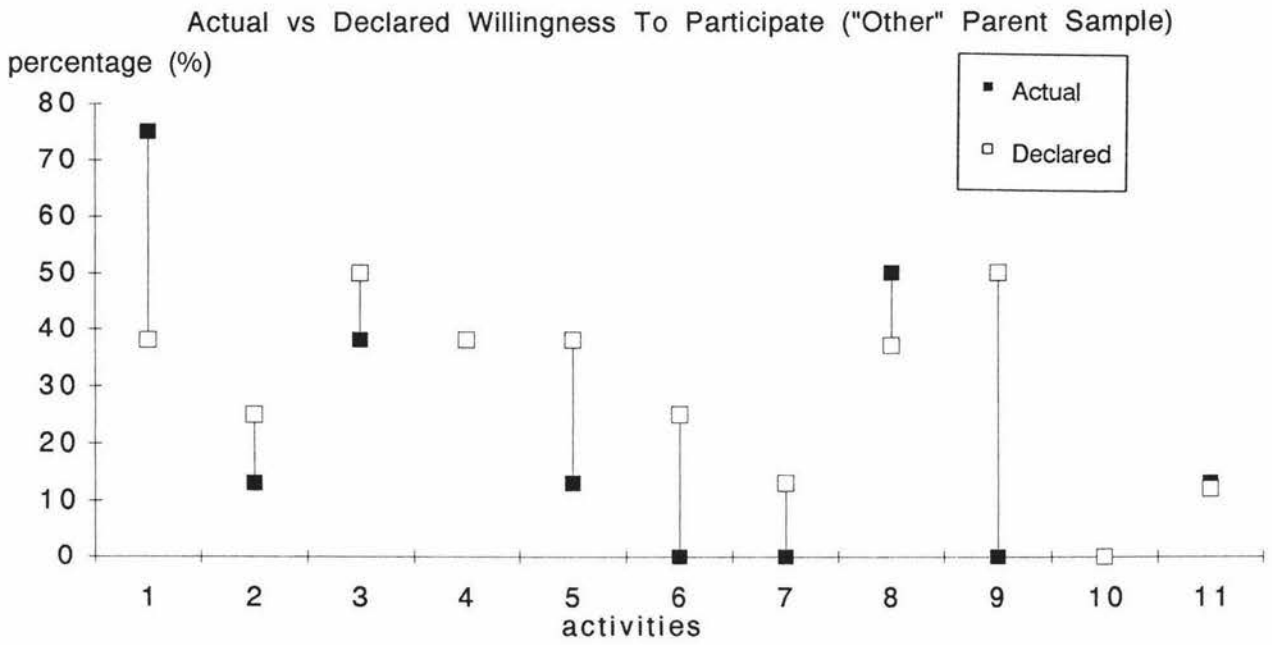


FIGURE 11

APPENDIX C

PARENT QUESTIONNAIRE

SAMOAN PARENT QUESTIONNAIRE

TEACHER QUESTIONNAIRE

INTERVIEW SCHEDULES

FESILI MO MATUA

Ou te manatu o le tali o nei fesili o le a maua ai se fesoasoani tele e galulue faatasi ai matua ma faiaoga. O faamatalaga uma e te tuuina maia o le a matua malu puipuia mai le silafia e le mamalu lautele. Aua le tusia ni suafa po o ni tuatusi foi i luga o nei pepa. O nei fesili uma e tatau lava ona faatumuina faatasi e matua uma e lua, po o e o lo o vaaia le tamaitiiti aoga, po o le faatumu foi e le matua po o le tagata o loo vaaia le tamaitiiti aoga e masani ona auai i mea fai a le aoga.

Telefoni mo fesili

NADDY NAIDOO

833-6838

[3.30 i le afiafi pe a tuua le aoga ma soo se taimi
i le faaiuga o le vaiaso]

Faamolemole faitau ma le faaeteete fesili taitasi ona faasa'o (✓) lea o le pusa ua e filifilia.

	Matua Malie	Malie	Leiloa	Lemalie	Matua Lemalie
1. E aoga tele afiafi mo matua (report evenings) e fesoasoani e faamalamalama ai le faaleleia o aoaoga a tamaiti i totonu o aiga ma le aoga.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. E naunau foi tamaiti ma sili atu lo latou fiafia e galulue pe afai e toaaga mai matua i afiafi faapitoa mo latou.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. E taua tele i le Pule Aoga ma faiaoga maufofi ona silafia lelei o matua uma o tamaiti o le aoga.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. A finagalo se faiaoga i se mataupu e fia talanoaina ma matua o se tamaitiiti ua tatau ona faataunuuna loa e aunoa ma se faatagana mai se faiaoga maufofi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Tasi lava le autu o le afiafi mo matua o le talanoaina o le taumafai o le tamaitiiti i le aoga.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. E tatau ona silasila toto'a le Pule Aoga ma sona taofi ina ia auai uma faiaoga " I fono a le Vaega Lagolago o Matua. (Parents Support Group).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. E tatau ona tu malosi matua e unai mai isi matua e auai mai i fono a le Vaega Lagolago o Matua.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Ua tatau i le aoga ona faia ni aoga/lesona mo matua e faaali atu ai , pe faapefea ona latou fesoasoani i tamaiti i le fale.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Pe a faalauaitele, e fefefe matua i faiaoga.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Matua Malie	Malie	Leiloa	Lemalie	Matua Lemalie
10. Pe a faalauaitetele, e fefefe faiaoga i matua.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. O matua uma e le auai i fonotaga a le Vaega Lagolago o Matua, e le fiafia foi i latou e fesoasoani i aoga a latou tamaiti.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. E mafai ona silafia e matua taualumaga o le taumafai o lo la alo i lipoti tusitusia: e le manaomia la se afiafi mo matua.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Tautala faalauaitetele, o le tele o matua e le lava lo latou iloa po ole tomai i se fesoasoani moni i le ola taumafai o le tamaitiiti i le aoga.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. E tatau ona tele atu ni tala a matua e faatatau i mea o lo o aoaoina ai o latou alo i le aoga.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. E tatau ona tele atu tala a tamaiti i mea o lo o aoaoina ai latou i le aoga.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. E tatau ona auai, le tamaitiiti pe a talanoaina lona taumafai i le aoga.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Talanoaga o se faafitauli a se tamaitiiti e matua ma faiaoga, e tatau lava ona faia i le aoga ae le o le fale.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. E tatau lava ona auai uma matua i afiafi mo matua, ae le na o i latou o lo o iai faafitauli i o latou alo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. E taua tele i matua ona silafia lelei le faiaoga o lo o aoaoina lona alo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Matua Malie	Malie	Leiloa	Lemalie	Matua Lemalie
20. O se vaega o le galuega a le faiaoga le apoapoi i matua i faafitauli o lo o maua ai le tamaitiiti i fafo atu o le aoga.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. O nisi o matua e le popole i le afiafi o matua ona o le manatu e le malamalama faiaoga i o latou alo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. E tatau ona saunia faiaoga mo asiasiga i aiga pe afai ua tulai mai se faafitauli matuia i se tamaitiiti i le aoga.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I le tele o afiafi mo matua, e na o le itu leaga lava o le tamaitiiti i lona olaga taumafai i le aoga e te faafofoga iai.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Tautala faalauaitetele, o le auai o matua i totonu o le aoga ua tele atu ai faafitauli na i lo le mea e tatau ona iai.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. E faaletonu galuega a se tama/teine aoga pe afai e le auai mai lava ona matua i afiafi mo matua.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. E tatau lava i matua ona taumafai e auai i fono a le Vaega Lagolago o Matua (pe tasi i le kuata).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. E sili atu pe afai e le silafia lelei e faiaoga olaga i aiga o tamaiti o lo o latou aoaoina.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. O faiaoga e le auai i fonotaga a le Vaega Lagolago o Matua e le manatu mamafa i le latou galuega.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. E le o se mea fetau i faiaoga ma matua ona fono sei vagana ua tulai mai se faafitauli i se tamaitiiti.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vaega B

Faamolemole faasa'o (✓) le loe po o le Leai pe afai sa e auai i mea eseese ma galuega o taua i lalo. Afai e te tali mai i le loe, faamolemole filifili ma Faasa'o (✓) le pusa e fetai ma lou finagalo o lo o sos ane i le itu taumatau.

Galuega / Matata	Sa e auai ?	Afai sa e auai, o le a sou finagalo?				
		Malie Atoatoa	Malie	Le Mautinoa	Le Malie	Matua Le Malie
1. Afiafi mo matua	<input type="checkbox"/> Ioe <input type="checkbox"/> Leai	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Fono a le Vaega Lagolago o Matua.	<input type="checkbox"/> Ioe <input type="checkbox"/> Leai	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Suega Tupe (Fund raising)	<input type="checkbox"/> Ioe <input type="checkbox"/> Leai	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Mea tau taaloga i le tuua o le aoga ma le faaiuga o le vaiaso.	<input type="checkbox"/> Ioe <input type="checkbox"/> Leai	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Suesuega i fafo atu o le potu aoga (camps)	<input type="checkbox"/> Ioe <input type="checkbox"/> Leai	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ofisa tutotonu o galuega fai i le aiga (Homework centre).	<input type="checkbox"/> Ioe <input type="checkbox"/> Leai	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Fesoasoani i se vasega f.t. galuegataulima, Gagana Peretania.	<input type="checkbox"/> Ioe <input type="checkbox"/> Leai	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Afiafi o aoga sue galuega.	<input type="checkbox"/> Ioe <input type="checkbox"/> Leai	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Aoaoga i le Olaga f.t. aoaoina i fualaa faasaina, aoaoina i le faiaiga (sex).	<input type="checkbox"/> Ioe <input type="checkbox"/> Leai	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Lagolagoina o le malae.	<input type="checkbox"/> Ioe <input type="checkbox"/> Leai	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Matata eseese tau i le aganuu.	<input type="checkbox"/> Ioe <input type="checkbox"/> Leai	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vaega C

Faamolemole faasa'o (✓) le pusa e te finagalo iai.

1. O le a sou lagona i le itu tau fesootaiga i le va o oe ma le faiaoga?

Matua Malie

Malie

Le Iloa

Le Malie

Matua Lemalie

2. O ai e masani ona tauavea, ma tele lana tautala i le taimi o lua talanoaga - o oe po o le faiaoga?

Tauave uma
lava e matua.

O le tele o taimi e
ave e matua.

E tai tutusa
lava.

O le tele e ave e le
faiaoga.

E Tauave uma
lava e le
faiaoga.

3. E toafia ni faiaoga a ou alo ua e faafeiloaina?

4. I le faalauaitete, o le a se tulaga o iai le lua va ma faiaoga?

Lelei Tele.

Lelei.

Le Iloa.

Leaga.

Leaga Tele.

5. O le a se iloa o faiaoga lautele o lo o iai e te silafia e ono aafia ai le aoga a lou alo?

Atoatoa Lelei.

Lelei.

Le Iloa

Le Lelei.

Matua Leaga.

6. E fia ni sui o le Komiti a le Aoga (Board of Trustees) ua e feiloai iai?

7. Pe se mea lelei ea pe afai e iai se sui o le Komiti a le Aoga e te masani ai mo fesootaiga?

Ioē

Leai

Vaega D

O lea sou finagalo i se faafitauli o lo o unai eselina ai matua mai le auai malosi i mea fai a le aoga?
Faasa'o (✓) lau tali mai le faatulagana i le 1 - 5

1 = Leai se faafitauli 5 = Tele le faafitauli.	Leai se faafitauli				Tele le faafitauli
	1	2	3	4	5
1. E pisi tele faiaoga i le aoga (tele galuega).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. E le mananao faiaoga e latalata atu matua.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. E fefefe faiaoga i matua e maitauina a latou galuega.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Tele taimi alu i talanoaga i le va o faiaoga ma matua.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. O matua e faigaluega ma e iai isi feau tatau ma faalavelave le ma'alofia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. E le fiafia faiaoga e auai matua.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. E manatu tele faiaoga i a'i latou lava.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. E ese tu, aganuu ma amioga a faiaoga.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. O lo o manatua pea e matua uiga le talafeagai o faiaoga i taimi sa aoga ai i latou.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. E manatu matua nei tei ua faailoga tagata le faiaoga i lo la alo ona o le taliupu pe afai e le fia faalogo ma tetee i le faiaoga.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. E talitonu matua o lo o silafia lelei e faiaoga le mea sili mo lona alo e lelei ai, o lona uiga e le aia lava ia iai.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. E tele le aoga ma ua avea ma mea e le lelei ai se Vaaiga mo ni amio pulea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

O nisi (Faamolemole tusi mai)_____

Vaega F

1. E tusa ua faafia ona e asiasi i le aoga a lou alo? - i le 3 masina ua tea atu
 - i le tausaga lea ua tea atu
 - talu ona aoga lou alo i lenei aoga.
2. O le a lau galuega? Auala o tupe maua: _____
3. O le a le umi talu ona e nofo i totonu o lenei atunuu? - e le'i atoa se tausaga
 - 1 - 3 tausaga
 - 3 tausaga ma sili atu
 - fanau i Niu Sila
4. E fia itula i le vaiaso e te faigaluega ai?
 E te faigaluega i le tuua o le aoga? Ioe
 Leai
5. Aofai o tagata matutua i le fale:
 Aofai o tamaiti i le fale:
6. Tulaga Faiaiga: Faaipoipo
 Le Faaipoipo
 Tete'a
 Le Faiaiga (Single Parent)
 Ma isi (faamolemole tau mai) _____
7. Faalapotopotoga e te iai: Europa Niu Sila
 Maori Niu Sila
 Samoa
 Ma isi (e pei o Iapani, Saina) _____
8. O lenei pepa sa faatumuina e : tina
 tama
 le e vaaia le tamaitiiti aoga

Faafetai lava mo le taimi ua faaavanoaina mo le faatumuina o nei fesili.
 Finagalo malie e faaoga le teutusi lena, ma tau aao ane i le tagata o le a aoina mai.

Faafetai tele mo lau fesoasoani.

PARENT QUESTIONNAIRE

I hope the results of this questionnaire will assist parents and teachers to work together more effectively.

The information you provide will be completely confidential.

Do not write names or addresses on this form.

Where possible this form should be completed by both parents/guardians together or this form may be completed by the parent or guardian most involved with the school.

PHONE FOR ENQUIRIES

NADDY NAIDOO

833-6838

**[after 3:30pm on school days
and anytime during week-ends]**



SECTION A

Please read each item carefully and then tick the box which is right for you.

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. Report evenings are effective in helping understand how the home and the school effect children's learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Pupils tend to show more interest in their work when their parents regularly attend report evenings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. It is important for the Principal and senior staff to know the parents of as many pupils at the school as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If teachers want to discuss something with their pupil's parents they should do so without first obtaining permission from the school's senior staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The only function of Report evenings should be to discuss pupil's school progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The Principal should insist that all teachers regularly attend Parent Support Group Meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Parents should actively encourage other parents to attend Parent Support Group Meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The school should provide classes for parents showing them how they can help their children at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Generally, parents are nervous about teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
10. Generally, teachers are nervous about parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Parents who do not attend Parent Support Group meetings are not committed to assisting their child's education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Parents can be notified of their child's progress through written reports; there is no need for Report evenings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Generally speaking, most parents don't know enough to be of any real help regarding their child's progress at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Parents should have more say in what their children are taught in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Children should have more say in what they are taught in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Children should be involved in discussions of their school performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Parent-teacher discussions of a child's problems should always take place at school, not home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. All parents should be encouraged to attend Report Evenings and not only those parents whose children are experiencing problems at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. It is important for parents to know the teacher who teaches their child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
20. It is part of the teacher's job to offer advice to parents on problems their child has out of school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Some parents don't bother to come to Report Evenings because they think the teachers don't understand their children anyway.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Teachers should be prepared to make a home visit if one of their pupils has a serious problem at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. At most report evenings you only listen to the negative side of the child's performance at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Generally speaking, having parents in school is more trouble than it's worth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. A child's work is likely to suffer if his/her parent(s) never attend report evenings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Parents should make an effort to attend Parent Support Group meetings (at least one a term).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. It is better if teachers don't know too much about the home back-ground of the children they teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Teachers who do not attend Parent Support Group meetings are not very committed to their profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. It is not really necessary for teachers and parents to meet unless the child is having problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION B

Please tick either yes or no if you have taken part in the following activities. If you ticked yes, please make a rating of how satisfied you were with that activity by ticking the appropriate box.

Activity	Have you taken part ?	If you have taken part how satisfied were you ?				
		Totally Satisfied	Satisfied	Undecided	Dissatisfied	Totally Dissatisfied
1. Report Evenings.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Parent Support Group meetings.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Fund Raising.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sporting Activities after school and on week-ends.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Camps/Outdoor Pursuits.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Homework centre.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Helping in a class e.g. English, Woodwork	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Career Evenings.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Life skills e.g. Sex or Drug education	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Assistance on Marae	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Cultural Activities	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate how much you would like to assist the activities listed below. In each case tick the box that is right for you.

Activity	How much I would like to take part ?				
	Very Much	Much	Undecided	Not Much	Not at All
12. Report Evenings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Parent Support Group meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Fund Raising.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Open days for Parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Sporting Activities : after school and weekenas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Camp/Outdoor pursuits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Homework center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Helping class e.g. woodwork, typing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Career Evenings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Life skills e.g. sex or drug education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Assistance on the Marae.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Cultural Activities:: drama; music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Evening classes for Parents on how to help their child with his/her school work/ teenage problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Parent-Teacher Association (PTA).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION C

Please tick the box that is right for you:

1. How satisfied are you with the level of communication between yourself and the teachers?

Totally Satisfied

Satisfied

Don't Know

Unsatisfied

Totally Unsatisfied

2. Who usually takes the initiative in communicating with the other - you or the teachers?

Parent takes all the initiative.

Parent takes most of the initiative.

About the same.

Teacher takes most of the initiative.

Teacher takes all the initiative.

3. How many of your child's teachers have you met.

4. Generally how good is your relationship with the teachers.

Very Good.

Good.

Don't Know.

Poor.

Very Poor.

5. How aware are teachers in general of concerns you may have that affect your child's schooling?

Totally Aware.

Aware.

Don't Know.

Unaware.

Totally Unaware.

6. How many members on the School's Board of Trustees have you met.

7. Would you find it useful to have a member to contact on the School's Board of Trustees?

Yes

No

SECTION D

What do you think is keeping parents from being more involved at this high school ?
Tick your responses on a 1 to 5 scale.

No Difficulty = 1 to Major Difficulty = 5	No Difficulty 1	2	3	4	Major Difficulty 5
1. Teachers are too busy at school. (overload).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teachers do not want parents nearby.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teachers feel threatened by being observed by parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Discussions between parents and teachers are too time consuming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Parents have work and other commitments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Teachers lack interest in involving parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Teachers are committed to their own private life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Teachers have a different cultural back- ground.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Parents have negative past experiences of teachers when they were at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Parents are concerned that a teacher could single out their child for reprisals if their views are in conflict with that of the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Parents' believe that teachers know what is best for their child and there is no need to interfere with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The school is large and impersonal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OTHER (Please Specify) _____

SECTION F

1. About how many times have you visited your child's school:
- | | |
|---|--------------------------|
| In the last 3 months ? | <input type="checkbox"/> |
| In the last year ? | <input type="checkbox"/> |
| Since your child started at this school ? | <input type="checkbox"/> |
2. What is your occupation : Main income earner: _____
3. How long have you lived in this country?
- | | |
|------------------------|--------------------------|
| Less than one year? | <input type="checkbox"/> |
| 1 to 3 years ? | <input type="checkbox"/> |
| 3 years or more ? | <input type="checkbox"/> |
| Born in this country ? | <input type="checkbox"/> |
4. How many hours per week do you work ?
- Do you work after school hours ? YES
- NO
5. Number of adults in home:
- Number of children in home:
6. Marital Status :
- | | |
|------------------------------|--------------------------|
| Married | <input type="checkbox"/> |
| De Facto | <input type="checkbox"/> |
| Separated | <input type="checkbox"/> |
| Single parent | <input type="checkbox"/> |
| Other (please specify) _____ | |
7. Ethnic Group:
- | | |
|---------------------------------------|--------------------------|
| New Zealand European | <input type="checkbox"/> |
| New Zealand Maori | <input type="checkbox"/> |
| Samoan | <input type="checkbox"/> |
| Other (such as Dutch, Japanese) _____ | |
8. This form was completed by:
- | | |
|----------|--------------------------|
| Mother | <input type="checkbox"/> |
| Father | <input type="checkbox"/> |
| Guardian | <input type="checkbox"/> |

Thank you for taking time to fill in this questionnaire.

Kindly use the stamped, self addressed envelope provided, and post it to me.

THANK YOU FOR YOUR HELP.

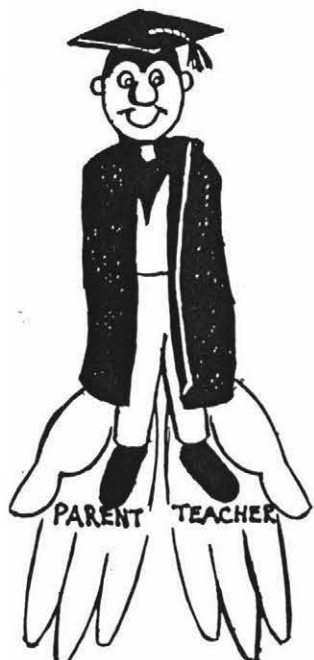
*****||**

TEACHER QUESTIONNAIRE

I hope the results of this questionnaire will assist parents and teachers to work together more effectively.

The information you provide will be completely confidential.

Do not write names or addresses on this form.



PHONE FOR ENQUIRIES

NADDY NAIDOO

833-6838

SECTION A

Please read each item carefully and then tick the box which is right for you.

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. Report evenings are effective in helping understand how the home and the school effect children's learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Pupils tend to show more interest in their work when their parents regularly attend report evenings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. It is important for the Principal and senior staff to know the parents of as many pupils at the school as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If teachers want to discuss something with their pupil's parents they should do so without first obtaining permission from the school's senior staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The only function of Report evenings should be to discuss pupil's school progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The Principal should insist that all teachers regularly attend Parent Support Group Meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Parents should actively encourage other parents to attend Parent Support Group Meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The school should provide classes for parents showing them how they can help their children at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Generally, parents are nervous about teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
10. Generally, teachers are nervous about parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Parents who do not attend Parent Support Group meetings are not committed to assisting their child's education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Parents can't be notified of their child's progress through written reports; there is no need for Report evenings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Generally speaking, most parents don't know enough to be of any real help regarding their child's progress at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Parents should have more say in what their children are taught in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Children should have more say in what they are taught in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Children should be involved in discussions of their school performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Parent-teacher discussions of a child's problems should always take place at school, not home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. All parents should be encouraged to attend Report Evenings and not only those parents whose children are experiencing problems at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. It is important for parents to know the teacher who teaches their child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
20. It is part of the teacher's job to offer advice to parents on problems their child has out of school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Some parents don't bother to come to Report Evenings because they think the teachers don't understand their children anyway.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Teachers should be prepared to make a home visit if one of their pupils has a serious problem at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. At most report evenings you only listen to the negative side of the child's performance at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Generally speaking, having parents in school is more trouble than it's worth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. A child's work is likely to suffer if his/her parent(s) never attend report evenings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Parents should make an effort to attend Parent Support Group meetings (at least one a term).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. It is better if teachers don't know too much about the home back-ground of the children they teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Teachers who do not attend Parent Support Group meetings are not very committed to their profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. It is not really necessary for teachers and parents to meet unless the child is having problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION B

Please tick either yes or no if you have taken part in the following activities. If you ticked yes, please make a rating of how satisfied you were with that activity by ticking the appropriate box.

Activity	Have you taken part ?	If you have taken part how satisfied were you ?				
		Totally Satisfied	Satisfied	Undecided	Dissatisfied	Totally Dissatisfied
1. Report Evenings.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Parent Support Group meetings.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Fund Raising.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sporting Activities after school and on week-ends.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Camps/Outdoor Pursuits.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Homework centre.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Helping in a class e.g. English, Woodwork	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Career Evenings.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Life skills e.g. Sex or Drug education	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Assistance on Marae	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Cultural Activities	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate how much you would like to assist the activities listed below. In each case tick the box that is right for you.

Activity	How much I would like to take part ?				
	Very Much	Much	Undecided	Not Much	Not at All
12. Report Evenings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Parent Support Group meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Fund Raising.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Open days for Parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Sporting Activities : after school and weekenas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Camp/Outdoor pursuits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Homework center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Helping class e.g. woodwork, typing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Career Evenings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Life skills e.g. sex or drug education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Assistance on the Marae.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Cultural Activities : drama; music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Evening classes for Parents on how to help their child with his/her school work/ teenage problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Parent-Teacher Association (PTA).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION C

Please tick the box that is appropriate:

1. There is sufficient contact between parents and the teachers.

Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How satisfied are you with the level of communication between yourself and parents?

Totally Satisfied.	Satisfied.	Do not know.	Dissatisfied.	Totally Dissatisfied.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Who usually take the initiative in communication. Mostly you or parent.

Parent takes most initiative.	Parent takes more initiative.	About Equal between Parent and Teacher.	Teacher takes more initiative.	Teacher takes most initiative.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Generally, how adequate is your relationship with parents?

Neutral.	Somewhat inadequate.	Inadequate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Are parents aware of the problems that you have in your job?

Very aware.	Aware.	Neutral.	Unaware.	Very Unaware.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Do you know the parent members on the School's Board of Trustees?

All	<input type="checkbox"/>
Some	<input type="checkbox"/>
None	<input type="checkbox"/>

6. Would you like to meet the parent members on the School's Board of Trustees?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

SECTION D

What do you think is keeping parents from being more involved at this high school ?
Tick your responses on a 1 to 5 scale.

No Difficulty = 1 to Major Difficulty = 5	No Difficulty 1	2	3	4	Major Difficulty 5
1. Teachers are too busy at school. (overload).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teachers do not want parents nearby.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teachers feel threatened by being observed by parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Discussions between parents and teachers are too time consuming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Parents have work and other commitments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Teachers lack interest in involving parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Teachers are committed to their own private life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Teachers have a different cultural back- ground.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Parents have negative past experiences of teachers when they were at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Parents are concerned that a teacher could single out their child for reprisals if their views are in conflict with that of the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Parents' believe that teachers know what is best for their child and there is no need to interfere with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The school is large and impersonal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OTHER (Please Specify) _____

SECTION F

Much of this questionnaire has been concerned with the development of links between teachers and parents..

1. Do you think the school supports this philosophy?

[a]	In principle
[b]	In practice
[c]	Do you support this?

Strongly Support			Not at all	
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Would this involve the teachers learning new skills?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

3. Would this involve a change of attitude on the part of the teachers?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

4. Could courses be provided to help strengthen parent-teacher relationships at the school?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

5. What type of courses ? Please specify. _____

6. What else may be needed to strengthen parent-teacher relationships? _____

7. Ethnic Group:

New Zealand European
 New Zealand Maori
 Samoan

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Other (such as Dutch, Japanese) _____

Thank you for taking time to fill in this questionnaire.

Kindly use the stamped, self addressed envelope provided, and post it to me.

THANK YOU FOR YOUR HELP.

PARENT INTERVIEWS

1. How important do you think it is for your to get to know your child/children's teachers? Why?
2. What are some of the things you like/dislike about report evenings?
3. What are some of the things you like/dislike about Parent Support Group meetings?
4. Would you like the teachers to know any concerns you may have, that may affect your children's work at school? Why? / Why not?
5. If the school provided evening classes or meetings for parents, what are some of the topics you would like discussed?
6. What may discourage parents from going to their children's school?
7. What is it that you like/dislike most about contact with your children's teachers at high school.
8. What do you think are the teacher's function in the school?
9. What is the role of parents in the school?
10. How can parent/teacher relationships be improved at high school?

TEACHER INTERVIEWS

- Q1. Do you think that it is important for you to know the parents of the children you teach?
- Q2. Do the school provide sufficient opportunities for you to meet parents?
- Q3. What are some of the things that you like/dislike about the parent support group meetings?
- Q4. What are some of the things that you like/dislike about report evenings?
- Q5. For what reasons would you be prepared to visit the childrens home?
- Q6. Are you aware of the problems your students have at home that may affect their school work?
- Q7. Generally, what do you like/dislike most about your contact with parents.
- Q8. What is your role in the calss?
- Q9. What role can the parents play in the school?
- Q10. Is there any way in which we can improve this parent-teacher relationship at the high school level?

APPENDIX D

PARENT SUPPORT GROUP : OBJECTIVES

MASSEY HIGH SCHOOL CHARTER

MASSEY HIGH SCHOOL PARENT SUPPORT GROUP

DISCUSSION PAPER ON SUPPORT GROUP ORGANISATION

1. This suggested organisation paper is the result of consultation with the School Principal and a Board of Trustees Representative.

It endeavours to achieve three Basic Objectives:

- 1.1 To allow for the diverse wishes of parents expressed at the Parent Meeting of 10-10-90.
 - 1.2 To achieve a meaningful and workable Parent Support Group from the Parents point of view which at the same time provides optimum Parent support and involvement under Tomorrow's Schools.
 - 1.3 To give a practical solution to the problem of day to day communication between the School and the Board of Trustees on one hand and the Parent Support Group on the other hand.
2. The School and the Board of Trustees have indicated that their expectations from the Parent Support Group would be:
 - 2.1 Input of new ideas and constructive proposed changes to and constructive criticism of existing programmes and policies.
 - 2.2 To gauge parent reactions to proposed changes to and constructive criticism of existing programmes and policies.
 - 2.3 To give help on major projects.

**GENERAL MEETING OF MASSEY HIGH SCHOOL PARENTS AND OTHER
INTERESTED PARTIES TO BE HELD AT 7.30PM ON WEDNESDAY 10.10.90
IN THE MASSEY HIGH SCHOOL HALL**

THEME: To establish a large group of caring parents to form an active part of the School's Community to help and have input to the Total School Community.

OBJECTIVE: To elect a Parent Group Executive who would meet regularly to:

1. Represent the school's parents and put their views to the Board of Trustees.
2. To consult with parents on behalf of the Board of Trustees and/or the school.
3. To give and organise help for the Board of Trustees and the School.
4. To organise parents to improve the School in line with the School's Mission Statement and Objectives.

PARENTS

**DO YOU CARE ABOUT YOUR CHILD'S
FUTURE AT MASSEY HIGH SCHOOL?**

IF YOU DO, THEN PROVE THAT YOU CARE BY ATTENDING
THIS PARENTS MEETING. HELP YOUR CHILD AND THE
SCHOOL UNDER TOMORROWS' SCHOOLS PLAN.



MOST PARENTS DO NOT CARE AT ALL. SHOW THAT YOU
DO BY READING THIS.

AND ATTEND!

THE INTERIM PARENTS' GROUP COMMITTEE ARE
PROMOTING A MEETING AT 7:30 PM AT MASSEY HIGH
SCHOOL HALL TO BE HELD ON WEDNESDAY, 10TH
OCTOBER.

PLEASE DETACH AND RETURN ✂
(PLEASE PRINT)

I (NAME & ADDRESS)

.....

WILL ATTEND THE MEETING.

I (NAME & ADDRESS)

.....

AM VERY INTERESTED BUT CANNOT ATTEND THE MEETING.

SIGNED.....

MASSEY
HIGH SCHOOL
CHARTER

Massey High School Charter - Page 2

Consultation Statement : (Community Consultation)

Requirement:

- * Identifying the groups making up the MHS community:
Refer to section 4b: "Description of the Community"
- * Date of community consultations.
 - i. Written consultations have taken place over the past 2-3 months via newsletters and information sheets.
 - ii. Meetings to which all parents/local people were invited were held at School on :

Monday September 25th	7.00pm
Tuesday September 26th	11.00am (creche provided)
Wednesday September 27th	7.00pm
Thursday September 28th	11.00am (creche provided)

A further follow up meeting for parents was held on Wednesday, October 4th, 7.00pm
 - iii. Huis were held on Saturday September 23rd and on Monday October 2nd. These were aimed especially at the Maori parents/community.
 - iv. Representatives of Maori parents and the multi-cultural committee met with the Trustees on Tuesday October 30th 7.00 - 8.00pm.
- * How and when the consultations were advertised.
By parent newsletters being sent home, questionnaires, newspaper advertisements, telephone contacts, via contributing primary school contacts.
These "advertisements" came from both the Principal and Board.
- * How the consultation took place.
Information sheets inviting responses, questionnaires, public meetings at school, hui.
- * How many people were involved?
All the parents of 1500 pupils via the information sheets and questionnaires, an unknown number of the broader community via the newspaper advertisements, word of mouth contacts etc, 70 people responded to the meetings/hui, 80 people returned questionnaires.
- * What was the consultation about?
The Charter, communication connected with the Mission Statement, the School's aims and objectives.
- * How were the views of people recorded?
Minutes, summary notes.
- * What plans have you for future consultation with the group?
 - i. Parent Association is in the process of being formed.
 - ii. Continuation of existing written consultations and meetings.

Massey High School Charter - Page 3

- iii. Exploring new ways of community liaison: an issue that needs further development.
- iv. Consultation with the Pacific Island community is continuing.

*

Any other comments you wish to make?

It has been difficult to consult in an effective way given the short time span available and the heavy work load of Board Members at this time.

A costly exercise: in excess of \$500 so far from a budget already overstretched.

All National Guidelines remain in the Charter

THE SCHOOL AND ITS COMMUNITY:

General Description of the School

Massey High School is a large Secondary School in West Auckland, in the suburb of Massey. The School opened on its present site in 1970. Over the last four years the School roll has risen from 1360 to 1590. The pupils are mainly of European descent with an average percentage of 12% Maori and 13% Polynesian (mainly Samoan), 1% Indian, 1% Chinese and 1% Dutch. The pupils come from a diverse socio-economic background, reflecting the nature of the school zone. The school zone encompasses the Massey urban area west of the north-western motorway, as well as the surrounding rural areas of Taupaki, Riverhead, Whenuapai, Hobsonville, Kumeu and Huapai. About 30% of the pupils come each day by bus. The School retains and seeks to maintain its relaxed, friendly, rural atmosphere.

The School's current philosophy is to maintain the highest standards in academic and sporting, cultural and social areas within a disciplined and caring environment. The School has a conservative, yet progressive approach to Education. It has a very strong tradition of emphasising extra-curricular activities, such as sport, cultural events and the like. Its sporting teams and cultural groups perform at the highest levels in local competition.

Part of the School's philosophy is to have constant interface and interaction with its surrounding community and outside agencies and parents are encouraged to be involved in the School. These include the visiting teacher, the culture group tutors, social welfare, police, health nurses and of course parents.

The staff at the School are very well qualified and experienced. There is a sustained commitment to high academic standards and the majority of staff are heavily involved in the extra-curricular activities of the School. There is a supportive and co-operative atmosphere in the School.

The School buildings consist of an administration block, three Nelson blocks, workshops for engineering shopwork, woodwork, clothing and home economics, a biology courtyard and laboratory complex, a gymnasium and an associated sports science hall, an indoor competition size swimming pool, a freestanding library and attached reading room, a freestanding drama room, a tuckshop, a specialist English block of 8 classrooms, an art and photography block and 10 pre-fabricated classrooms and a superb sports pavilion. The total ground area of the School is 11 hectares.

A Whare Waananga complex reconstructed from 3 prefabs, comprising of a Whare Nui, 'Te Mahanahana', a Whare Kai and an open courtyard. The School Marae is used as classrooms and a gathering place for Whanau and community meetings.

The community education side of the School has been growing rapidly for the last four years and this year 2,500 hours of community education are available. The School would like to increase this to 3000 hours. The School interfaces very well with the community through the community education and seeks to promote the general education and hobby interests of the local area.

Massey High School Charter - Page 6**Description of the School's Community**

The Massey, Whenuapai, Hobsonville, Taupaki, Kumeu, Huapai, Riverhead Community is diverse in its rural-urban socio-economic and ethnic makeup. The School reflects all of this in a very positive way. The community is at the urban-rural fringe of Aucknd Metropolitan area on its north-west boundary. This means that it is a fast growing area (2nd fastest in New Zealand), the majority of the 25,000 population is made up of relatively recent arrivals i.e. over the last 10 years, some within the last 5. The Maori percentage of the population would be around about 10% and the Polynesians (mainly Samoan), around about the same and growing. The gender balance in the area would be about 50/50 and the median age of the population would tend to be lower than the national average. The approximate percentages of socio-economic classification according to the Elley Irving Index would be as follows, above average 15%, average 60%, below average 25% (incategories 5 & 6). In many cases both parents work and approximately 25% of pupils come from one parent families. One of the greatest community needs is recreational activities for pupils of secondary school age. In the Massey urban area over the last 12 years, the housing sub-divisions have greatly outstripped the community facilities in most cases and the School has made its facilities readily available to bona fide community and sporting groups. About 9% of the community regularly practises a religious faith.

Generally, the community has been very happy with the nature of education offered by the School reinforced by recent polling and discussion with the parents. The community-School relationship is positive and strong.

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MISSION STATEMENT AND GENERAL GOALS

Mission Statement: Massey High School is to provide students with broad educational experiences which shall encourage and challenge them to achieve personal standards of excellence as a basis for lifelong learning, in a supportive and well-resourced environment where there is respect for the individual and cultural differences of all students and staff.

1. To provide a firmly disciplined and caring environment in which education can take place.
2. To maintain high standards of behaviour, personal conduct and personal appearance (the wearing of the School uniform).
3. To affirm all students self respect, self esteem, self worth within a supportive environment that promotes the traditions, values, customs and knowledge of both the Treaty partners and other ethnic groups, so that all students leave Massey High School as confident young adults able to stand tall.
4. "To affirm Maori students' self-respect, self-esteem and self-worth within a whanau environment that promotes the traditions, values, customs and knowledge of tangata whenua, so that they leave Massey High School self-confident young adults able to stand tall within their culture.
5. Where there is a significant number of Pacific Island or other minority group students, the different cultures must be reflected in School's programme and environment. English language, ethnic language and vocational needs must be met within the School's programme.
6. To encourage parental involvement within the School.
7. Further goals are still to be added.

Objectives added to National Guidelines:

These are to be added at a later date.

We shall undertake to fulfill these requirements subject to adequate funding from the Minister of Education.

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Local Curriculum Goals and Objectives:Local Curriculum Goals and Objectives

The individual needs and interests of students and potential students, including those with special learning needs are taken into account in developing local curricular and programmes. The special skills, qualifications and interests of the staff combined with the aspirations and resources of the community are also an important part of the formula in determining local goals and objectives.

Goals:

1. To continue to develop new and appropriate programmes from time to time as required and amend existing programmes within:
 - (a) optional areas of the national curriculum
 - (b) option areas of 3rd & 4th Form levels
 - (c) the 5th Form
 - (d) the Sixth Form Certificate Course
 - (e) alternative 7th Form Courses
2. To continue to involve all teacher staff in programme development, consultation with relevant groups in the community and amongst the pupils.
3. To provide opportunities for participation in a variety of recreation activities which include fitness, sport, art and crafts, cultural activities and outdoor pursuits.
4. To equip students through health and related programmes with skills and knowledge (sensitive to the best traditions of both Treaty partners) necessary to make informed decisions, leading to a healthy lifestyle.
5. Extra goals and objectives are to be added.
6. We shall undertake to fulfill these requirements subject to adequate funding from the Minister of Education.

Additions to the National Guidelines included in our Charter

7 Financial Goals and Objectives

Budgeting (income and expenditure)

GOAL A: *To link resource use to charter objectives by allocating funds to reflect the school's priorities.*

We shall undertake to fulfill these requirements subject to adequate funding from the Minister of Education.

8 Property Goal and Objectives

GOAL: *To maintain the school's buildings and facilities in order to offer students a good learning environment.*

We shall undertake to fulfill these requirements subject to adequate funding from the Minister of Education

APPENDIX E

LETTERS

MASSEY HIGH SCHOOL



Don Buck Road, Auckland 8

Principal: O.E. HOSKIN, M.A. (Hons) Dip.Ed., Dip.Soc.Sc., AdvDip.Tchg.

TELEPHONE 833-9029
FAX 833-9200

1 February 1991

TO WHOM IT MAY CONCERN

The Board of Trustees of Massey High School has given Mr N Naidoo permission to conduct research in the school and its community, as required by the University Authority.

Yours faithfully

A handwritten signature in black ink, appearing to be "O.E. Hoskin", written in a cursive style. The signature is followed by a long horizontal line that extends to the right.

O E Hoskin
Principal

46 Claverdon Drive
Massey
AUCKLAND

28 January 1991

The Secretary
Board of Trustees
Massey High School
Massey
AUCKLAND

Sir

Request for Permission to Conduct Research on
'Parent-Teacher Relationship' at Massey High

I kindly request permission to research the Parent-Teacher relationships at your school.

This research is based on the Teachers' and Parents' perception of each others' role in the functioning of the school and it would involve a survey of the views of a selected sample of both parents and teachers.

I would also like to request access to and permission to use the information held in the students files. I promise that all information will be treated confidentially and in accordance with the ethical guidelines and principles developed by the New Zealand Association for Research in Education.

The results of this research would be made available to the school and I am sure that it would be of benefit to the school.

Thank you.

Yours faithfully

N.N. NAIDOO

46 Claverdon Drive
Massey
AUCKLAND 8.

Susuga / Afioga _____.

O le tusi lenei o fesili ua saunia mo le fia maua o faamatalaga i le faia o matua ma faiaoga i totonu o le Aoga Maualuga a Massey (Massey High School). Ua tuuina mai le faatagana mai le Komiti a le Aoga (Board of Trustees) e faia ai ni suesuega i le mataupu e pei ona taua i luga, o se vaega o lou faailoga M. Ed degree i le lunivesite a Massey.

O le autu tonu o lenei pepa o fesili o le :-

- aoina mai o manatu o matua ma faiaoga i mea eseese o lo o tutupu i totonu o le aoga. - fia maua mai o le galuega a matua e finagalo ai i le atiinaeina o le aoga, ma le aumaia o faamatalaga e fesoasoani i le faaleleia o le aoga mo le lumanai i le faamoemoe lea i le fetufaai o matua ma faiaoga.

Ou te fiafia lava i lou lagolago mai e ala lea i le faatumuina o lenei pepa fesili, ma toe faafoi mai ia Me aso_____ i le teutusi lena ua uma ona pipii ai le tuatusi. Manatua o faamatalaga uma e te tuuina mai o le a matua puipuia mai le silafia e le mamalu lautele. Ou te matua fiafia foi e lafo atu se kopi o le faaiuga o lenei suesuega pe a maea.

Faafetai lava i lou lagolagoina o lenei galuega.

Ma lou faaaloalo lava.

NADDY NAIDOO

46 Claverdon Drive
Massey
AUCKLAND 8

Dear _____

I have been granted permission by the Board of Trustees of Massey High School to research the parent-teacher relationship at the school as part of my M.Ed. degree.

The specific purposes of the questionnaire are: to evaluate parents' and teachers' views on the various activities offered at the school; to determine the role parents would like to play in the functioning of the school and to provide the school with information which could help in determining the school's future policy with regard to parent-teacher interaction.

I have selected a small sample of parents to pilot a questionnaire which I propose to use in my research. I would appreciate your cooperation in completing this questionnaire in my presence. I will contact you by telephone to arrange a time and day which is convenient to you.

The information gained will be held in confidence.

Thank you.

Yours sincerely

N.N. NAIDOO

46 Clavedon Drive
Massey
AUCKLAND

Dear Mr/Mrs _____

The enclosed questionnaire is designed to obtain information concerning parent-teacher relationships within Massey High School. Permission has been obtained from the Board of Trustees to research the aforementioned topic as part of my M. Ed. Degree at Massey University.

The specific purposes of the questionnaire are:

To evaluate parents' and teachers' views on the various activities offered at the school; to determine the role parents would like to play in the functioning of the school and to provide the school with information which could help in determining the school's future policy with regard to parent-teacher interaction.

All information provided by you will be completely confidential.

Please put the completed questionnaire into the attached, self-addressed, stamped envelope and kindly return it to me by the 4th June 1991. If you have any problems in answering any questions please contact me at the phone number indicated on the questionnaire. I would be most happy to send you a copy of the results of this survey as soon as it is completed.

Thank you for your co-operation.

Yours sincerely,

NADDY NAIDOO

APPENDIX F

DATA SHEETS

Parent Sec-AA

Sheet#	Q1	Q2	Q5	Q12	Q18	Q21	Q23	Q25
1	2	2	4	4	2	4	4	2
2	2	3	2	4	2	3	4	4
3	1	1	4	4	2	4	4	4
4	1	1	4	4	2	4	5	4
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13	2	4	4	4	1	3	5	4
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15.11.91

Parent Sec-AB

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15.11.91

Parent Sec-AC

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Parent Sec - AD

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34	1	2	4	4	5	2	4	1	1	4	4
35	4	2	2	2	3	2	2	4	4	5	5
36	2	2	2	4	4	2	2	4	4	4	2
37	4	1	2	3	4	1	2	5	4	3	2
38	1	1	5	3	2	2	4	3	2	5	4
39	1	1	4	4	4	2	2	3	2	4	4
40	5	1	5	4	5	1	1	5	5	4	2
41	2	2	3	3	3	1	2	3	2	5	5
42	2	5	4	3	2	2	2	5	4	2	2
43	2	1	2	4	4	4	4	1	2	4	4
44	1	4	4	4	4	4	2	2	2	4	5
45	2	2	3	3	3	2	2	4	2	5	2
46	3	1	4	3	4	2	2	3	3	4	2
47	1	2	2	3	4	1	4	1	2	5	4
48	2	4	5	0	4	4	3	4	2	5	2
49	4	2	2	3	4	4	4	2	4	4	4
50	3	2	4	3	3	2	2	4	2	3	2
51	2	4	4	4	2	1	4	4	3	4	4
52	1	1	4	4	4	4	2	4	4	2	4
53	2	2	4	3	2	2	4	3	2	3	2
54	4	4	4	4	4	2	4	5	2	4	2

55 2 2 5 3 2 2 2 2 4 3 4 4

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t#	Q3	Q4	Q9	Q10	Q15	Q16	Q17	Q19	Q20	Q22	Q27	Q29
56	2	2	4	3	2	2	4	2	2	2	4	4
57	2	3	4	4	3	3	2	1	3	2	4	4
58	2	2	3	2	3	4	2	1	4	2	4	4
59	3	2	2	3	3	2	2	2	4	2	3	4
60	2	3	2	4	3	2	2	2	2	2	5	4
61	1	2	4	3	2	2	4	1	4	4	4	4
62	2	1	1	3	2	1	2	2	3	2	4	4
63	2	4	4	3	4	4	2	2	3	2	4	5
64	1	1	2	4	5	2	3	1	4	2	5	4
65	2	1	4	5	2	2	2	2	5	3	4	4
66	2	4	2	4	2	2	4	2	4	2	4	4
67	2	1	2	3	4	2	3	4	4	2	5	5
68	2	4	2	4	2	2	4	2	5	2	4	4
69	2	2	4	3	1	1	3	2	3	2	4	3
70	2	3	2	3	3	2	2	2	3	3	4	4
71	2	2	2	3	4	2	4	2	5	1	5	4
72	1	2	4	3	4	1	4	4	2	1	4	4
73	3	2	2	2	4	3	4	2	4	2	4	5
74	2	2	4	4	4	2	4	4	5	4	4	4
75	1	3	2	3	2	2	2	2	4	3	4	4
76	1	3	4	3	4	4	2	2	4	4	4	5
77	2	2	4	2	3	2	4	2	3	2	4	2
78	1	2	4	3	4	2	2	2	2	2	4	4
79	2	2	4	3	2	2	4	2	2	2	4	3
80	4	2	5	4	2	2	4	2	2	2	4	4
81	1	4	2	3	4	2	3	1	2	3	4	4
82	2	4	2	3	4	1	4	2	2	3	4	4
83	4	2	2	2	4	2	2	2	5	4	4	2
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85	2	1	4	2	2	2	2	1	2	4	4	4
86	1	2	2	4	1	1	3	2	3	2	5	3
87	4	2	2	2	2	2	2	2	4	2	4	2
88	2	2	2	4	2	2	2	2	4	2	4	2
89	1	4	2	3	4	2	2	2	2	4	5	4
90	3	1	2	3	4	4	3	2	4	2	3	2
91	2	4	4	4	5	2	2	1	3	4	4	5
92	2	2	4	3	3	2	4	2	4	2	3	3
93	2	2	5	4	3	2	4	2	4	3	3	2
94	2	2	4	3	4	2	2	2	2	2	4	4
95	2	4	2	3	2	2	4	4	2	2	5	2
96	2	2	2	3	4	2	4	2	4	2	4	4
97	1	4	2	2	2	2	2	2	4	4	2	2
98	2	4	4	5	2	4	2	1	4	2	4	4
99	1	2	4	4	1	1	1	1	3	2	4	5
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01	4	2	4	3	4	2	4	3	4	2	2	4
02	2	4	4	4	4	3	2	2	4	4	1	5
03	2	2	4	4	2	4	2	2	4	2	4	4
04	2	1	2	4	4	2	2	2	2	2	4	4
05	4	2	4	4	3	2	4	3	4	2	4	3
06	2	2	2	3	2	2	4	2	2	2	4	3
07	2	1	3	3	4	1	1	1	1	1	5	5
08	1	1	1	3	3	1	4	1	2	1	4	4

109	4	4	4	4	4	2	4	4	2	2	4	4
110	2	2	1	4	3	2	2	2	2	4	4	4
111	2	4	4	3	2	2	4	2	3	2	4	2

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et#	Q3	Q4	Q9	Q10	Q15	Q16	Q17	Q19	Q20	Q22	Q27	Q29
---	---	---	---	---	---	---	---	---	---	---	---	---
112	1	4	4	3	2	1	4	1	3	1	5	4
113	1	1	1	2	1	1	4	1	3	1	5	5
114	2	1	4	4	4	3	4	2	4	3	4	2
115	1	4	4	5	3	3	2	2	2	4	4	4
116	2	2	4	3	2	2	5	1	3	4	4	4
117	2	1	4	2	5	2	2	4	2	2	5	4
118	1	4	3	4	2	2	2	1	2	3	4	5
119	1	3	4	4	4	2	4	2	4	2	4	4
120	2	2	4	4	4	2	4	2	3	2	4	4
121	1	1	2	3	4	1	3	2	1	2	5	5
122	1	2	4	4	4	1	5	2	2	2	5	4
123	2	2	4	4	4	2	4	2	4	2	3	4
124	2	2	4	4	4	2	4	2	4	2	4	4
125	2	2	4	3	4	2	4	2	2	2	4	4
126	2	2	3	3	4	2	3	3	2	2	4	3
127	2	2	5	4	4	2	2	2	2	2	4	2
128	2	2	4	3	4	2	2	2	4	3	4	4
129	2	4	3	4	2	2	2	2	3	2	5	4
130	2	2	4	4	2	2	2	2	4	4	4	4
131	4	1	2	3	4	2	4	4	4	2	4	2
132	1	4	4	3	4	2	4	1	4	2	4	4
133	2	2	1	1	5	4	4	2	4	2	4	4
134	2	1	2	3	4	1	4	1	3	2	5	2
135	2	4	4	3	3	2	4	2	4	3	4	4
136	4	2	4	4	5	2	4	4	5	2	4	1
137	2	4	2	3	4	2	2	2	4	4	4	4
138	3	1	2	4	2	1	2	1	0	2	4	2
139	2	1	2	3	4	2	4	1	2	4	2	4
140	2	4	2	4	4	2	2	4	4	2	4	2
141	2	2	2	3	4	2	4	1	4	2	5	4
142	1	1	3	3	4	2	2	2	4	2	2	4
143	0	2	4	4	4	3	3	2	4	2	4	4
144	2	2	4	3	2	2	3	2	4	3	4	2
145	5	1	4	4	1	1	2	4	5	5	4	2
146	1	1	2	3	4	2	2	1	1	2	4	4
147	1	1	2	2	2	2	4	2	4	1	5	5
148	4	1	2	4	4	2	4	3	4	2	2	2
149	1	2	4	2	4	2	2	1	4	2	4	4
150	1	2	2	3	2	3	3	2	2	2	4	4
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152	2	2	4	4	2	2	4	4	4	2	4	2
153	2	2	4	3	4	2	2	2	4	2	4	2
154	2	2	4	4	2	2	4	1	4	2	5	4
155	1	4	2	4	2	1	2	1	1	2	5	5
156	2	3	2	3	2	2	3	2	2	2	4	2
157	4	4	5	4	2	1	4	4	2	2	4	4
158	3	2	4	4	4	2	2	4	4	2	4	2
159	4	2	4	3	2	1	2	2	5	2	4	4
160	2	2	2	3	2	4	4	4	5	1	5	1
161	1	4	4	4	0	2	4	2	4	1	4	5
162	1	1	2	2	2	2	4	1	2	2	4	4

163	2	2	4	4	2	2	2	3	4	4	4	2
164	2	3	4	4	4	2	2	2	3	3	4	4
165	2	1	2	4	2	2	4	2	4	2	3	2
166	2	2	5	5	2	1	4	1	1	1	5	2
167	1	2	2	3	2	2	1	1	4	4	4	5

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Set#	Q3	Q4	Q9	Q10	Q15	Q16	Q17	Q19	Q20	Q22	Q27	Q29
168	1	2	4	4	4	2	4	1	4	1	4	4
169	4	2	4	3	4	2	3	2	4	4	4	4
170	4	4	4	3	3	2	2	4	4	4	3	1
171	2	2	2	4	4	2	2	2	3	4	5	5
172	2	2	5	5	5	1	5	1	4	5	4	4
173	2	2	2	4	2	2	4	1	4	2	4	4
174	2	2	4	4	4	2	2	2	4	4	4	4
175	2	4	5	5	4	1	4	2	1	1	5	4
176	2	4	3	3	3	2	4	4	4	2	4	2
177	1	4	2	3	2	2	2	2	2	2	4	4
178	1	2	2	4	2	1	4	1	3	2	5	4
179	1	1	4	3	4	1	1	1	4	4	4	4
180	2	2	3	3	2	2	4	2	4	2	4	2
181	1	2	2	1	2	1	4	1	4	1	4	5
182	2	4	4	4	4	2	2	4	4	4	4	4
183	2	2	3	3	4	2	4	2	2	2	4	4
184	1	2	2	4	4	2	4	1	2	2	4	5
185	1	2	4	3	4	3	3	2	4	2	4	4
186	2	2	2	3	4	2	2	2	2	2	4	4
187	1	1	3	3	2	1	4	1	4	2	5	3
188	1	4	4	3	4	2	2	2	4	0	5	4
189	2	1	5	5	5	1	1	1	5	2	5	4
190	2	1	1	4	4	2	4	1	1	2	5	5
191	1	1	2	3	2	1	5	2	0	0	4	4
192	2	2	2	2	2	2	1	2	2	2	2	2
193	3	2	4	4	4	2	5	3	5	2	4	2
194	2	2	3	3	5	4	2	2	3	2	4	2
195	2	2	2	2	1	1	5	2	5	2	4	4
196	2	2	2	3	4	2	4	3	2	4	4	4
197	2	2	4	4	4	2	2	2	2	2	4	4
198	1	2	3	3	3	2	2	2	3	2	4	4
199	1	3	1	3	0	1	2	1	0	0	5	5
200	4	2	2	3	4	2	4	4	1	1	3	4
201	2	5	4	3	2	1	4	1	4	2	4	4
202	2	2	2	4	2	3	4	2	4	2	3	4
203	2	1	2	2	4	1	1	0	2	2	4	2
204	2	2	4	2	4	3	4	2	4	2	4	4
205	2	2	1	3	1	1	4	1	3	2	2	5
206	2	3	3	3	4	2	2	2	4	2	2	2
207	2	2	4	4	4	4	2	2	4	4	4	2
208	1	1	5	3	2	2	4	2	5	1	4	1
209	2	2	3	4	2	4	4	2	2	2	4	4
210	1	4	1	2	4	1	4	1	4	2	5	5
211	4	1	4	5	4	4	4	2	5	1	5	4
212	2	2	4	4	2	2	2	2	2	2	2	2
213	2	4	4	4	2	2	2	2	2	4	4	4
214	1	2	4	4	2	1	1	1	4	2	2	5
215	4	2	4	4	4	1	4	2	2	1	4	4
216	2	2	4	4	5	2	3	2	4	2	4	4

217	4	2	4	4	1	1	4	4	4	2	5	4
218	2	1	2	2	2	2	5	2	5	1	5	5
219	2	2	4	4	4	2	2	2	2	2	4	4
220	1	1	2	3	2	1	3	1	1	2	4	5
221	2	2	2	3	2	2	3	3	3	2	4	4
288	2	4	3	3	1	2	2	2	2	2	4	4
289	2	2	1	4	4	2	1	1	2	2	4	4

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set#	Q3	Q4	Q9	Q10	Q15	Q16	Q17	Q19	Q20	Q22	Q27	Q29
290	2	1	2	4	3	2	2	2	2	2	4	2
291	2	2	2	2	2	2	2	2	2	2	2	2
292	1	4	4	3	4	2	4	1	4	1	4	4
293	1	4	4	5	1	5	1	1	1	1	1	4
294	3	2	4	3	2	2	4	2	2	2	4	2
295	1	2	3	3	1	1	1	1	1	1	4	2
296	1	4	1	2	4	1	1	1	1	2	4	4
297	1	1	3	4	1	1	1	1	3	4	3	3
298	2	2	4	4	4	2	2	2	4	2	2	2
299	1	1	4	4	1	1	1	1	1	5	1	1
300	1	1	3	2	3	1	1	2	1	2	2	1
301	1	2	1	4	1	2	1	1	2	2	4	4
302	0	3	5	3	2	2	4	2	2	2	4	4
303	1	1	4	3	2	1	1	1	1	1	4	1
304	2	3	3	3	1	2	3	2	1	2	2	1
305	3	4	5	5	2	1	1	1	5	4	3	4
306	3	3	3	2	3	3	3	3	3	3	3	3
307	1	1	2	2	1	1	1	1	2	1	4	4
308	1	4	2	2	2	1	1	2	2	1	4	***
309	1	1	1	4	1	1	1	1	1	1	4	1
310	2	2	2	2	2	2	2	2	2	2	2	2
311	1	3	3	3	2	2	2	1	2	2	4	3
312	1	3	3	3	2	2	2	1	2	2	4	3
313	2	1	4	3	1	1	1	2	2	1	2	4
314	4	2	4	3	2	2	4	2	4	4	4	2
315	4	2	4	3	2	2	2	4	2	2	4	2
316	2	2	4	3	2	2	2	2	5	2	4	2
317	2	2	2	3	4	2	4	2	4	3	3	0
318	2	2	2	3	4	2	2	2	2	2	4	4
319	2	4	2	3	4	3	2	2	4	2	3	4
320	2	3	4	4	4	2	4	2	4	4	4	4
321	1	4	2	4	2	2	2	4	3	2	4	2
322	2	4	2	4	4	2	3	1	2	2	4	5
Average	2.00	2.29	3.09	3.30	3.04	1.97	2.85	2.03	3.12	2.32	2.32	2.00

Teacher Section A Attitude A Weighting

Q1	1	's=	18	2	's=	37	3	's=	6	4	's=	5				
Q2	1	's=	11	2	's=	49	3	's=	3	4	's=	3				
Q5	2	's=	13	3	's=	1	4	's=	36	5	's=	16				
Q12	1	's=	2	2	's=	1	3	's=	1	4	's=	37	5	's=	25	
Q18	1	's=	24	2	's=	37	3	's=	3	4	's=	1	5	's=	1	
Q21	0	's=	1	1	's=	1	2	's=	15	3	's=	27	4	's=	19	5 's= 3
Q23	1	's=	2	2	's=	1	3	's=	4	4	's=	40	5	's=	19	
Q25	0	's=	1	1	's=	1	2	's=	19	3	's=	14	4	's=	28	5 's= 3

Teacher Section A Attitude B Weighting

Q6	0	's=	1	1	's=	3	2	's=	13	3	's=	9	4	's=	32	5 's= 8
Q7	1	's=	13	2	's=	40	3	's=	9	4	's=	4				
Q11	0	's=	1	2	's=	5	3	's=	8	4	's=	38	5	's=	14	
Q26	0	's=	1	1	's=	5	2	's=	34	3	's=	18	4	's=	7	5 's= 1
Q28	1	's=	2	2	's=	5	3	's=	10	4	's=	33	5	's=	16	

Teacher Section A Attitude C Weighting

Q8	1	's=	9	2	's=	29	3	's=	17	4	's=	10	5	's=	1	
Q13	0	's=	1	1	's=	3	2	's=	7	3	's=	6	4	's=	30	5 's= 19
Q14	0	's=	2	1	's=	1	2	's=	25	3	's=	12	4	's=	24	5 's= 2
Q24	2	's=	3	3	's=	6	4	's=	34	5	's=	23				

Teacher Section A Attitude D Weighting

Q3	0	's=	1	1	's=	24	2	's=	35	3	's=	3	4	's=	3	
Q4	1	's=	9	2	's=	21	3	's=	6	4	's=	25	5	's=	5	
Q9	0	's=	1	1	's=	10	2	's=	32	3	's=	15	4	's=	8	
Q10	0	's=	1	1	's=	1	2	's=	20	3	's=	7	4	's=	35	5 's= 2
Q15	0	's=	2	1	's=	2	2	's=	17	3	's=	8	4	's=	30	5 's= 7
Q16	1	's=	17	2	's=	42	3	's=	4	4	's=	3				
Q17	0	's=	1	1	's=	4	2	's=	16	3	's=	13	4	's=	30	5 's= 2
Q19	1	's=	20	2	's=	36	3	's=	7	4	's=	3				
Q20	0	's=	1	1	's=	1	2	's=	10	3	's=	10	4	's=	33	5 's= 11
Q22	0	's=	3	1	's=	4	2	's=	28	3	's=	9	4	's=	18	5 's= 4
Q27	2	's=	9	3	's=	5	4	's=	34	5	's=	18				
Q29	2	's=	7	3	's=	2	4	's=	49	5	's=	8				

Teacher Section B Activities A Weighting

Q1	0	's=	1	1	's=	5	2	's=	48	3	's=	5	4	's=	7			
Q2	0	's=	47	1	's=	3	2	's=	8	3	's=	3	4	's=	4	5	's=	1
Q3	0	's=	10	1	's=	2	2	's=	24	3	's=	7	4	's=	19	5	's=	4
Q4	0	's=	13	1	's=	11	2	's=	34	3	's=	6	4	's=	2			
Q5	0	's=	14	1	's=	15	2	's=	31	3	's=	1	4	's=	4	5	's=	1
Q6	0	's=	46	1	's=	2	2	's=	12	3	's=	2	4	's=	4			
Q7	0	's=	66															
Q8	0	's=	16	1	's=	12	2	's=	29	3	's=	6	4	's=	3			
Q9	0	's=	24	1	's=	7	2	's=	23	3	's=	3	4	's=	9			
Q10	0	's=	52	1	's=	4	2	's=	8	3	's=	2						
Q11	0	's=	31	1	's=	11	2	's=	22	3	's=	2						

Teacher Section B Activities B Weighting

Q12	0	's=	1	1	's=	19	2	's=	34	3	's=	7	4	's=	4	5	's=	1
Q13	0	's=	2	1	's=	3	2	's=	14	3	's=	29	4	's=	14	5	's=	4
Q14	0	's=	2	2	's=	13	3	's=	12	4	's=	27	5	's=	12			
Q15	1	's=	9	2	's=	39	3	's=	13	4	's=	5						
Q16	0	's=	1	1	's=	11	2	's=	18	3	's=	12	4	's=	16	5	's=	8
Q17	0	's=	1	1	's=	13	2	's=	24	3	's=	13	4	's=	12	5	's=	3
Q18	0	's=	4	1	's=	6	2	's=	14	3	's=	19	4	's=	16	5	's=	7
Q19	0	's=	64	1	's=	2												
Q20		's=	0	0	's=	1	1	's=	8	2	's=	29	3	's=	14	4	's=	10
>>>	5	's=	3															
Q21		's=	0	0	's=	2	1	's=	13	2	's=	12	3	's=	13	4	's=	19
>>>	5	's=	6															
Q22	0	's=	3	1	's=	5	2	's=	12	3	's=	12	4	's=	25	5	's=	9
Q23	0	's=	2	1	's=	13	2	's=	18	3	's=	14	4	's=	13	5	's=	6
Q24	0	's=	1	1	's=	9	2	's=	21	3	's=	16	4	's=	14	5	's=	5
Q25	0	's=	2	1	's=	1	2	's=	14	3	's=	21	4	's=	21	5	's=	7

Question	Total	Sum	Teacher Average	Section A PopVar	Attitude A SamVar	PopDev	SamDev
Q1	66	130	1.9697	.6657	.6760	.8159	.8222
Q2	66	130	1.9697	.3930	.3991	.6269	.6317
Q5	66	253	3.8333	1.0177	1.0333	1.0088	1.0165
Q12	66	280	4.2424	.6685	.6788	.8176	.8239
Q18	66	116	1.7576	.5473	.5557	.7398	.7455
Q21	66	203	3.0758	.8882	.9019	.9424	.9497
Q23	66	271	4.1061	.6706	.6809	.8189	.8252
Q25	66	208	3.1515	1.0680	1.0844	1.0334	1.0413

Question	Total	Sum	Teacher Average	Section A PopVar	Attitude B SamVar	PopDev	SamDev
Q6	66	224	3.3939	1.3297	1.3501	1.1531	1.1619
Q7	66	136	2.0606	.5721	.5809	.7564	.7622
Q11	66	256	3.8788	.8641	.8774	.9296	.9367
Q26	66	160	2.4242	.7897	.8019	.8887	.8955
Q28	66	254	3.8485	.9467	.9613	.9730	.9805

Question	Total	Sum	Teacher Average	Section A PopVar	Attitude C SamVar	PopDev	SamDev
Q8	66	163	2.4697	.9157	.9298	.9569	.9643
Q13	66	250	3.7879	1.4096	1.4312	1.1872	1.1963
Q14	66	193	2.9242	1.1912	1.2096	1.0914	1.0998
Q24	66	275	4.1667	.5934	.6026	.7703	.7763

Question	Total	Sum	Teacher Average	Section A PopVar	Attitude D SamVar	PopDev	SamDev
Q3	66	115	1.7424	.5852	.5942	.7650	.7708
Q4	66	194	2.9394	1.5418	1.5655	1.2417	1.2512
Q9	66	151	2.2879	.8414	.8543	.9173	.9243
Q10	66	212	3.2121	1.1065	1.1235	1.0519	1.0600
Q15	66	215	3.2576	1.4640	1.4865	1.2099	1.2192
Q16	66	125	1.8939	.4888	.4963	.6991	.7045
Q17	66	205	3.1061	1.1857	1.2040	1.0889	1.0973
Q19	66	125	1.8939	.5797	.5886	.7614	.7672
Q20	66	238	3.6061	1.1478	1.1655	1.0714	1.0796
Q22	66	179	2.7121	1.5080	1.5312	1.2280	1.2374
Q27	66	259	3.9242	.8882	.9019	.9424	.9497
Q29	66	256	3.8788	.5611	.5697	.7490	.7548

Question	Total	Sum	Teacher Average	Section B PopVar	Activities A SamVar	PopDev	SamDev
Q1	66	144	2.1818	.6033	.6126	.7767	.7827
Q2	66	49	.7424	1.7367	1.7634	1.3178	1.3279
Q3	66	167	2.5303	2.1582	2.1914	1.4691	1.4803
Q4	66	105	1.5909	.9993	1.0147	.9997	1.0073
Q5	66	101	1.5303	1.2491	1.2683	1.1176	1.1262
Q6	66	48	.7273	1.4711	1.4937	1.2129	1.2222
Q7	66	0	0.0000	0.0000	0.0000	0.0000	0.0000
Q8	66	100	1.5152	1.1892	1.2075	1.0905	1.0988
Q9	66	98	1.4848	1.8861	1.9152	1.3734	1.3839
Q10	66	26	.3939	.6630	.6732	.8142	.8205
Q11	66	61	.9242	.9185	.9326	.9584	.9657

Question	Total	Sum	Teacher Average	Section B PopVar	Activities B SamVar	PopDev	SamDev
Q12	66	129	1.9545	.8313	.8441	.9117	.9187
Q13	66	194	2.9394	1.1175	1.1347	1.0571	1.0652
Q14	66	230	3.4848	1.3710	1.3921	1.1709	1.1799
Q15	66	146	2.2121	.5914	.6005	.7690	.7749
Q16	66	187	2.8333	1.7753	1.8026	1.3324	1.3426
Q17	66	163	2.4697	1.3703	1.3914	1.1706	1.1796
Q18	66	190	2.8788	1.7732	1.8005	1.3316	1.3418
Q19	66	2	.0303	.0294	.0298	.1714	.1727
Q20	65	163	2.5077	1.1730	1.1913	1.0831	1.0915
Q21	65	182	2.8000	1.8831	1.9125	1.3723	1.3829
Q22	66	210	3.1818	1.7851	1.8126	1.3361	1.3463
Q23	66	173	2.6212	1.7505	1.7774	1.3230	1.3332
Q24	66	180	2.7273	1.4408	1.4629	1.2003	1.2095
Q25	66	211	3.1970	1.2491	1.2683	1.1176	1.1262

		Teacher Section C						
Question Total		Sum	Average	PopVar	SamVar	PopDev	SamDev	
Q1	66	213	3.2273	1.2059	1.2245	1.0981	1.1066	
Q2	66	189	2.8636	1.4814	1.5042	1.2171	1.2265	
Q3	66	226	3.4242	.6685	.6788	.8176	.8239	
Q4	66	2	.0303	.0294	.0298	.1714	.1727	
Q5	66	213	3.2273	.9938	1.0091	.9969	1.0045	
Q6	66	138	2.0909	.4463	.4531	.6680	.6732	
Q7	66	63	.9545	.1646	.1671	.4057	.4088	

		Teacher Section D						
Question Total		Sum	Average	PopVar	SamVar	PopDev	SamDev	
Q1	66	240	3.6364	1.7163	1.7427	1.3101	1.3201	
Q2	66	152	2.3030	1.0900	1.1068	1.0440	1.0520	
Q3	66	179	2.7121	1.4474	1.4697	1.2031	1.2123	
Q4	66	211	3.1970	1.2794	1.2991	1.1311	1.1398	
Q5	66	262	3.9697	.8779	.8914	.9369	.9441	
Q6	66	156	2.3636	1.0496	1.0657	1.0245	1.0323	
Q7	66	208	3.1515	1.5528	1.5767	1.2461	1.2557	
Q8	66	172	2.6061	1.4206	1.4424	1.1919	1.2010	
Q9	66	210	3.1818	1.3306	1.3510	1.1535	1.1623	
Q10	66	174	2.6364	1.5041	1.5273	1.2264	1.2358	
Q11	66	197	2.9848	.8634	.8767	.9292	.9363	
Q12	66	250	3.7879	1.0762	1.0928	1.0374	1.0454	

		Teacher Section F						
Question Total		Sum	Average	PopVar	SamVar	PopDev	SamDev	
Q1a	66	120	1.8182	.6942	.7049	.8332	.8396	
Q1b	66	192	2.9091	.9917	1.0070	.9959	1.0035	
Q1c	66	136	2.0606	.7539	.7655	.8683	.8749	
Q2	66	100	1.5152	.5831	.5921	.7636	.7695	
Q3	66	99	1.5000	.7045	.7154	.8394	.8458	
Q4a	66	57	.8636	.2087	.2119	.4568	.4603	
Q4b	0	0	0.0000	0.0000	0.0000	0.0000	0.0000	
Q5a	0	0	0.0000	0.0000	0.0000	0.0000	0.0000	
Q5b	0	0	0.0000	0.0000	0.0000	0.0000	0.0000	
Q6	0	0	0.0000	0.0000	0.0000	0.0000	0.0000	
Q7	66	84	1.2727	2.0165	2.0476	1.4200	1.4309	
Q8	0	0	0.0000	0.0000	0.0000	0.0000	0.0000	

Parent Section A Attitude A Weighting

Q1	0	's=	2	1	's=	53	2	's=	153	3	's=	19	4	's=	26	5	's=	3
Q2	1	's=	49	2	's=	130	3	's=	28	4	's=	47	5	's=	2			
Q5	0	's=	1	1	's=	23	2	's=	111	3	's=	7	4	's=	107	5	's=	7
Q12	0	's=	2	1	's=	3	2	's=	38	3	's=	9	4	's=	160	5	's=	44
Q18	0	's=	1	1	's=	52	2	's=	163	3	's=	8	4	's=	30	5	's=	2
Q21	0	's=	1	1	's=	8	2	's=	47	3	's=	82	4	's=	109	5	's=	9
Q23	0	's=	3	1	's=	4	2	's=	24	3	's=	24	4	's=	162	5	's=	39
Q25	0	's=	1	1	's=	10	2	's=	57	3	's=	43	4	's=	126	5	's=	19

Parent Section A Attitude B Weighting

Q6	1	's=	22	2	's=	100	3	's=	55	4	's=	73	5	's=	6			
Q7	1	's=	28	2	's=	122	3	's=	48	4	's=	51	5	's=	7			
Q11	0	's=	1	1	's=	9	2	's=	24	3	's=	17	4	's=	131	5	's=	74
Q26	1	's=	28	2	's=	148	3	's=	35	4	's=	40	5	's=	5			
Q28	0	's=	2	1	's=	19	2	's=	69	3	's=	55	4	's=	96	5	's=	15

Parent Section A Attitude C Weighting

Q8	0	's=	1	1	's=	37	2	's=	155	3	's=	27	4	's=	33	5	's=	3
Q13	1	's=	10	2	's=	70	3	's=	19	4	's=	113	5	's=	44			
Q14	0	's=	2	1	's=	29	2	's=	115	3	's=	33	4	's=	69	5	's=	8
Q24		's=	0	0	's=	2	1	's=	5	2	's=	29	3	's=	54	4	's=	126
>>>	5	's=	39															

Parent Section A Attitude D Weighting

Q3	0	's=	2	1	's=	74	2	's=	134	3	's=	16	4	's=	28	5	's=	2
Q4	1	's=	57	2	's=	126	3	's=	18	4	's=	52	5	's=	3			
Q9	1	's=	15	2	's=	88	3	's=	29	4	's=	107	5	's=	17			
Q10	0	's=	1	1	's=	2	2	's=	33	3	's=	115	4	's=	94	5	's=	11
Q15	0	's=	2	1	's=	19	2	's=	86	3	's=	26	4	's=	107	5	's=	16
Q16	1	's=	57	2	's=	169	3	's=	12	4	's=	17	5	's=	1			
Q17	1	's=	26	2	's=	100	3	's=	23	4	's=	100	5	's=	7			
Q19	0	's=	1	1	's=	70	2	's=	138	3	's=	14	4	's=	33			
Q20	0	's=	4	1	's=	19	2	's=	73	3	's=	32	4	's=	102	5	's=	26
Q22	0	's=	3	1	's=	29	2	's=	158	3	's=	19	4	's=	43	5	's=	4
Q27	1	's=	3	2	's=	20	3	's=	21	4	's=	164	5	's=	48			
Q29	0	's=	1	1	's=	10	2	's=	60	3	's=	12	4	's=	140	5	's=	33

Parent Section B Activities A Weighting

Q1	0	's= 42	1	's= 38	2	's= 128	3	's= 16	4	's= 29	5	's= 3
Q2	0	's= 186	1	's= 5	2	's= 27	3	's= 16	4	's= 15	5	's= 6
>>>	33	's= 1										
Q3	0	's= 141	1	's= 13	2	's= 82	3	's= 12	4	's= 7	5	's= 1
Q4	0	's= 134	1	's= 35	2	's= 70	3	's= 6	4	's= 10	5	's= 1
Q5	0	's= 193	1	's= 24	2	's= 35	3	's= 4				
Q6	0	's= 237	1	's= 12	2	's= 5	3	's= 2				
Q7	0	's= 233	1	's= 12	2	's= 9	3	's= 2				
Q8	0	's= 143	1	's= 29	2	's= 66	3	's= 11	4	's= 6	5	's= 1
Q9	0	's= 225	1	's= 6	2	's= 19	3	's= 4	4	's= 2		
Q10	0	's= 230	1	's= 13	2	's= 11	3	's= 2				
Q11	0	's= 216	1	's= 18	2	's= 16	3	's= 3	4	's= 2	5	's= 1

Parent Section B Activities B Weighting

Q12	0	's= 7	1	's= 60	2	's= 93	3	's= 42	4	's= 37	5	's= 17
Q13	0	's= 7	1	's= 21	2	's= 71	3	's= 72	4	's= 49	5	's= 36
Q14	0	's= 11	1	's= 18	2	's= 73	3	's= 68	4	's= 58	5	's= 28
Q15	0	's= 7	1	's= 50	2	's= 113	3	's= 45	4	's= 24	5	's= 17
Q16	0	's= 9	1	's= 28	2	's= 84	3	's= 48	4	's= 50	5	's= 37
Q17	0	's= 9	1	's= 27	2	's= 67	3	's= 55	4	's= 68	5	's= 30
Q18	0	's= 9	1	's= 17	2	's= 33	3	's= 70	4	's= 76	5	's= 51
Q19	0	's= 8	1	's= 14	2	's= 36	3	's= 44	4	's= 79	5	's= 75
Q20	0	's= 9	1	's= 32	2	's= 101	3	's= 44	4	's= 36	5	's= 34
Q21	0	's= 11	1	's= 24	2	's= 64	3	's= 57	4	's= 49	5	's= 51
Q22	0	's= 9	1	's= 15	2	's= 24	3	's= 34	4	's= 52	5	's= 122
Q23	0	's= 9	1	's= 18	2	's= 47	3	's= 47	4	's= 56	5	's= 79
Q24	0	's= 6	1	's= 41	2	's= 92	3	's= 48	4	's= 33	5	's= 36
Q25	0	's= 6	1	's= 16	2	's= 52	3	's= 67	4	's= 53	5	's= 62

Parent Section C Weighting

Q1	0	's= 2	1	's= 32	2	's= 141	3	's= 24	4	's= 48	5	's= 9
Q2	0	's= 8	1	's= 22	2	's= 64	3	's= 114	4	's= 40	5	's= 8
Q3	0	's= 39	1	's= 215	3	's= 1	4	's= 1				
Q4	0	's= 2	1	's= 34	2	's= 132	3	's= 53	4	's= 27	5	's= 8
Q5	0	's= 6	1	's= 26	2	's= 90	3	's= 65	4	's= 57	5	's= 12
Q6	0	's= 143	1	's= 112	4	's= 1						
Q7	0	's= 97	1	's= 154	2	's= 5						

Parent Section D Weighting

Q1	0	's= 10	1	's= 45	2	's= 40	3	's= 91	4	's= 39	5	's= 31
Q2	0	's= 17	1	's= 75	2	's= 51	3	's= 60	4	's= 29	5	's= 24
Q3	0	's= 14	1	's= 75	2	's= 45	3	's= 59	4	's= 39	5	's= 24
Q4	0	's= 8	1	's= 72	2	's= 51	3	's= 63	4	's= 36	5	's= 26
Q5	0	's= 5	1	's= 21	2	's= 14	3	's= 61	4	's= 64	5	's= 91
Q6	0	's= 12	1	's= 70	2	's= 49	3	's= 67	4	's= 43	5	's= 15
Q7	0	's= 17	1	's= 56	2	's= 61	3	's= 77	4	's= 31	5	's= 14
Q8	0	's= 14	1	's= 117	2	's= 54	3	's= 39	4	's= 15	5	's= 17
Q9	0	's= 10	1	's= 91	2	's= 52	3	's= 40	4	's= 38	5	's= 25
Q10	0	's= 11	1	's= 77	2	's= 43	3	's= 41	4	's= 43	5	's= 41
Q11	0	's= 10	1	's= 60	2	's= 51	3	's= 68	4	's= 41	5	's= 26
Q12	0	's= 6	1	's= 58	2	's= 43	3	's= 44	4	's= 46	5	's= 59

Parent Section F Weighting

Q1a	0	's= 99	1	's= 157								
Q1b	0	's= 76	1	's= 178	2	's= 2						
Q1c	0	's= 60	1	's= 191	3	's= 5						
Q2	0	's= 36	1	's= 65	2	's= 115	3	's= 37	4	's= 1	5	's= 2
Q3	0	's= 1	1	's= 5	2	's= 1	3	's= 67	4	's= 182		
Q4a	0	's= 50	6	's= 2	8	's= 5	10	's= 2	12	's= 1	14	's= 1
>>>	18	's= 2	19	's= 1	20	's= 5	22	's= 1	23	's= 1	25	's= 4
>>>	26	's= 1	29	's= 1	30	's= 7	32	's= 2	34	's= 1	35	's= 6
>>>	37	's= 7	38	's= 2	39	's= 1	40	's= 60	43	's= 1	44	's= 1
>>>	45	's= 11	46	's= 1	47	's= 1	48	's= 3	50	's= 36	52	's= 1
>>>	54	's= 1	55	's= 6	56	's= 1	60	's= 17	64	's= 1	65	's= 1
>>>	70	's= 7	80	's= 2	90	's= 1	98	's= 1				
Q4b	0	's= 87	1	's= 167	2	's= 1	4	's= 1				
Q5a	0	's= 3	1	's= 33	2	's= 181	3	's= 24	4	's= 11	5	's= 2
>>>	6	's= 2										
Q5b	0	's= 11	1	's= 45	2	's= 96	3	's= 66	4	's= 21	5	's= 12
>>>	6	's= 5										
Q6	0	's= 3	1	's= 200	2	's= 8	3	's= 20	4	's= 19	5	's= 6
Q7	0	's= 1	1	's= 189	2	's= 20	3	's= 26	4	's= 12	5	's= 8
Q8	0	's= 4	1	's= 131	2	's= 62	3	's= 3	4	's= 56		

Question Total	Sum	Parent Average	Section A PopVar	Attitude A SamVar	PopDev	SamDev	
Q1	256	535	2.0898	.8161	.8193	.9034	.9052
Q2	256	591	2.3086	1.0102	1.0142	1.0051	1.0071
Q5	256	729	2.8477	1.3323	1.3375	1.1542	1.1565
Q12	256	966	3.7734	.9799	.9838	.9899	.9918
Q18	256	532	2.0781	.7830	.7860	.8848	.8866
Q21	256	829	3.2383	.8534	.8567	.9238	.9256
Q23	256	967	3.7773	.8996	.9032	.9485	.9504
Q25	256	852	3.3281	1.0955	1.0998	1.0466	1.0487

Question Total	Sum	Parent Average	Section A PopVar	Attitude B SamVar	PopDev	SamDev	
Q6	256	709	2.7695	1.0602	1.0643	1.0296	1.0317
Q7	256	655	2.5586	1.0278	1.0318	1.0138	1.0158
Q11	256	1002	3.9141	1.1020	1.1063	1.0498	1.0518
Q26	256	614	2.3984	.8881	.8916	.9424	.9442
Q28	256	781	3.0508	1.2435	1.2484	1.1151	1.1173

Question Total	Sum	Parent Average	Section A PopVar	Attitude C SamVar	PopDev	SamDev	
Q8	256	575	2.2461	.8262	.8294	.9089	.9107
Q13	256	879	3.4336	1.3706	1.3760	1.1707	1.1730
Q14	256	674	2.6328	1.2324	1.2372	1.1101	1.1123
Q24	255	924	3.6235	.9798	.9837	.9899	.9918

Question Total	Sum	Parent Average	Section A PopVar	Attitude D SamVar	PopDev	SamDev	
Q3	256	512	2.0000	.8906	.8941	.9437	.9456
Q4	256	586	2.2891	1.1274	1.1318	1.0618	1.0639
Q9	256	791	3.0898	1.2536	1.2586	1.1197	1.1219
Q10	256	844	3.2969	.6462	.6488	.8039	.8055
Q15	256	777	3.0352	1.3699	1.3752	1.1704	1.1727
Q16	256	504	1.9688	.5693	.5716	.7545	.7560
Q17	256	730	2.8516	1.2748	1.2798	1.1291	1.1313
Q19	256	520	2.0313	.8584	.8618	.9265	.9283
Q20	256	799	3.1211	1.5127	1.5186	1.2299	1.2323
Q22	256	594	2.3203	.9443	.9480	.9717	.9736
Q27	256	1002	3.9141	.6801	.6828	.8247	.8263
Q29	256	891	3.4805	1.2574	1.2624	1.1214	1.1235

Question	Total	Sum	Parent Section B Activities A				
			Average	PopVar	SamVar	PopDev	SamDev
Q1	256	473	1.8477	1.4026	1.4081	1.1843	1.1866
Q2	256	230	.8984	5.9741	5.9975	2.4442	2.4490
Q3	256	246	.9609	1.3657	1.3710	1.1686	1.1709
Q4	256	238	.9297	1.2997	1.3048	1.1401	1.1423
Q5	256	106	.4141	.6098	.6122	.7809	.7824
Q6	256	28	.1094	.1833	.1841	.4282	.4290
Q7	256	36	.1406	.2380	.2390	.4879	.4888
Q8	256	223	.8711	1.2451	1.2500	1.1158	1.1180
Q9	256	64	.2500	.5234	.5255	.7235	.7249
Q10	256	41	.1602	.2673	.2684	.5170	.5180
Q11	256	72	.2813	.5693	.5716	.7545	.7560

Question	Total	Sum	Parent Section B Activities B				
			Average	PopVar	SamVar	PopDev	SamDev
Q12	256	605	2.3633	1.5516	1.5577	1.2456	1.2481
Q13	256	755	2.9492	1.6029	1.6092	1.2661	1.2685
Q14	256	740	2.8906	1.6052	1.6115	1.2670	1.2695
Q15	256	592	2.3125	1.3555	1.3608	1.1642	1.1665
Q16	256	725	2.8320	1.8273	1.8344	1.3518	1.3544
Q17	256	748	2.9219	1.7283	1.7350	1.3146	1.3172
Q18	256	852	3.3281	1.6970	1.7037	1.3027	1.3052
Q19	256	909	3.5508	1.8177	1.8249	1.3482	1.3509
Q20	256	680	2.6563	1.7646	1.7716	1.3284	1.3310
Q21	256	774	3.0234	1.9995	2.0073	1.4140	1.4168
Q22	256	983	3.8398	2.0486	2.0566	1.4313	1.4341
Q23	256	872	3.4063	2.0693	2.0775	1.4385	1.4413
Q24	256	681	2.6602	1.7868	1.7939	1.3367	1.3393
Q25	256	843	3.2930	1.7540	1.7609	1.3244	1.3270

		Parent Section C						
Question	Total	Sum	Average	PopVar	SamVar	PopDev	SamDev	
Q1	256	623	2.4336	1.1284	1.1328	1.0623	1.0643	
Q2	256	692	2.7031	1.0681	1.0723	1.0335	1.0355	
Q3	256	222	.8672	.1855	.1862	.4307	.4315	
Q4	256	605	2.3633	.9422	.9459	.9707	.9726	
Q5	256	689	2.6914	1.2837	1.2887	1.1330	1.1352	
Q6	256	116	.4531	.2947	.2958	.5428	.5439	
Q7	256	164	.6406	.2693	.2703	.5189	.5199	

		Parent Section A Attitude D						
Question	Total	Sum	Average	PopVar	SamVar	PopDev	SamDev	
Q3	256	512	2.0000	.8906	.8941	.9437	.9456	
Q4	256	586	2.2891	1.1274	1.1318	1.0618	1.0639	
Q9	256	791	3.0898	1.2536	1.2586	1.1197	1.1219	
Q10	256	844	3.2969	.6462	.6488	.8039	.8055	
Q15	256	777	3.0352	1.3699	1.3752	1.1704	1.1727	
Q16	256	504	1.9688	.5693	.5716	.7545	.7560	
Q17	256	730	2.8516	1.2748	1.2798	1.1291	1.1313	
Q19	256	520	2.0313	.8584	.8618	.9265	.9283	
Q20	256	799	3.1211	1.5127	1.5186	1.2299	1.2323	
Q22	256	594	2.3203	.9443	.9480	.9717	.9736	
Q27	256	1002	3.9141	.6801	.6828	.8247	.8263	
Q29	256	891	3.4805	1.2574	1.2624	1.1214	1.1235	

		Parent Section F						
Question	Total	Sum	Average	PopVar	SamVar	PopDev	SamDev	
Q1a	206	131	.6359	.2315	.2327	.4812	.4823	
Q1b	206	149	.7233	.2098	.2109	.4581	.4592	
Q1c	206	172	.8350	.2834	.2848	.5324	.5337	
Q2	206	353	1.7136	.7578	.7615	.8705	.8720	
Q3	206	760	3.6893	.3404	.3420	.5834	.5848	
Q4a	206	8843	42.9272	217.1840	218.2435	14.7372	14.773	
Q4b	206	159	.7718	.2441	.2453	.4940	.4952	
Q5a	206	429	2.0825	.4738	.4761	.6883	.6900	
Q5b	206	473	2.2961	1.3152	1.3216	1.1468	1.1496	
Q6	206	310	1.5049	1.2014	1.2073	1.0961	1.0988	
Q7	206	301	1.4612	1.0252	1.0302	1.0125	1.0150	
Q8	206	412	2.0000	1.4854	1.4927	1.2188	1.2218	

Teacher & Parent Section A Attitude A *F* Ratio

Question	ParentTotal	TeacherTotal	Parent SamVar	Teacher SamVar	F Ra
Q1	256	66	.8193	.6760	1.21
Q2	256	66	1.0142	.3991	2.54
Q5	256	66	1.3375	1.0333	1.29
Q12	256	66	.9838	.6788	1.45
Q18	256	66	.7860	.5557	1.41
Q21	256	66	.8567	.9019	1.05
Q23	256	66	.9032	.6809	1.33
Q25	256	66	1.0998	1.0844	1.01

Teacher & Parent Section A Attitude B *F* Ratio

Question	ParentTotal	TeacherTotal	Parent SamVar	Teacher SamVar	F Ra
Q6	256	66	1.0643	1.3501	1.27
Q7	256	66	1.0318	.5809	1.78
Q11	256	66	1.1063	.8774	1.26
Q26	256	66	.8916	.8019	1.11
Q28	256	66	1.2484	.9613	1.30

Teacher & Parent Section A Attitude C *F* Ratio

Question	ParentTotal	TeacherTotal	Parent SamVar	Teacher SamVar	F Ra
Q8	256	66	.8294	.9298	1.12
Q13	256	66	1.3760	1.4312	1.04
Q14	256	66	1.2372	1.2096	1.02
Q24	255	66	.9837	.6026	1.63

Teacher & Parent Section A Attitude D *F* Ratio

Question	ParentTotal	TeacherTotal	Parent SamVar	Teacher SamVar	F Ra
Q3	256	66	.8941	.5942	1.50
Q4	256	66	1.1318	1.5655	1.38
Q9	256	66	1.2586	.8543	1.47
Q10	256	66	.6488	1.1235	1.73
Q15	256	66	1.3752	1.4865	1.08
Q16	256	66	.5716	.4963	1.15
Q17	256	66	1.2798	1.2040	1.06
Q19	256	66	.8618	.5886	1.46
Q20	256	66	1.5186	1.1655	1.30
Q22	256	66	.9480	1.5312	1.62
Q27	256	66	.6828	.9019	1.32
Q29	256	66	1.2624	.5697	2.22

Teacher & Parent Section B Activities A *F* Ratio

Question	ParentTotal	TeacherTotal	Parent SamVar	Teacher SamVar	F Ra
Q1	256	66	1.4081	.6126	2.30
Q2	256	66	5.9975	1.7634	3.40
Q3	256	66	1.3710	2.1914	1.60
Q4	256	66	1.3048	1.0147	1.29
Q5	256	66	.6122	1.2683	2.07
Q6	256	66	.1841	1.4937	8.11
Q7	256	66	.2390	0.0000	0.00
Q8	256	66	1.2500	1.2075	1.04
Q9	256	66	.5255	1.9152	3.64
Q10	256	66	.2684	.6732	2.51
Q11	256	66	.5716	.9326	1.63

Teacher & Parent Section B Activities B *F* Ratio

Question	ParentTotal	TeacherTotal	Parent SamVar	Teacher SamVar	F Ra
Q12	256	66	1.5577	.8441	1.85
Q13	256	66	1.6092	1.1347	1.42
Q14	256	66	1.6115	1.3921	1.16
Q15	256	66	1.3608	.6005	2.27
Q16	256	66	1.8344	1.8026	1.02
Q17	256	66	1.7350	1.3914	1.25
Q18	256	66	1.7037	1.8005	1.06
Q19	256	66	1.8249	.0298	61.16
Q20	256	65	1.7716	1.1913	1.49
Q21	256	65	2.0073	1.9125	1.05
Q22	256	66	2.0566	1.8126	1.13
Q23	256	66	2.0775	1.7774	1.17
Q24	256	66	1.7939	1.4629	1.23
Q25	256	66	1.7609	1.2683	1.39

Teacher & Parent Section C *F* Ratio

Question	ParentTotal	TeacherTotal	Parent SamVar	Teacher SamVar	F Ra
Q1	256	66	1.1328	1.2245	1.08
Q2	256	66	1.0723	1.5042	1.40
Q3	256	66	.1862	.6788	3.65
Q4	256	66	.9459	.0298	31.70
Q5	256	66	1.2887	1.0091	1.28
Q6	256	66	.2958	.4531	1.53
Q7	256	66	.2703	.1671	1.62

Teacher & Parent Section D *F* Ratio

Question	ParentTotal	TeacherTotal	Parent SamVar	Teacher SamVar	F Ra
Q1	256	66	1.8016	1.7427	1.03
Q2	256	66	1.9975	1.1068	1.80
Q3	256	66	2.0318	1.4697	1.38
Q4	256	66	1.8979	1.2991	1.46
Q5	256	66	1.7701	.8914	1.99
Q6	256	66	1.7637	1.0657	1.65
Q7	256	66	1.6418	1.5767	1.04
Q8	256	66	1.6571	1.4424	1.15
Q9	256	66	2.0510	1.3510	1.52
Q10	256	66	2.4076	1.5273	1.58
Q11	256	66	1.8841	.8767	2.15
Q12	256	66	2.3935	1.0928	2.19

Teacher & Parent Section F *F* Ratio

Question	ParentTotal	TeacherTotal	Parent SamVar	Teacher SamVar	F Ra
Q1a	256	66	.2381	.7049	2.96
Q1b	256	66	.2220	1.0070	4.54
Q1c	256	66	.2754	.7655	2.78
Q2	256	66	.9213	.5921	1.56
Q3	256	66	.3990	.7154	1.79
Q4a	256	66	466.2021	.2119	2200.2
Q4b	256	0	.2749	0.0000	0.00
Q5a	256	0	.6325	0.0000	0.00
Q5b	256	0	1.5304	0.0000	0.00
Q6	256	0	1.1607	0.0000	0.00
Q7	256	66	1.1197	2.0476	1.83
Q8	256	0	1.4578	0.0000	0.00

Question	Total	Sum	Parent Average	Sec A/A PopVar	Filter F/Q2 1's SamVar	PopDev	SamDev
Q1	65	148	2.2769	.9079	.9221	.9529	.9603
Q2	65	147	2.2615	.9624	.9774	.9810	.9886
Q5	65	188	2.8923	1.2961	1.3163	1.1385	1.1473
Q12	65	258	3.9692	.7991	.8115	.8939	.9009
Q18	65	130	2.0000	.7692	.7813	.8771	.8839
Q21	65	212	3.2615	.6854	.6962	.8279	.8344
Q23	65	256	3.9385	.6731	.6837	.8204	.8268
Q25	65	213	3.2769	1.0925	1.1096	1.0452	1.0534

Question	Total	Sum	Parent Average	Sec A/A PopVar	Filter F/Q2 2's SamVar	PopDev	SamDev
Q1	116	246	2.1207	.8475	.8549	.9206	.9246
Q2	116	282	2.4310	.9866	.9952	.9933	.9976
Q5	116	346	2.9828	1.3100	1.3214	1.1446	1.1495
Q12	116	456	3.9310	.6332	.6387	.7957	.7992
Q18	116	248	2.1379	.7051	.7112	.8397	.8434
Q21	116	378	3.2586	.6745	.6804	.8213	.8248
Q23	116	440	3.7931	.7158	.7220	.8461	.8497
Q25	116	393	3.3879	1.0650	1.0743	1.0320	1.0365

Question	Total	Sum	Parent Average	Sec A/A PopVar	Filter F/Q2 3's SamVar	PopDev	SamDev
Q1	39	70	1.7949	.5733	.5884	.7572	.7671
Q2	39	86	2.2051	1.1374	1.1673	1.0665	1.0804
Q5	39	93	2.3846	1.2110	1.2429	1.1005	1.1149
Q12	39	120	3.0769	1.5069	1.5466	1.2276	1.2436
Q18	39	78	2.0000	.9231	.9474	.9608	.9733
Q21	39	127	3.2564	1.2676	1.3009	1.1259	1.1406
Q23	39	138	3.5385	1.3254	1.3603	1.1513	1.1663
Q25	39	122	3.1282	1.2400	1.2726	1.1135	1.1281

Parent Sec A/A Filter F/Q2 1's Weighting

Q1	1	's=	9	2	's=	41	3	's=	5	4	's=	8	5	's=	2
Q2	1	's=	13	2	's=	34	3	's=	6	4	's=	12			
Q5	1	's=	6	2	's=	27	3	's=	1	4	's=	30	5	's=	1
Q12	2	's=	9	4	's=	40	5	's=	16						
Q18	1	's=	17	2	's=	39	3	's=	1	4	's=	8			
Q21	2	's=	15	3	's=	19	4	's=	30	5	's=	1			
Q23	1	's=	2	2	's=	2	3	's=	6	4	's=	43	5	's=	12
Q25	1	's=	2	2	's=	19	3	's=	7	4	's=	33	5	's=	4

Parent Sec A/A Filter F/Q2 2's Weighting

Q1	0	's=	2	1	's=	20	2	's=	72	3	's=	7	4	's=	14	5	's=	1
Q2	1	's=	14	2	's=	66	3	's=	9	4	's=	26	5	's=	1			
Q5	0	's=	1	1	's=	5	2	's=	51	3	's=	2	4	's=	52	5	's=	5
Q12	1	's=	1	2	's=	10	3	's=	5	4	's=	80	5	's=	20			
Q18	1	's=	17	2	's=	82	3	's=	2	4	's=	14	5	's=	1			
Q21	0	's=	1	2	's=	19	3	's=	47	4	's=	46	5	's=	3			
Q23	0	's=	1	2	's=	13	3	's=	7	4	's=	82	5	's=	13			
Q25	0	's=	1	1	's=	3	2	's=	24	3	's=	19	4	's=	60	5	's=	9

Parent Sec A/A Filter F/Q2 3's Weighting

Q1	1	's=	14	2	's=	21	3	's=	2	4	's=	2						
Q2	1	's=	12	2	's=	14	3	's=	6	4	's=	7						
Q5	1	's=	8	2	's=	19	3	's=	1	4	's=	11						
Q12	0	's=	1	1	's=	2	2	's=	13	3	's=	3	4	's=	17	5	's=	3
Q18	0	's=	1	1	's=	9	2	's=	23	3	's=	2	4	's=	3	5	's=	1
Q21	1	's=	4	2	's=	6	3	's=	8	4	's=	18	5	's=	3			
Q23	0	's=	1	1	's=	1	2	's=	6	3	's=	5	4	's=	20	5	's=	6
Q25	1	's=	3	2	's=	10	3	's=	8	4	's=	15	5	's=	3			

	Total	Sum	Parent Average	Sec A/B PopVar	Filter F/Q2 1's SamVar	PopDev	SamDev
Q6	65	196	3.0154	1.1536	1.1716	1.0741	1.0824
Q7	65	166	2.5538	1.1394	1.1572	1.0674	1.0757
Q11	65	266	4.0923	.7607	.7726	.8722	.8790
Q26	65	168	2.5846	1.0736	1.0904	1.0362	1.0442
Q28	65	212	3.2615	1.2085	1.2274	1.0993	1.1079

	Total	Sum	Parent Average	Sec A/B PopVar	Filter F/Q2 2's SamVar	PopDev	SamDev
Q6	116	314	2.7069	.9831	.9916	.9915	.9958
Q7	116	303	2.6121	.9961	1.0047	.9980	1.0024
Q11	116	467	4.0259	.9045	.9124	.9511	.9552
Q26	116	282	2.4310	.6935	.6996	.8328	.8364
Q28	116	350	3.0172	1.1204	1.1301	1.0585	1.0631

	Total	Sum	Parent Average	Sec A/B PopVar	Filter F/Q2 3's SamVar	PopDev	SamDev
Q6	39	109	2.7949	1.2400	1.2726	1.1135	1.1281
Q7	39	100	2.5641	.9638	.9892	.9818	.9946
Q11	39	125	3.2051	1.8554	1.9042	1.3621	1.3799
Q26	39	88	2.2564	1.0112	1.0378	1.0056	1.0187
Q28	39	115	2.9487	1.4333	1.4710	1.1972	1.2128

Parent Sec A/B Filter F/Q2 1's Weighting

Q6	1 's= 4	2 's= 21	3 's= 14	4 's= 22	5 's= 4
Q7	1 's= 8	2 's= 31	3 's= 11	4 's= 12	5 's= 3
Q11	1 's= 1	2 's= 5	3 's= 1	4 's= 38	5 's= 20
Q26	1 's= 6	2 's= 34	3 's= 8	4 's= 15	5 's= 2
Q28	0 's= 1	1 's= 3	2 's= 12	3 's= 17	4 's= 26
					5 's= 6

Parent Sec A/B Filter F/Q2 2's Weighting

Q6	1 's= 10	2 's= 49	3 's= 22	4 's= 35	
Q7	1 's= 11	2 's= 54	3 's= 22	4 's= 27	5 's= 2
Q11	1 's= 2	2 's= 10	3 's= 9	4 's= 57	5 's= 38
Q26	1 's= 7	2 's= 71	3 's= 19	4 's= 19	
Q28	0 's= 1	1 's= 8	2 's= 31	3 's= 27	4 's= 46
					5 's= 3

Parent Sec A/B Filter F/Q2 3's Weighting

Q6	1 's= 4	2 's= 15	3 's= 7	4 's= 11	5 's= 2
Q7	1 's= 4	2 's= 19	3 's= 6	4 's= 10	
Q11	0 's= 1	1 's= 5	2 's= 7	3 's= 3	4 's= 18
Q26	1 's= 8	2 's= 20	3 's= 5	4 's= 5	5 's= 1
Q28	1 's= 4	2 's= 14	3 's= 4	4 's= 14	5 's= 3
					5 's= 5

	Total	Sum	Parent Average	Sec A/C PopVar	Filter F/Q2 1's SamVar	PopDev	SamDev
Q8	65	148	2.2769	.9387	.9534	.9689	.9764
Q13	65	235	3.6154	1.0982	1.1154	1.0480	1.0561
Q14	65	171	2.6308	1.3714	1.3928	1.1711	1.1802
Q24	65	244	3.7538	.8625	.8760	.9287	.9359

	Total	Sum	Parent Average	Sec A/C PopVar	Filter F/Q2 2's SamVar	PopDev	SamDev
Q8	116	263	2.2672	.7303	.7367	.8546	.8583
Q13	116	415	3.5776	1.2957	1.3070	1.1383	1.1432
Q14	116	313	2.6983	.9865	.9951	.9933	.9976
Q24	116	418	3.6034	.9979	1.0066	.9990	1.0033

	Total	Sum	Parent Average	Sec A/C PopVar	Filter F/Q2 3's SamVar	PopDev	SamDev
Q8	39	77	1.9744	.6404	.6572	.8002	.8107
Q13	39	108	2.7692	1.4596	1.4980	1.2081	1.2239
Q14	39	106	2.7179	1.5358	1.5762	1.2393	1.2555
Q24	38	129	3.3947	1.1863	1.2183	1.0892	1.1038

Parent Sec A/C Filter F/Q2 1's Weighting

Q8	0 's= 1	1 's= 1	8 's= 2	39 's= 3	8 's= 4	7 's= 5	2 's= 2
Q13	2 's= 16	3 's= 3	5 's= 4	32 's= 5	12 's= 12		
Q14	0 's= 1	1 's= 1	8 's= 2	29 's= 3	5 's= 4	20 's= 5	2 's= 2
Q24	0 's= 1	1 's= 1	1 's= 2	3 's= 3	13 's= 4	37 's= 5	10 's= 10

Parent Sec A/C Filter F/Q2 2's Weighting

Q8	1 's= 14	2 's= 2	74 's= 3	11 's= 4	17 's= 5		
Q13	1 's= 2	2 's= 2	31 's= 3	5 's= 4	54 's= 5	24 's= 24	
Q14	1 's= 8	2 's= 2	54 's= 3	21 's= 4	31 's= 5	2 's= 2	
Q24	0 's= 1	1 's= 1	1 's= 2	15 's= 3	29 's= 4	50 's= 5	20 's= 20

Parent Sec A/C Filter F/Q2 3's Weighting

Q8	1 's= 10	2 's= 2	23 's= 3	3 's= 4	3 's= 5		
Q13	1 's= 6	2 's= 2	14 's= 3	4 's= 4	13 's= 5	2 's= 2	
Q14	1 's= 7	2 's= 2	13 's= 3	6 's= 4	10 's= 5	3 's= 3	
Q24	's= 0	1 's= 1	3 's= 2	5 's= 3	8 's= 4	18 's= 5	4 's= 4

	Total	Sum	Parent Average	Sec PopVar	A/D Filter	F/Q2 2's SamVar	PopDev	SamDev
Q3	116	234	2.0172	.7756		.7823	.8807	.8845
Q4	116	275	2.3707	1.0953		1.1049	1.0466	1.0511
Q9	116	369	3.1810	1.1827		1.1930	1.0875	1.0923
Q10	116	391	3.3707	.5609		.5657	.7489	.7522
Q15	116	370	3.1897	1.1537		1.1637	1.0741	1.0788
Q16	116	241	2.0776	.6405		.6461	.8003	.8038
Q17	116	336	2.8966	1.0927		1.1022	1.0453	1.0499
Q19	116	241	2.0776	.6923		.6983	.8320	.8356
Q20	116	363	3.1293	1.2333		1.2440	1.1105	1.1153
Q22	116	279	2.4052	.9479		.9561	.9736	.9778
Q27	116	465	4.0086	.5258		.5304	.7251	.7283
Q29	116	418	3.6034	1.0841		1.0936	1.0412	1.0457

	Total	Sum	Parent Average	Sec PopVar	A/D Filter	F/Q2 3's SamVar	PopDev	SamDev
Q3	39	81	2.0769	.9428		.9676	.9710	.9837
Q4	39	90	2.3077	1.2899		1.3239	1.1358	1.1506
Q9	39	118	3.0256	1.2558		1.2888	1.1206	1.1353
Q10	39	130	3.3333	.7350		.7544	.8573	.8686
Q15	39	106	2.7179	1.6897		1.7341	1.2999	1.3169
Q16	39	74	1.8974	.7074		.7260	.8411	.8521
Q17	39	95	2.4359	1.3741		1.4103	1.1722	1.1875
Q19	39	74	1.8974	.9126		.9366	.9553	.9678
Q20	39	109	2.7949	1.7015		1.7463	1.3044	1.3215
Q22	39	86	2.2051	.9323		.9568	.9655	.9782
Q27	39	140	3.5897	1.1137		1.1430	1.0553	1.0691
Q29	39	120	3.0769	1.4556		1.4939	1.2065	1.2223

	Total	Sum	Parent Average	Sec PopVar	A/D Filter	F/Q2 1's SamVar	PopDev	SamDev
Q3	65	136	2.0923	.9761		.9913	.9880	.9957
Q4	65	140	2.1538	.9917		1.0072	.9958	1.0036
Q9	65	198	3.0462	1.3056		1.3260	1.1426	1.1515
Q10	65	207	3.1846	.7044		.7154	.8393	.8458
Q15	65	206	3.1692	1.2791		1.2990	1.1310	1.1398
Q16	65	125	1.9231	.3787		.3846	.6154	.6202
Q17	65	196	3.0154	1.3998		1.4216	1.1831	1.1923
Q19	65	136	2.0923	1.0684		1.0851	1.0336	1.0417
Q20	65	220	3.3846	1.5290		1.5529	1.2365	1.2461
Q22	65	154	2.3692	1.0021		1.0178	1.0011	1.0089
Q27	65	257	3.9538	.5979		.6072	.7732	.7792
Q29	65	229	3.5231	1.3264		1.3471	1.1517	1.1607

Parent Sec A/D Filter F/Q2 1's Weighting

Q3	1	's=	19	2	's=	31	3	's=	5	4	's=	10						
Q4	1	's=	15	2	's=	37	3	's=	2	4	's=	10	5	's=	1			
Q9	1	's=	3	2	's=	26	3	's=	7	4	's=	23	5	's=	6			
Q10	1	's=	1	2	's=	13	3	's=	26	4	's=	23	5	's=	2			
Q15	1	's=	1	2	's=	27	3	's=	4	4	's=	26	5	's=	7			
Q16	1	's=	12	2	's=	49	3	's=	1	4	's=	3						
Q17	1	's=	7	2	's=	21	3	's=	4	4	's=	30	5	's=	3			
Q19	0	's=	1	1	's=	18	2	's=	31	3	's=	4	4	's=	11			
Q20	0	's=	1	1	's=	2	2	's=	19	3	's=	3	4	's=	29	5	's=	11
Q22	1	's=	8	2	's=	41	3	's=	1	4	's=	14	5	's=	1			
Q27	2	's=	5	3	's=	6	4	's=	41	5	's=	13						
Q29	1	's=	3	2	's=	16	4	's=	36	5	's=	10						

Parent Sec A/D Filter F/Q2 2's Weighting

Q3	1	's=	30	2	's=	67	3	's=	7	4	's=	11	5	's=	1			
Q4	1	's=	21	2	's=	59	3	's=	9	4	's=	26	5	's=	1			
Q9	1	's=	5	2	's=	39	3	's=	8	4	's=	58	5	's=	6			
Q10	0	's=	1	2	's=	9	3	's=	55	4	's=	47	5	's=	4			
Q15	0	's=	1	1	's=	4	2	's=	34	3	's=	16	4	's=	55	5	's=	6
Q16	1	's=	21	2	's=	77	3	's=	6	4	's=	12						
Q17	1	's=	4	2	's=	55	3	's=	9	4	's=	45	5	's=	3			
Q19	1	's=	23	2	's=	74	3	's=	6	4	's=	13						
Q20	0	's=	1	1	's=	5	2	's=	35	3	's=	21	4	's=	45	5	's=	9
Q22	0	's=	2	1	's=	10	2	's=	67	3	's=	14	4	's=	22	5	's=	1
Q27	1	's=	1	2	's=	5	3	's=	9	4	's=	78	5	's=	23			
Q29	0	's=	1	2	's=	26	3	's=	7	4	's=	65	5	's=	17			

Parent Sec A/D Filter F/Q2 3's Weighting

Q3	1	's=	11	2	's=	20	3	's=	2	4	's=	6						
Q4	1	's=	11	2	's=	15	3	's=	3	4	's=	10						
Q9	1	's=	4	2	's=	10	3	's=	8	4	's=	15	5	's=	2			
Q10	1	's=	1	2	's=	4	3	's=	18	4	's=	13	5	's=	3			
Q15	1	's=	9	2	's=	11	3	's=	3	4	's=	14	5	's=	2			
Q16	1	's=	11	2	's=	25	4	's=	2	5	's=	1						
Q17	1	's=	10	2	's=	14	3	's=	3	4	's=	12						
Q19	1	's=	15	2	's=	18	3	's=	1	4	's=	5						
Q20	0	's=	1	1	's=	5	2	's=	14	3	's=	3	4	's=	13	5	's=	3
Q22	1	's=	7	2	's=	24	3	's=	2	4	's=	5	5	's=	1			
Q27	1	's=	2	2	's=	6	3	's=	3	4	's=	23	5	's=	5			
Q29	1	's=	6	2	's=	8	3	's=	3	4	's=	21	5	's=	1			

	Total	Sum	Parent Average	Sec B/A PopVar	Filter F/Q2 SamVar	1's PopDev	SamDev
Q1	65	134	2.0615	1.1962	1.2149	1.0937	1.1022
Q2	65	50	.7692	1.8391	1.8678	1.3561	1.3667
Q3	65	71	1.0923	1.7453	1.7726	1.3211	1.3314
Q4	65	74	1.1385	1.5039	1.5274	1.2263	1.2359
Q5	65	28	.4308	.6452	.6553	.8032	.8095
Q6	65	4	.0615	.1193	.1212	.3454	.3481
Q7	65	3	.0462	.0748	.0760	.2735	.2756
Q8	65	70	1.0769	1.7325	1.7596	1.3163	1.3265
Q9	65	11	.1692	.2944	.2990	.5426	.5468
Q10	65	6	.0923	.1453	.1476	.3812	.3842
Q11	65	13	.2000	.4677	.4750	.6839	.6892

	Total	Sum	Parent Average	Sec B/A PopVar	Filter F/Q2 SamVar	2's PopDev	SamDev
Q1	116	218	1.8793	1.3475	1.3592	1.1608	1.1659
Q2	116	91	.7845	2.0656	2.0836	1.4372	1.4435
Q3	116	108	.9310	1.1332	1.1430	1.0645	1.0691
Q4	116	105	.9052	1.2582	1.2692	1.1217	1.1266
Q5	116	50	.4310	.6935	.6996	.8328	.8364
Q6	116	4	.0345	.0678	.0684	.2603	.2615
Q7	116	10	.0862	.1477	.1490	.3844	.3860
Q8	116	114	.9828	1.2238	1.2345	1.1063	1.1111
Q9	116	25	.2155	.5656	.5705	.7521	.7553
Q10	116	6	.0517	.0835	.0843	.2890	.2903
Q11	116	26	.2241	.5532	.5580	.7438	.7470

	Total	Sum	Parent Average	Sec B/A PopVar	Filter F/Q2 SamVar	3's PopDev	SamDev
Q1	39	57	1.4615	1.5819	1.6235	1.2577	1.2742
Q2	39	36	.9231	2.1736	2.2308	1.4743	1.4936
Q3	39	40	1.0256	1.5122	1.5520	1.2297	1.2458
Q4	39	39	1.0000	1.2821	1.3158	1.1323	1.1471
Q5	39	15	.3846	.4931	.5061	.7022	.7114
Q6	39	14	.3590	.4352	.4467	.6597	.6684
Q7	39	13	.3333	.4274	.4386	.6537	.6623
Q8	39	20	.5128	.6088	.6248	.7803	.7905
Q9	39	14	.3590	.5891	.6046	.7675	.7776
Q10	39	11	.2821	.4589	.4710	.6774	.6863
Q11	39	15	.3846	.4418	.4534	.6647	.6734

Parent Sec B/A Filter F/Q2 1's Weighting

Q1	0	's= 7	1	's= 6	2	's= 38	3	's= 4	4	's= 10		
Q2	0	's= 47	1	's= 1	2	's= 8	3	's= 4	4	's= 4	5	's= 1
Q3	0	's= 36	2	's= 21	3	's= 3	4	's= 5				
Q4	0	's= 29	1	's= 9	2	's= 21	3	's= 1	4	's= 5		
Q5	0	's= 49	1	's= 5	2	's= 10	3	's= 1				
Q6	0	's= 63	2	's= 2								
Q7	0	's= 63	1	's= 1	2	's= 1						
Q8	0	's= 34	1	's= 6	2	's= 16	3	's= 5	4	's= 3	5	's= 1
Q9	0	's= 59	1	's= 1	2	's= 5						
Q10	0	's= 61	1	's= 2	2	's= 2						
Q11	0	's= 59	1	's= 1	2	's= 4	4	's= 1				

Parent Sec B/A Filter F/Q2 2's Weighting

Q1	0	's= 16	1	's= 19	2	's= 60	3	's= 8	4	's= 10	5	's= 3
Q2	0	's= 87	2	's= 9	3	's= 9	4	's= 9	5	's= 2		
Q3	0	's= 63	1	's= 4	2	's= 44	3	's= 4	4	's= 1		
Q4	0	's= 62	1	's= 15	2	's= 32	3	's= 2	4	's= 5		
Q5	0	's= 90	1	's= 4	2	's= 20	3	's= 2				
Q6	0	's= 114	2	's= 2								
Q7	0	's= 110	1	's= 2	2	's= 4						
Q8	0	's= 59	1	's= 10	2	's= 40	3	's= 4	4	's= 3		
Q9	0	's= 106	1	's= 1	2	's= 5	3	's= 2	4	's= 2		
Q10	0	's= 112	1	's= 2	2	's= 2						
Q11	0	's= 105	2	's= 9	3	's= 1	5	's= 1				

Parent Sec B/A Filter F/Q2 3's Weighting

Q1	0	's= 12	1	's= 7	2	's= 14	3	's= 2	4	's= 4		
Q2	0	's= 25	1	's= 3	2	's= 6	3	's= 1	4	's= 2	5	's= 2
Q3	0	's= 19	1	's= 7	2	's= 8	3	's= 4	5	's= 1		
Q4	0	's= 18	1	's= 7	2	's= 12	3	's= 1	5	's= 1		
Q5	0	's= 28	1	's= 8	2	's= 2	3	's= 1				
Q6	0	's= 28	1	's= 9	2	's= 1	3	's= 1				
Q7	0	's= 29	1	's= 8	2	's= 1	3	's= 1				
Q8	0	's= 25	1	's= 9	2	's= 4	3	's= 1				
Q9	0	's= 31	1	's= 3	2	's= 4	3	's= 1				
Q10	0	's= 32	1	's= 4	2	's= 2	3	's= 1				
Q11	0	's= 27	1	's= 10	2	's= 1	3	's= 1				

	Total	Sum	Parent Average	Sec B/B PopVar	Filter F/Q2 1's SamVar	PopDev	SamDev
Q12	65	155	2.3846	1.6521	1.6779	1.2853	1.2953
Q13	65	196	3.0154	1.7690	1.7966	1.3300	1.3404
Q14	65	199	3.0615	1.8731	1.9024	1.3686	1.3793
Q15	65	151	2.3231	1.5110	1.5346	1.2292	1.2388
Q16	65	175	2.6923	1.9361	1.9663	1.3914	1.4023
Q17	65	176	2.7077	1.8684	1.8976	1.3669	1.3775
Q18	65	232	3.5692	1.8760	1.9053	1.3697	1.3803
Q19	65	230	3.5385	2.0331	2.0649	1.4259	1.4370
Q20	65	177	2.7231	1.9233	1.9534	1.3868	1.3976
Q21	65	197	3.0308	2.0914	2.1240	1.4462	1.4574
Q22	65	262	4.0308	1.7221	1.7490	1.3123	1.3225
Q23	65	231	3.5538	2.1856	2.2197	1.4784	1.4899
Q24	65	180	2.7692	1.9006	1.9303	1.3786	1.3893
Q25	65	215	3.3077	1.8130	1.8413	1.3465	1.3570

	Total	Sum	Parent Average	Sec B/B PopVar	Filter F/Q2 2's SamVar	PopDev	SamDev
Q12	116	286	2.4655	1.6109	1.6249	1.2692	1.2747
Q13	116	361	3.1121	1.5305	1.5439	1.2372	1.2425
Q14	116	353	3.0431	1.3688	1.3807	1.1700	1.1750
Q15	116	285	2.4569	1.2826	1.2938	1.1325	1.1374
Q16	116	345	2.9741	1.7321	1.7472	1.3161	1.3218
Q17	116	356	3.0690	1.5125	1.5256	1.2298	1.2352
Q18	116	405	3.4914	1.3534	1.3651	1.1633	1.1684
Q19	116	442	3.8103	1.4640	1.4768	1.2100	1.2152
Q20	116	333	2.8707	1.7160	1.7310	1.3100	1.3157
Q21	116	383	3.3017	1.7279	1.7430	1.3145	1.3202
Q22	116	476	4.1034	1.6445	1.6588	1.2824	1.2879
Q23	116	415	3.5776	1.8129	1.8287	1.3465	1.3523
Q24	116	330	2.8448	1.7001	1.7148	1.3039	1.3095
Q25	116	408	3.5172	1.4738	1.4867	1.2140	1.2193

	Total	Sum	Parent Average	Sec B/B PopVar	Filter F/Q2 3's SamVar	PopDev	SamDev
Q12	39	78	2.0000	1.2821	1.3158	1.1323	1.1471
Q13	39	96	2.4615	1.6331	1.6761	1.2779	1.2946
Q14	39	92	2.3590	1.1019	1.1309	1.0497	1.0634
Q15	39	76	1.9487	1.0743	1.1026	1.0365	1.0500
Q16	39	90	2.3077	1.5976	1.6397	1.2640	1.2805
Q17	39	97	2.4872	1.8909	1.9406	1.3751	1.3931
Q18	39	94	2.4103	1.6266	1.6694	1.2754	1.2920
Q19	39	103	2.6410	1.7173	1.7625	1.3105	1.3276
Q20	39	79	2.0256	1.3070	1.3414	1.1433	1.1582
Q21	39	92	2.3590	1.8711	1.9204	1.3679	1.3858
Q22	39	124	3.1795	2.5575	2.6248	1.5992	1.6201
Q23	39	110	2.8205	2.0447	2.0985	1.4299	1.4486
Q24	39	73	1.8718	1.0348	1.0621	1.0173	1.0306
Q25	39	104	2.6667	1.9145	1.9649	1.3837	1.4018

Parent Sec B/B Filter F/Q2 1's Weighting

Q12	0	's=	2	1	's=	15	2	's=	24	3	's=	9	4	's=	10	5	's=	5
Q13	0	's=	2	1	's=	4	2	's=	21	3	's=	14	4	's=	12	5	's=	12
Q14	0	's=	4	1	's=	4	2	's=	13	3	's=	17	4	's=	17	5	's=	10
Q15	0	's=	2	1	's=	13	2	's=	29	3	's=	10	4	's=	5	5	's=	6
Q16	0	's=	3	1	's=	9	2	's=	22	3	's=	11	4	's=	11	5	's=	9
Q17	0	's=	4	1	's=	7	2	's=	21	3	's=	12	4	's=	14	5	's=	7
Q18	0	's=	3	1	's=	3	2	's=	6	3	's=	15	4	's=	18	5	's=	20
Q19	0	's=	4	1	's=	2	2	's=	8	3	's=	12	4	's=	19	5	's=	20
Q20	0	's=	3	1	's=	4	2	's=	32	3	's=	7	4	's=	7	5	's=	12
Q21	0	's=	3	1	's=	5	2	's=	19	3	's=	13	4	's=	10	5	's=	15
Q22	0	's=	2	1	's=	2	2	's=	5	3	's=	8	4	's=	14	5	's=	34
Q23	0	's=	3	1	's=	3	2	's=	11	3	's=	11	4	's=	12	5	's=	25
Q24	0	's=	2	1	's=	9	2	's=	22	3	's=	11	4	's=	11	5	's=	10
Q25	0	's=	2	1	's=	1	2	's=	19	3	's=	14	4	's=	11	5	's=	18

Parent Sec B/B Filter F/Q2 2's Weighting

Q12	0	's=	3	1	's=	23	2	's=	44	3	's=	19	4	's=	17	5	's=	10
Q13	0	's=	3	1	's=	7	2	's=	25	3	's=	39	4	's=	23	5	's=	19
Q14	0	's=	3	1	's=	5	2	's=	32	3	's=	32	4	's=	32	5	's=	12
Q15	0	's=	3	1	's=	16	2	's=	50	3	's=	26	4	's=	14	5	's=	7
Q16	0	's=	4	1	's=	7	2	's=	38	3	's=	25	4	's=	23	5	's=	19
Q17	0	's=	2	1	's=	8	2	's=	33	3	's=	25	4	's=	33	5	's=	15
Q18	0	's=	4	1	's=	1	2	's=	13	3	's=	38	4	's=	36	5	's=	24
Q19	0	's=	2	1	's=	4	2	's=	12	3	's=	18	4	's=	40	5	's=	40
Q20	0	's=	3	1	's=	11	2	's=	39	3	's=	26	4	's=	19	5	's=	18
Q21	0	's=	4	1	's=	4	2	's=	25	3	's=	30	4	's=	26	5	's=	27
Q22	0	's=	4	1	's=	3	2	's=	6	3	's=	14	4	's=	26	5	's=	63
Q23	0	's=	4	1	's=	4	2	's=	17	3	's=	25	4	's=	28	5	's=	38
Q24	0	's=	2	1	's=	11	2	's=	44	3	's=	25	4	's=	14	5	's=	20
Q25	0	's=	2	1	's=	3	2	's=	19	3	's=	32	4	's=	29	5	's=	31

Parent Sec B/B Filter F/Q2 3's Weighting

Q12	0	's=	2	1	's=	13	2	's=	12	3	's=	8	4	's=	3	5	's=	1
Q13	0	's=	2	1	's=	7	2	's=	13	3	's=	7	4	's=	8	5	's=	2
Q14	0	's=	2	1	's=	4	2	's=	17	3	's=	11	4	's=	4	5	's=	1
Q15	0	's=	2	1	's=	11	2	's=	17	3	's=	6	4	's=	2	5	's=	1
Q16	0	's=	2	1	's=	8	2	's=	16	3	's=	4	4	's=	7	5	's=	2
Q17	0	's=	3	1	's=	8	2	's=	8	3	's=	9	4	's=	9	5	's=	2
Q18	0	's=	2	1	's=	10	2	's=	8	3	's=	8	4	's=	11			
Q19	0	's=	2	1	's=	5	2	's=	13	3	's=	7	4	's=	9	5	's=	3
Q20	0	's=	2	1	's=	12	2	's=	14	3	's=	6	4	's=	4	5	's=	1
Q21	0	's=	3	1	's=	8	2	's=	12	3	's=	7	4	's=	6	5	's=	3
Q22	0	's=	2	1	's=	6	2	's=	5	3	's=	8	4	's=	6	5	's=	12
Q23	0	's=	2	1	's=	6	2	's=	9	3	's=	7	4	's=	10	5	's=	5
Q24	0	's=	2	1	's=	13	2	's=	16	3	's=	4	4	's=	4			
Q25	0	's=	2	1	's=	7	2	's=	9	3	's=	9	4	's=	8	5	's=	4

Question	Total	Sum	Parent Average	Sec C PopVar	Filter F/Q2 1's SamVar	PopDev	SamDev
Q1	65	167	2.5692	1.1991	1.2178	1.0950	1.1035
Q2	65	182	2.8000	.8985	.9125	.9479	.9552
Q3	65	55	.8462	.1302	.1322	.3608	.3636
Q4	65	153	2.3538	.7517	.7635	.8670	.8738
Q5	65	184	2.8308	1.1560	1.1740	1.0752	1.0835
Q6	65	30	.4615	.2485	.2524	.4985	.5024
Q7	65	42	.6462	.2594	.2635	.5093	.5133

Question	Total	Sum	Parent Average	Sec C PopVar	Filter F/Q2 2's SamVar	PopDev	SamDev
Q1	116	293	2.5259	1.0424	1.0515	1.0210	1.0254
Q2	116	287	2.4741	1.0942	1.1037	1.0460	1.0506
Q3	116	103	.8879	.1512	.1525	.3889	.3906
Q4	116	280	2.4138	.8115	.8186	.9009	.9048
Q5	116	320	2.7586	1.1831	1.1934	1.0877	1.0924
Q6	116	53	.4569	.2481	.2503	.4981	.5003
Q7	116	70	.6034	.3083	.3109	.5552	.5576

Question	Total	Sum	Parent Average	Sec C PopVar	Filter F/Q2 3's SamVar	PopDev	SamDev
Q1	39	76	1.9487	.9204	.9447	.9594	.9719
Q2	39	121	3.1026	1.1690	1.1997	1.0812	1.0953
Q3	39	35	.8974	.3997	.4103	.6322	.6405
Q4	39	88	2.2564	1.4214	1.4588	1.1922	1.2078
Q5	39	91	2.3333	1.2991	1.3333	1.1398	1.1547
Q6	39	23	.5897	.5496	.5641	.7414	.7511
Q7	39	28	.7179	.2025	.2078	.4500	.4559

Parent Sec C Filter F/Q2 1's Weighting

Q1	1 's= 7	2 's= 35	3 's= 5	4 's= 15	5 's= 3	
Q2	1 's= 4	2 's= 22	3 's= 25	4 's= 11	5 's= 3	
Q3	0 's= 10	1 's= 55				
Q4	1 's= 6	2 's= 39	3 's= 13	4 's= 5	5 's= 2	
Q5	0 's= 1	1 's= 3	2 's= 26	3 's= 14	4 's= 18	5 's= 3
Q6	0 's= 35	1 's= 30				
Q7	0 's= 24	1 's= 40	2 's= 1			

Parent Sec C Filter F/Q2 2's Weighting

Q1	0 's= 1	1 's= 7	2 's= 70	3 's= 10	4 's= 24	5 's= 4
Q2	0 's= 6	1 's= 13	2 's= 33	3 's= 50	4 's= 12	5 's= 2
Q3	0 's= 15	1 's= 100	3 's= 1			
Q4	0 's= 1	1 's= 9	2 's= 66	3 's= 23	4 's= 15	5 's= 2
Q5	0 's= 2	1 's= 9	2 's= 41	3 's= 33	4 's= 25	5 's= 6
Q6	0 's= 63	1 's= 53				
Q7	0 's= 50	1 's= 62	2 's= 4			

Parent Sec C Filter F/Q2 3's Weighting

Q1	0 's= 1	1 's= 12	2 's= 18	3 's= 4	4 's= 4	
Q2	0 's= 1	1 's= 3	2 's= 4	3 's= 16	4 's= 13	5 's= 2
Q3	0 's= 7	1 's= 31	4 's= 1			
Q4	1 's= 12	2 's= 14	3 's= 7	4 's= 3	5 's= 3	
Q5	0 's= 1	1 's= 9	2 's= 13	3 's= 9	4 's= 6	5 's= 1
Q6	0 's= 19	1 's= 19	4 's= 1			
Q7	0 's= 11	1 's= 28				

	Total	Sum	Parent Average	Sec D Filter PopVar	F/Q2 1's SamVar	PopDev	SamDev
Q1	65	205	3.1538	1.5456	1.5697	1.2432	1.2529
Q2	65	158	2.4308	1.9683	1.9990	1.4030	1.4139
Q3	65	176	2.7077	1.9915	2.0226	1.4112	1.4222
Q4	65	173	2.6615	1.8547	1.8837	1.3619	1.3725
Q5	65	263	4.0462	1.3363	1.3572	1.1560	1.1650
Q6	65	170	2.6154	1.6521	1.6779	1.2853	1.2953
Q7	65	178	2.7385	1.5470	1.5712	1.2438	1.2535
Q8	65	130	2.0000	1.5077	1.5313	1.2279	1.2374
Q9	65	171	2.6308	1.8021	1.8303	1.3424	1.3529
Q10	65	185	2.8462	2.3148	2.3510	1.5214	1.5333
Q11	65	182	2.8000	1.5138	1.5375	1.2304	1.2400
Q12	65	210	3.2308	2.1160	2.1490	1.4546	1.4660

	Total	Sum	Parent Average	Sec D Filter PopVar	F/Q2 2's SamVar	PopDev	SamDev
Q1	116	309	2.6638	1.7404	1.7555	1.3192	1.3250
Q2	116	261	2.2500	1.7392	1.7543	1.3188	1.3245
Q3	116	269	2.3190	1.9414	1.9582	1.3933	1.3994
Q4	116	284	2.4483	1.8335	1.8495	1.3541	1.3600
Q5	116	422	3.6379	1.5930	1.6069	1.2622	1.2676
Q6	116	268	2.3103	1.5761	1.5898	1.2554	1.2609
Q7	116	264	2.2759	1.6136	1.6276	1.2703	1.2758
Q8	116	206	1.7759	1.2946	1.3058	1.1378	1.1427
Q9	116	262	2.2586	2.0538	2.0717	1.4331	1.4393
Q10	116	292	2.5172	2.3014	2.3214	1.5170	1.5236
Q11	116	288	2.4828	1.8359	1.8519	1.3550	1.3608
Q12	116	346	2.9828	2.2756	2.2954	1.5085	1.5150

	Total	Sum	Parent Average	Sec D Filter PopVar	F/Q2 3's SamVar	PopDev	SamDev
Q1	39	98	2.5128	1.7883	1.8354	1.3373	1.3548
Q2	39	85	2.1795	2.1986	2.2564	1.4828	1.5021
Q3	39	85	2.1795	1.8396	1.8880	1.3563	1.3740
Q4	39	100	2.5641	1.9382	1.9892	1.3922	1.4104
Q5	39	137	3.5128	2.2498	2.3090	1.4999	1.5196
Q6	39	94	2.4103	1.9855	2.0378	1.4091	1.4275
Q7	39	83	2.1282	1.5477	1.5884	1.2441	1.2603
Q8	39	71	1.8205	1.8909	1.9406	1.3751	1.3931
Q9	39	79	2.0256	2.0250	2.0783	1.4230	1.4416
Q10	39	89	2.2821	2.4589	2.5236	1.5681	1.5886
Q11	39	94	2.4103	1.7291	1.7746	1.3150	1.3322
Q12	39	105	2.6923	2.6233	2.6923	1.6197	1.6408

Parent Sec D Filter F/Q2 1's Weighting

Q1	1	's=	10	2	's=	6	3	's=	23	4	's=	16	5	's=	10			
Q2	0	's=	5	1	's=	14	2	's=	15	3	's=	16	4	's=	9	5	's=	6
Q3	0	's=	4	1	's=	11	2	's=	13	3	's=	16	4	's=	14	5	's=	7
Q4	0	's=	1	1	's=	16	2	's=	14	3	's=	14	4	's=	13	5	's=	7
Q5	1	's=	4	2	's=	3	3	's=	9	4	's=	19	5	's=	30			
Q6	0	's=	2	1	's=	12	2	's=	18	3	's=	15	4	's=	13	5	's=	5
Q7	0	's=	3	1	's=	9	2	's=	11	3	's=	26	4	's=	11	5	's=	5
Q8	0	's=	1	1	's=	29	2	's=	18	3	's=	6	4	's=	8	5	's=	3
Q9	1	's=	18	2	's=	14	3	's=	14	4	's=	12	5	's=	7			
Q10	1	's=	18	2	's=	13	3	's=	9	4	's=	11	5	's=	14			
Q11	1	's=	12	2	's=	14	3	's=	21	4	's=	11	5	's=	7			
Q12	1	's=	9	2	's=	16	3	's=	11	4	's=	9	5	's=	20			

Parent Sec D Filter F/Q2 2's Weighting

Q1	0	's=	7	1	's=	17	2	's=	23	3	's=	41	4	's=	17	5	's=	11
Q2	0	's=	7	1	's=	34	2	's=	25	3	's=	31	4	's=	11	5	's=	8
Q3	0	's=	7	1	's=	38	2	's=	16	3	's=	28	4	's=	20	5	's=	7
Q4	0	's=	6	1	's=	30	2	's=	20	3	's=	36	4	's=	14	5	's=	10
Q5	0	's=	3	1	's=	6	2	's=	7	3	's=	34	4	's=	30	5	's=	36
Q6	0	's=	7	1	's=	31	2	's=	22	3	's=	33	4	's=	21	5	's=	2
Q7	0	's=	10	1	's=	25	2	's=	27	3	's=	35	4	's=	15	5	's=	4
Q8	0	's=	9	1	's=	50	2	's=	26	3	's=	23	4	's=	5	5	's=	3
Q9	0	's=	7	1	's=	38	2	's=	28	3	's=	14	4	's=	19	5	's=	10
Q10	0	's=	6	1	's=	37	2	's=	15	3	's=	20	4	's=	25	5	's=	13
Q11	0	's=	7	1	's=	27	2	's=	22	3	's=	30	4	's=	23	5	's=	7
Q12	0	's=	5	1	's=	22	2	's=	15	3	's=	24	4	's=	28	5	's=	22

Parent Sec D Filter F/Q2 3's Weighting

Q1	0	's=	1	1	's=	11	2	's=	6	3	's=	13	4	's=	4	5	's=	4
Q2	0	's=	1	1	's=	18	2	's=	7	3	's=	4	4	's=	4	5	's=	5
Q3	0	's=	1	1	's=	15	2	's=	9	3	's=	9	5	's=	5			
Q4	1	's=	11	2	's=	11	3	's=	7	4	's=	4	5	's=	6			
Q5	1	's=	7	2	's=	3	3	's=	7	4	's=	7	5	's=	15			
Q6	1	's=	15	2	's=	7	3	's=	8	4	's=	4	5	's=	5			
Q7	0	's=	1	1	's=	13	2	's=	14	3	's=	5	4	's=	3	5	's=	3
Q8	0	's=	2	1	's=	22	2	's=	5	3	's=	5	4	's=	1	5	's=	4
Q9	1	's=	23	2	's=	4	3	's=	4	4	's=	4	5	's=	4			
Q10	0	's=	2	1	's=	15	2	's=	8	3	's=	5	4	's=	2	5	's=	7
Q11	1	's=	14	2	's=	6	3	's=	12	4	's=	3	5	's=	4			
Q12	1	's=	15	2	's=	5	3	's=	5	4	's=	5	5	's=	9			

	Total	Sum	Parent Average	Sec PopVar	A/A Filter SamVar	F/Q7 1's PopDev	SamDev
Q1	189	399	2.1111	.7549	.7589	.8688	.8711
Q2	189	452	2.3915	1.0213	1.0267	1.0106	1.0133
Q5	189	583	3.0847	1.1886	1.1949	1.0902	1.0931
Q12	189	750	3.9683	.6868	.6905	.8287	.8309
Q18	189	392	2.0741	.7247	.7285	.8513	.8535
Q21	189	629	3.3280	.6755	.6790	.8219	.8240
Q23	189	731	3.8677	.6650	.6686	.8155	.8177
Q25	189	637	3.3704	1.0586	1.0642	1.0289	1.0316

	Total	Sum	Parent Average	Sec PopVar	A/A Filter SamVar	F/Q7 2's PopDev	SamDev
Q1	20	42	2.1000	1.2900	1.3579	1.1358	1.1653
Q2	20	46	2.3000	1.0100	1.0632	1.0050	1.0311
Q5	20	48	2.4000	1.5400	1.6211	1.2410	1.2732
Q12	20	71	3.5500	1.2475	1.3132	1.1169	1.1459
Q18	20	46	2.3000	.8100	.8526	.9000	.9234
Q21	20	61	3.0500	1.3475	1.4184	1.1608	1.1910
Q23	20	79	3.9500	.3475	.3658	.5895	.6048
Q25	20	75	3.7500	.6875	.7237	.8292	.8507

	Total	Sum	Parent Average	Sec PopVar	A/A Filter SamVar	F/Q7 3's PopDev	SamDev
Q1	26	42	1.6154	.4675	.4862	.6837	.6972
Q2	26	42	1.6154	.3905	.4062	.6249	.6373
Q5	26	48	1.8462	.8225	.8554	.9069	.9249
Q12	26	69	2.6538	1.3033	1.3554	1.1416	1.1642
Q18	26	53	2.0385	1.1139	1.1585	1.0554	1.0763
Q21	26	76	2.9231	1.5325	1.5938	1.2380	1.2625
Q23	26	82	3.1538	2.0533	2.1354	1.4329	1.4613
Q25	26	66	2.5385	1.2485	1.2985	1.1174	1.1395

	Total	Sum	Parent Average	Sec PopVar	A/A Filter SamVar	F/Q7 4's PopDev	SamDev
Q1	12	35	2.9167	1.0764	1.1742	1.0375	1.0836
Q2	12	32	2.6667	.7222	.7879	.8498	.8876
Q5	12	28	2.3333	.8889	.9697	.9428	.9847
Q12	12	44	3.6667	1.0556	1.1515	1.0274	1.0731
Q18	12	21	1.7500	.5208	.5682	.7217	.7538
Q21	12	36	3.0000	.6667	.7273	.8165	.8528
Q23	12	40	3.3333	1.8889	2.0606	1.3744	1.4355
Q25	12	41	3.4167	.5764	.6288	.7592	.7930

	Total	Sum	Parent Average	Sec PopVar	A/A Filter SamVar	F/Q7 5's PopDev	SamDev
Q1	8	16	2.0000	0.0000	0.0000	0.0000	0.0000
Q2	8	18	2.2500	1.1875	1.3571	1.0897	1.1650
Q5	8	21	2.6250	.7344	.8393	.8570	.9161
Q12	8	28	3.5000	1.0000	1.1429	1.0000	1.0690
Q18	8	19	2.3750	.9844	1.1250	.9922	1.0607
Q21	8	23	2.8750	1.1094	1.2679	1.0533	1.1260
Q23	8	31	3.8750	.8594	.9821	.9270	.9910

Q25 8 30 3.7500 .6875 .7857 .8292 .8864

Parent Sec A/A Filter F/Q7 1's Weighting

Q1	0	's=	1	1	's=	34	2	's=	120	3	's=	13	4	's=	19	5	's=	2
Q2	1	's=	29	2	's=	100	3	's=	19	4	's=	39	5	's=	2			
Q5	0	's=	1	1	's=	5	2	's=	78	3	's=	4	4	's=	95	5	's=	6
Q12	0	's=	1	2	's=	18	3	's=	4	4	's=	128	5	's=	38			
Q18	0	's=	1	1	's=	35	2	's=	126	3	's=	3	4	's=	24			
Q21	0	's=	1	2	's=	30	3	's=	70	4	's=	81	5	's=	7			
Q23	1	's=	2	2	's=	17	3	's=	14	4	's=	127	5	's=	29			
Q25	0	's=	1	1	's=	5	2	's=	42	3	's=	31	4	's=	95	5	's=	15

Parent Sec A/A Filter F/Q7 2's Weighting

Q1	0	's=	1	1	's=	5	2	's=	9	3	's=	1	4	's=	4			
Q2	1	's=	5	2	's=	7	3	's=	5	4	's=	3						
Q5	1	's=	5	2	's=	9	4	's=	5	5	's=	1						
Q12	1	's=	1	2	's=	4	3	's=	1	4	's=	11	5	's=	3			
Q18	1	's=	2	2	's=	13	3	's=	3	4	's=	1	5	's=	1			
Q21	1	's=	3	2	's=	3	3	's=	5	4	's=	8	5	's=	1			
Q23	3	's=	4	4	's=	13	5	's=	3									
Q25	2	's=	3	3	's=	1	4	's=	14	5	's=	2						

Parent Sec A/A Filter F/Q7 3's Weighting

Q1	1	's=	13	2	's=	10	3	's=	3									
Q2	1	's=	12	2	's=	12	3	's=	2									
Q5	1	's=	10	2	's=	13	4	's=	3									
Q12	0	's=	1	1	's=	2	2	's=	11	3	's=	3	4	's=	9			
Q18	1	's=	8	2	's=	14	4	's=	3	5	's=	1						
Q21	1	's=	4	2	's=	8	3	's=	1	4	's=	12	5	's=	1			
Q23	0	's=	2	1	's=	1	2	's=	6	3	's=	3	4	's=	10	5	's=	4
Q25	1	's=	5	2	's=	9	3	's=	6	4	's=	5	5	's=	1			

Parent Sec A/A Filter F/Q7 4's Weighting

Q1	2	's=	6	3	's=	2	4	's=	3	5	's=	1						
Q2	2	's=	7	3	's=	2	4	's=	3									
Q5	1	's=	2	2	's=	6	3	's=	2	4	's=	2						
Q12	2	's=	3	4	's=	7	5	's=	2									
Q18	1	's=	5	2	's=	5	3	's=	2									
Q21	2	's=	4	3	's=	4	4	's=	4									
Q23	0	's=	1	1	's=	1	3	's=	2	4	's=	7	5	's=	1			
Q25	2	's=	2	3	's=	3	4	's=	7									

Parent Sec A/A Filter F/Q7 5's Weighting

Q1	2	's=	8															
Q2	1	's=	2	2	's=	4	4	's=	2									
Q5	2	's=	5	3	's=	1	4	's=	2									
Q12	2	's=	2	3	's=	1	4	's=	4	5	's=	1						
Q18	1	's=	1	2	's=	5	4	's=	2									
Q21	1	's=	1	2	's=	2	3	's=	2	4	's=	3						
Q23	2	's=	1	3	's=	1	4	's=	4	5	's=	2						
Q25	2	's=	1	3	's=	1	4	's=	5	5	's=	1						

Question	Total	Sum	Parent Average	Sec PopVar	A/B Filter	F/Q7 1's SamVar	PopDev	SamDev
Q6	189	538	2.8466	.9553		.9604	.9774	.9800
Q7	189	507	2.6825	1.0527		1.0583	1.0260	1.0287
Q11	189	765	4.0476	.8390		.8435	.9160	.9184
Q26	189	478	2.5291	.8841		.8888	.9403	.9427
Q28	189	592	3.1323	1.1412		1.1473	1.0683	1.0711

Question	Total	Sum	Parent Average	Sec PopVar	A/B Filter	F/Q7 2's SamVar	PopDev	SamDev
Q6	20	56	2.8000	1.2600		1.3263	1.1225	1.1517
Q7	20	46	2.3000	1.1100		1.1684	1.0536	1.0809
Q11	20	77	3.8500	1.7275		1.8184	1.3143	1.3485
Q26	20	49	2.4500	.7475		.7868	.8646	.8870
Q28	20	64	3.2000	1.5600		1.6421	1.2490	1.2814

Question	Total	Sum	Parent Average	Sec PopVar	A/B Filter	F/Q7 3's SamVar	PopDev	SamDev
Q6	26	58	2.2308	1.0237		1.0646	1.0118	1.0318
Q7	26	48	1.8462	.3609		.3754	.6008	.6127
Q11	26	76	2.9231	1.7633		1.8338	1.3279	1.3542
Q26	26	47	1.8077	.9246		.9615	.9615	.9806
Q28	26	66	2.5385	1.3254		1.3785	1.1513	1.1741

Question	Total	Sum	Parent Average	Sec PopVar	A/B Filter	F/Q7 4's SamVar	PopDev	SamDev
Q6	12	35	2.9167	1.7431		1.9015	1.3202	1.3790
Q7	12	28	2.3333	.5556		.6061	.7454	.7785
Q11	12	48	4.0000	.6667		.7273	.8165	.8528
Q26	12	23	1.9167	.2431		.2652	.4930	.5149
Q28	12	40	3.3333	1.2222		1.3333	1.1055	1.1547

Question	Total	Sum	Parent Average	Sec PopVar	A/B Filter	F/Q7 5's SamVar	PopDev	SamDev
Q6	8	21	2.6250	.7344		.8393	.8570	.9161
Q7	8	23	2.8750	.8594		.9821	.9270	.9910
Q11	8	32	4.0000	.7500		.8571	.8660	.9258
Q26	8	16	2.0000	0.0000		0.0000	0.0000	0.0000
Q28	8	18	2.2500	.4375		.5000	.6614	.7071

Parent Sec A/B Filter F/Q7 1's Weighting

Q6	1 's=	11	2 's=	72	3 's=	43	4 's=	61	5 's=	2
Q7	1 's=	16	2 's=	85	3 's=	37	4 's=	45	5 's=	6
Q11	0 's=	1	1 's=	3	2 's=	12	3 's=	11	4 's=	105
Q26	1 's=	13	2 's=	106	3 's=	31	4 's=	35	5 's=	4
Q28	0 's=	2	1 's=	10	2 's=	46	3 's=	43	4 's=	79
									5 's=	57
									5 's=	9

Parent Sec A/B Filter F/Q7 2's Weighting

Q6	1 's=	2	2 's=	8	3 's=	3	4 's=	6	5 's=	1
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Q7	1	's=	4	2	's=	10	3	's=	3	4	's=	2	5	's=	1
Q11	1	's=	1	2	's=	4	3	's=	1	4	's=	5	5	's=	9
Q26	1	's=	1	2	's=	13	3	's=	2	4	's=	4			
Q28	1	's=	2	2	's=	5	3	's=	3	4	's=	7	5	's=	3

Parent Sec A/B Filter F/Q7 3's Weighting

Q6	1	's=	6	2	's=	12	3	's=	5	4	's=	2	5	's=	1
Q7	1	's=	7	2	's=	16	3	's=	3						
Q11	1	's=	5	2	's=	6	3	's=	4	4	's=	8	5	's=	3
Q26	1	's=	11	2	's=	12	3	's=	1	4	's=	1	5	's=	1
Q28	1	's=	4	2	's=	12	3	's=	4	4	's=	4	5	's=	2

Parent Sec A/B Filter F/Q7 4's Weighting

Q6	1	's=	2	2	's=	3	3	's=	3	4	's=	2	5	's=	2
Q7	1	's=	1	2	's=	7	3	's=	3	4	's=	1			
Q11	2	's=	1	3	's=	1	4	's=	7	5	's=	3			
Q26	1	's=	2	2	's=	9	3	's=	1						
Q28	1	's=	1	2	's=	2	3	's=	2	4	's=	6	5	's=	1

Parent Sec A/B Filter F/Q7 5's Weighting

Q6	2	's=	5	3	's=	1	4	's=	2						
Q7	2	's=	4	3	's=	1	4	's=	3						
Q11	2	's=	1	4	's=	5	5	's=	2						
Q26	2	's=	8												
Q28	1	's=	1	2	's=	4	3	's=	3						

Question	Total	Sum	Parent Average	Sec PopVar	A/C Filter	F/Q7 1's SamVar	PopDev	SamDev
Q8	189	432	2.2857	.7967		.8009	.8926	.8949
Q13	189	682	3.6085	1.1589		1.1650	1.0765	1.0794
Q14	189	512	2.7090	1.1270		1.1330	1.0616	1.0644
Q24	188	698	3.7128	.8430		.8475	.9182	.9206

Question	Total	Sum	Parent Average	Sec PopVar	A/C Filter	F/Q7 2's SamVar	PopDev	SamDev
Q8	20	48	2.4000	.8400		.8842	.9165	.9403
Q13	20	70	3.5000	1.4500		1.5263	1.2042	1.2354
Q14	20	46	2.3000	1.5100		1.5895	1.2288	1.2607
Q24	20	73	3.6500	1.4275		1.5026	1.1948	1.2258

Question	Total	Sum	Parent Average	Sec PopVar	A/C Filter	F/Q7 3's SamVar	PopDev	SamDev
Q8	26	48	1.8462	.8225		.8554	.9069	.9249
Q13	26	57	2.1923	.9246		.9615	.9615	.9806
Q14	26	55	2.1154	1.1021		1.1462	1.0498	1.0706
Q24	26	77	2.9615	1.4216		1.4785	1.1923	1.2159

Question	Total	Sum	Parent Average	Sec PopVar	A/C Filter	F/Q7 4's SamVar	PopDev	SamDev
Q8	12	29	2.4167	.9097		.9924	.9538	.9962
Q13	12	39	3.2500	1.6875		1.8409	1.2990	1.3568
Q14	12	34	2.8333	1.6389		1.7879	1.2802	1.3371
Q24	12	42	3.5000	.7500		.8182	.8660	.9045

Question	Total	Sum	Parent Average	Sec PopVar	A/C Filter	F/Q7 5's SamVar	PopDev	SamDev
Q8	8	17	2.1250	.6094		.6964	.7806	.8345
Q13	8	30	3.7500	.6875		.7857	.8292	.8864
Q14	8	26	3.2500	.9375		1.0714	.9682	1.0351
Q24	8	31	3.8750	.3594		.4107	.5995	.6409

Parent Sec A/C Filter F/Q7 1's Weighting

Q8	0 's=	1	1 's=	20	2 's=	122	3 's=	19	4 's=	24	5 's=	3
Q13	1 's=	2	2 's=	46	3 's=	11	4 's=	95	5 's=	35		
Q14	0 's=	1	1 's=	15	2 's=	86	3 's=	28	4 's=	54	5 's=	5
Q24	's=	0	0 's=	2	2 's=	17	3 's=	43	4 's=	95	5 's=	31

Parent Sec A/C Filter F/Q7 2's Weighting

Q8	1 's=	2	2 's=	12	3 's=	2	4 's=	4				
Q13	1 's=	1	2 's=	5	3 's=	1	4 's=	9	5 's=	4		
Q14	0 's=	1	1 's=	4	2 's=	8	3 's=	3	4 's=	3	5 's=	1
Q24	1 's=	2	2 's=	2	3 's=	1	4 's=	11	5 's=	4		

Parent Sec A/C Filter F/Q7 3's Weighting

Q8	1	's=	11	2	's=	10	3	's=	3	4	's=	2			
Q13	1	's=	6	2	's=	12	3	's=	6	4	's=	1	5	's=	1
Q14	1	's=	7	2	's=	14	3	's=	1	4	's=	3	5	's=	1
Q24	1	's=	3	2	's=	8	3	's=	4	4	's=	9	5	's=	2

Parent Sec A/C Filter F/Q7 4's Weighting

Q8	1	's=	2	2	's=	5	3	's=	3	4	's=	2			
Q13	2	's=	6	4	's=	3	5	's=	3						
Q14	1	's=	2	2	's=	4	3	's=	1	4	's=	4	5	's=	1
Q24	2	's=	2	3	's=	3	4	's=	6	5	's=	1			

Parent Sec A/C Filter F/Q7 5's Weighting

Q8	1	's=	1	2	's=	6	4	's=	1					
Q13	2	's=	1	3	's=	1	4	's=	5	5	's=	1		
Q14	2	's=	3	4	's=	5								
Q24	3	's=	2	4	's=	5	5	's=	1					

Question	Total	Sum	Parent Average	Sec PopVar	A/D Filter	F/Q7 1's SamVar	PopDev	SamDev
Q3	189	388	2.0529	.9390		.9440	.9690	.9716
Q4	189	434	2.2963	1.1503		1.1564	1.0725	1.0754
Q9	189	596	3.1534	1.2198		1.2263	1.1045	1.1074
Q10	189	626	3.3122	.6380		.6414	.7987	.8009
Q15	189	604	3.1958	1.2051		1.2115	1.0978	1.1007
Q16	189	377	1.9947	.5026		.5053	.7090	.7108
Q17	189	557	2.9471	1.0977		1.1036	1.0477	1.0505
Q19	189	396	2.0952	.8904		.8951	.9436	.9461
Q20	189	622	3.2910	1.2963		1.3032	1.1385	1.1416
Q22	189	460	2.4339	.9335		.9384	.9662	.9687
Q27	189	763	4.0370	.5330		.5359	.7301	.7320
Q29	189	675	3.5714	1.0915		1.0973	1.0447	1.0475

Question	Total	Sum	Parent Average	Sec PopVar	A/D Filter	F/Q7 2's SamVar	PopDev	SamDev
Q3	20	41	2.0500	.6475		.6816	.8047	.8256
Q4	20	43	2.1500	.9275		.9763	.9631	.9881
Q9	20	57	2.8500	1.4275		1.5026	1.1948	1.2258
Q10	20	64	3.2000	.4600		.4842	.6782	.6959
Q15	20	57	2.8500	1.9275		2.0289	1.3883	1.4244
Q16	20	39	1.9500	.8475		.8921	.9206	.9445
Q17	20	66	3.3000	1.5100		1.5895	1.2288	1.2607
Q19	20	40	2.0000	.9000		.9474	.9487	.9733
Q20	20	58	2.9000	2.3900		2.5158	1.5460	1.5861
Q22	20	40	2.0000	1.1000		1.1579	1.0488	1.0761
Q27	20	77	3.8500	.6275		.6605	.7921	.8127
Q29	20	70	3.5000	1.3500		1.4211	1.1619	1.1921

Question	Total	Sum	Parent Average	Sec PopVar	A/D Filter	F/Q7 3's SamVar	PopDev	SamDev
Q3	26	39	1.5000	.4808		.5000	.6934	.7071
Q4	26	61	2.3462	1.2263		1.2754	1.1074	1.1293
Q9	26	76	2.9231	1.4556		1.5138	1.2065	1.2304
Q10	26	82	3.1538	.8225		.8554	.9069	.9249
Q15	26	53	2.0385	1.0370		1.0785	1.0183	1.0385
Q16	26	45	1.7308	.6583		.6846	.8113	.8274
Q17	26	47	1.8077	1.1553		1.2015	1.0749	1.0961
Q19	26	41	1.5769	.4749		.4938	.6891	.7027
Q20	26	53	2.0385	1.1139		1.1585	1.0554	1.0763
Q22	26	49	1.8846	.7944		.8262	.8913	.9089
Q27	26	83	3.1923	1.1553		1.2015	1.0749	1.0961
Q29	26	71	2.7308	1.4275		1.4846	1.1948	1.2184

Question	Total	Sum	Parent Average	Sec PopVar	A/D Filter	F/Q7 4's SamVar	PopDev	SamDev
Q3	12	24	2.0000	.6667		.7273	.8165	.8528
Q4	12	25	2.0833	.7431		.8106	.8620	.9003
Q9	12	37	3.0833	1.0764		1.1742	1.0375	1.0836
Q10	12	41	3.4167	.9097		.9924	.9538	.9962
Q15	12	36	3.0000	1.1667		1.2727	1.0801	1.1282
Q16	12	26	2.1667	.9722		1.0606	.9860	1.0299
Q17	12	38	3.1667	1.1389		1.2424	1.0672	1.1146
Q19	12	23	1.9167	.4097		.4470	.6401	.6686

Q20	12	39	3.2500	1.5208	1.6591	1.2332	1.2887
Q22	12	25	2.0833	.5764	.6288	.7592	.7930
Q27	12	46	3.8333	.9722	1.0606	.9860	1.0299
Q29	12	49	4.0833	.7431	.8106	.8620	.9003

	Total	Sum	Parent Average	Sec PopVar	A/D Filter	F/Q7 SamVar	5's PopDev	SamDev
Q3	8	19	2.3750	.9844		1.1250	.9922	1.0607
Q4	8	22	2.7500	.9375		1.0714	.9682	1.0351
Q9	8	22	2.7500	.9375		1.0714	.9682	1.0351
Q10	8	27	3.3750	.2344		.2679	.4841	.5175
Q15	8	26	3.2500	.9375		1.0714	.9682	1.0351
Q16	8	16	2.0000	.2500		.2857	.5000	.5345
Q17	8	21	2.6250	.7344		.8393	.8570	.9161
Q19	8	19	2.3750	.9844		1.1250	.9922	1.0607
Q20	8	24	3.0000	1.2500		1.4286	1.1180	1.1952
Q22	8	16	2.0000	.2500		.2857	.5000	.5345
Q27	8	30	3.7500	.1875		.2143	.4330	.4629
Q29	8	23	2.8750	2.3594		2.6964	1.5360	1.6421

Parent Sec A/D Filter F/Q7 1's Weighting

Q3	0	's= 1	1	's= 52	2	's= 99	3	's= 12	4	's= 23	5	's= 2
Q4	1	's= 42	2	's= 94	3	's= 10	4	's= 41	5	's= 2		
Q9	1	's= 7	2	's= 68	3	's= 17	4	's= 83	5	's= 14		
Q10	0	's= 1	1	's= 2	2	's= 20	3	's= 88	4	's= 70	5	's= 8
Q15	0	's= 1	1	's= 6	2	's= 61	3	's= 22	4	's= 85	5	's= 14
Q16	1	's= 35	2	's= 133	3	's= 8	4	's= 13				
Q17	1	's= 9	2	's= 79	3	's= 17	4	's= 81	5	's= 3		
Q19	1	's= 48	2	's= 103	3	's= 10	4	's= 28				
Q20	0	's= 2	1	's= 8	2	's= 48	3	's= 25	4	's= 87	5	's= 19
Q22	0	's= 1	1	's= 16	2	's= 115	3	's= 17	4	's= 37	5	's= 3
Q27	1	's= 1	2	's= 9	3	's= 14	4	's= 123	5	's= 42		
Q29	1	's= 4	2	's= 43	3	's= 8	4	's= 109	5	's= 25		

Parent Sec A/D Filter F/Q7 2's Weighting

Q3	1	's= 4	2	's= 13	3	's= 1	4	's= 2				
Q4	1	's= 4	2	's= 12	3	's= 2	4	's= 1	5	's= 1		
Q9	1	's= 3	2	's= 6	3	's= 3	4	's= 7	5	's= 1		
Q10	2	's= 3	3	's= 10	4	's= 7						
Q15	0	's= 1	1	's= 3	2	's= 5	3	's= 1	4	's= 9	5	's= 1
Q16	1	's= 7	2	's= 9	3	's= 2	4	's= 2				
Q17	1	's= 1	2	's= 7	4	's= 9	5	's= 3				
Q19	0	's= 1	1	's= 4	2	's= 11	3	's= 2	4	's= 2		
Q20	0	's= 2	1	's= 2	2	's= 4	3	's= 3	4	's= 6	5	's= 3
Q22	0	's= 2	1	's= 2	2	's= 13	4	's= 3				
Q27	2	's= 2	3	's= 2	4	's= 13	5	's= 3				
Q29	1	's= 1	2	's= 5	4	's= 11	5	's= 3				

Parent Sec A/D Filter F/Q7 3's Weighting

Q3	0	's= 1	1	's= 13	2	's= 10	3	's= 2				
Q4	1	's= 7	2	's= 9	3	's= 4	4	's= 6				
Q9	1	's= 4	2	's= 6	3	's= 6	4	's= 8	5	's= 2		
Q10	2	's= 7	3	's= 10	4	's= 7	5	's= 2				
Q15	1	's= 9	2	's= 11	3	's= 2	4	's= 4				
Q16	1	's= 10	2	's= 15	5	's= 1						
Q17	1	's= 14	2	's= 7	3	's= 1	4	's= 4				

Q19	1	's=	13	2	's=	12	4	's=	1		
Q20	1	's=	8	2	's=	14	4	's=	3	5	's= 1
Q22	1	's=	8	2	's=	16	4	's=	1	5	's= 1
Q27	1	's=	2	2	's=	7	3	's=	1	4	's= 16
Q29	1	's=	5	2	's=	8	3	's=	2	4	's= 11

Parent Sec A/D Filter F/Q7 4's Weighting

Q3	1	's=	3	2	's=	7	3	's=	1	4	's= 1
Q4	1	's=	3	2	's=	6	3	's=	2	4	's= 1
Q9	1	's=	1	2	's=	3	3	's=	2	4	's= 6
Q10	2	's=	3	3	's=	2	4	's=	6	5	's= 1
Q15	2	's=	6	3	's=	1	4	's=	4	5	's= 1
Q16	1	's=	3	2	's=	6	3	's=	1	4	's= 2
Q17	1	's=	1	2	's=	2	3	's=	4	4	's= 4 5 's= 1
Q19	1	's=	3	2	's=	7	3	's=	2		
Q20	1	's=	1	2	's=	3	3	's=	2	4	's= 4 5 's= 2
Q22	1	's=	2	2	's=	8	3	's=	1	4	's= 1
Q27	2	's=	2	3	's=	1	4	's=	6	5	's= 3
Q29	2	's=	1	3	's=	1	4	's=	6	5	's= 4

Parent Sec A/D Filter F/Q7 5's Weighting

Q3	1	's=	1	2	's=	5	4	's=	2		
Q4	2	's=	5	4	's=	3					
Q9	2	's=	5	4	's=	3					
Q10	3	's=	5	4	's=	3					
Q15	2	's=	3	4	's=	5					
Q16	1	's=	1	2	's=	6	3	's=	1		
Q17	2	's=	5	3	's=	1	4	's=	2		
Q19	1	's=	1	2	's=	5	4	's=	2		
Q20	2	's=	4	3	's=	1	4	's=	2	5	's= 1
Q22	1	's=	1	2	's=	6	3	's=	1		
Q27	3	's=	2	4	's=	6					
Q29	0	's=	1	2	's=	3	4	's=	3	5	's= 1

	Total	Sum	Parent Average	Sec B/A PopVar	Filter F/Q7 SamVar	1's PopDev	SamDev
Q1	189	367	1.9418	1.3035	1.3104	1.1417	1.1447
Q2	189	131	.6931	1.8847	1.8947	1.3728	1.3765
Q3	189	165	.8730	1.3172	1.3242	1.1477	1.1507
Q4	189	167	.8836	1.2986	1.3055	1.1396	1.1426
Q5	189	76	.4021	.6320	.6353	.7950	.7971
Q6	189	2	.0106	.0211	.0212	.1451	.1455
Q7	189	11	.0582	.0971	.0977	.3117	.3125
Q8	189	171	.9048	1.2819	1.2888	1.1322	1.1352
Q9	189	30	.1587	.3769	.3789	.6139	.6156
Q10	189	4	.0212	.0313	.0315	.1769	.1774
Q11	189	21	.1111	.2363	.2376	.4861	.4874

	Total	Sum	Parent Average	Sec B/A PopVar	Filter F/Q7 SamVar	2's PopDev	SamDev
Q1	20	29	1.4500	1.6475	1.7342	1.2835	1.3169
Q2	20	49	2.4500	50.3475	52.9974	7.0956	7.2799
Q3	20	25	1.2500	1.4875	1.5658	1.2196	1.2513
Q4	20	30	1.5000	.9500	1.0000	.9747	1.0000
Q5	20	6	.3000	.4100	.4316	.6403	.6569
Q6	20	6	.3000	.6100	.6421	.7810	.8013
Q7	20	3	.1500	.2275	.2395	.4770	.4894
Q8	20	24	1.2000	1.9600	2.0632	1.4000	1.4364
Q9	20	8	.4000	.6400	.6737	.8000	.8208
Q10	20	17	.8500	.7275	.7658	.8529	.8751
Q11	20	25	1.2500	1.8875	1.9868	1.3739	1.4096

	Total	Sum	Parent Average	Sec B/A PopVar	Filter F/Q7 SamVar	3's PopDev	SamDev
Q1	26	42	1.6154	1.3905	1.4462	1.1792	1.2026
Q2	26	30	1.1538	1.8225	1.8954	1.3500	1.3767
Q3	26	38	1.4615	1.4793	1.5385	1.2163	1.2403
Q4	26	27	1.0385	1.6524	1.7185	1.2854	1.3109
Q5	26	17	.6538	.6109	.6354	.7816	.7971
Q6	26	20	.7692	.6391	.6646	.7994	.8152
Q7	26	22	.8462	.8994	.9354	.9484	.9672
Q8	26	15	.5769	.6287	.6538	.7929	.8086
Q9	26	21	.8077	1.0784	1.1215	1.0385	1.0590
Q10	26	18	.6923	.9822	1.0215	.9911	1.0107
Q11	26	18	.6923	.7515	.7815	.8669	.8840

	Total	Sum	Parent Average	Sec B/A PopVar	Filter F/Q7 SamVar	4's PopDev	SamDev
Q1	12	20	1.6667	1.8889	2.0606	1.3744	1.4355
Q2	12	16	1.3333	3.5556	3.8788	1.8856	1.9695
Q3	12	11	.9167	.9097	.9924	.9538	.9962
Q4	12	9	.7500	.8542	.9318	.9242	.9653
Q5	12	5	.4167	.5764	.6288	.7592	.7930
Q6	12	0	0.0000	0.0000	0.0000	0.0000	0.0000
Q7	12	0	0.0000	0.0000	0.0000	0.0000	0.0000
Q8	12	7	.5833	.7431	.8106	.8620	.9003
Q9	12	5	.4167	.9097	.9924	.9538	.9962
Q10	12	2	.1667	.1389	.1515	.3727	.3892
Q11	12	5	.4167	.5764	.6288	.7592	.7930

	Total	Sum	Parent Average	Sec B/A PopVar	Filter F/Q7 SamVar	5's PopDev	SamDev
Q1	8	14	1.7500	1.6875	1.9286	1.2990	1.3887
Q2	8	4	.5000	1.7500	2.0000	1.3229	1.4142
Q3	8	7	.8750	1.3594	1.5536	1.1659	1.2464
Q4	8	5	.6250	.7344	.8393	.8570	.9161
Q5	8	2	.2500	.4375	.5000	.6614	.7071
Q6	8	0	0.0000	0.0000	0.0000	0.0000	0.0000
Q7	8	0	0.0000	0.0000	0.0000	0.0000	0.0000
Q8	8	6	.7500	.6875	.7857	.8292	.8864
Q9	8	0	0.0000	0.0000	0.0000	0.0000	0.0000
Q10	8	0	0.0000	0.0000	0.0000	0.0000	0.0000
Q11	8	3	.3750	.9844	1.1250	.9922	1.0607

Parent Sec B/A Filter F/Q7 1's Weighting

Q1	0	's= 25	1	's= 23	2	's= 107	3	's= 9	4	's= 22	5	's= 3
Q2	0	's= 147	2	's= 14	3	's= 12	4	's= 13	5	's= 3		
Q3	0	's= 113	1	's= 6	2	's= 57	3	's= 7	4	's= 6		
Q4	0	's= 103	1	's= 27	2	's= 47	3	's= 2	4	's= 10		
Q5	0	's= 147	1	's= 11	2	's= 28	3	's= 3				
Q6	0	's= 188	2	's= 1								
Q7	0	's= 182	1	's= 3	2	's= 4						
Q8	0	's= 105	1	's= 17	2	's= 53	3	's= 8	4	's= 6		
Q9	0	's= 175	1	's= 3	2	's= 8	3	's= 1	4	's= 2		
Q10	0	's= 186	1	's= 2	2	's= 1						
Q11	0	's= 178	1	's= 3	2	's= 7	4	's= 1				

Parent Sec B/A Filter F/Q7 2's Weighting

Q1	0	's= 7	1	's= 2	2	's= 8	3	's= 1	4	's= 2		
Q2	0	's= 12	2	's= 5	3	's= 2	33	's= 1				
Q3	0	's= 9	2	's= 9	3	's= 1	4	's= 1				
Q4	0	's= 5	1	's= 2	2	's= 11	3	's= 2				
Q5	0	's= 16	1	's= 2	2	's= 2						
Q6	0	's= 17	1	's= 1	2	's= 1	3	's= 1				
Q7	0	's= 18	1	's= 1	2	's= 1						
Q8	0	's= 10	1	's= 1	2	's= 6	3	's= 2	5	's= 1		
Q9	0	's= 16	2	's= 4								
Q10	0	's= 9	1	's= 5	2	's= 6						
Q11	0	's= 8	1	's= 4	2	's= 6	4	's= 1	5	's= 1		

Parent Sec B/A Filter F/Q7 3's Weighting

Q1	0	's= 5	1	's= 8	2	's= 7	3	's= 4	4	's= 2		
Q2	0	's= 12	1	's= 4	2	's= 7	3	's= 1	4	's= 1	5	's= 1
Q3	0	's= 7	1	's= 6	2	's= 9	3	's= 3	5	's= 1		
Q4	0	's= 13	1	's= 4	2	's= 6	3	's= 2	5	's= 1		
Q5	0	's= 13	1	's= 10	2	's= 2	3	's= 1				
Q6	0	's= 11	1	's= 11	2	's= 3	3	's= 1				
Q7	0	's= 12	1	's= 8	2	's= 4	3	's= 2				
Q8	0	's= 15	1	's= 8	2	's= 2	3	's= 1				
Q9	0	's= 15	1	's= 3	2	's= 6	3	's= 2				
Q10	0	's= 16	1	's= 4	2	's= 4	3	's= 2				
Q11	0	's= 13	1	's= 10	2	's= 1	3	's= 2				

Parent Sec B/A Filter F/Q7 4's Weighting

	Total	Sum	Parent Average	Sec B/B PopVar	Filter F/Q7 1's SamVar	PopDev	SamDev
Q12	189	450	2.3810	1.5163	1.5243	1.2314	1.2346
Q13	189	592	3.1323	1.5433	1.5516	1.2423	1.2456
Q14	189	577	3.0529	1.4152	1.4227	1.1896	1.1928
Q15	189	441	2.3333	1.2487	1.2553	1.1174	1.1204
Q16	189	556	2.9418	1.8749	1.8849	1.3693	1.3729
Q17	189	568	3.0053	1.7195	1.7287	1.3113	1.3148
Q18	189	675	3.5714	1.4301	1.4377	1.1959	1.1990
Q19	189	701	3.7090	1.5608	1.5691	1.2493	1.2526
Q20	189	514	2.7196	1.6409	1.6497	1.2810	1.2844
Q21	189	606	3.2063	1.8463	1.8561	1.3588	1.3624
Q22	189	805	4.2593	1.3137	1.3207	1.1462	1.1492
Q23	189	689	3.6455	1.7950	1.8045	1.3398	1.3433
Q24	189	527	2.7884	1.7436	1.7528	1.3204	1.3239
Q25	189	658	3.4815	1.5512	1.5595	1.2455	1.2488

	Total	Sum	Parent Average	Sec B/B PopVar	Filter F/Q7 2's SamVar	PopDev	SamDev
Q12	20	54	2.7000	1.3100	1.3789	1.1446	1.1743
Q13	20	57	2.8500	1.0275	1.0816	1.0137	1.0400
Q14	20	52	2.6000	1.7400	1.8316	1.3191	1.3534
Q15	20	50	2.5000	1.8500	1.9474	1.3601	1.3955
Q16	20	42	2.1000	1.0900	1.1474	1.0440	1.0712
Q17	20	58	2.9000	1.0900	1.1474	1.0440	1.0712
Q18	20	64	3.2000	1.6600	1.7474	1.2884	1.3219
Q19	20	68	3.4000	1.8400	1.9368	1.3565	1.3917
Q20	20	55	2.7500	1.8875	1.9868	1.3739	1.4096
Q21	20	52	2.6000	1.7400	1.8316	1.3191	1.3534
Q22	20	48	2.4000	1.4400	1.5158	1.2000	1.2312
Q23	20	57	2.8500	2.5275	2.6605	1.5898	1.6311
Q24	20	50	2.5000	1.3500	1.4211	1.1619	1.1921
Q25	20	64	3.2000	1.1600	1.2211	1.0770	1.1050

	Total	Sum	Parent Average	Sec B/B PopVar	Filter F/Q7 3's SamVar	PopDev	SamDev
Q12	26	45	1.7308	1.4275	1.4846	1.1948	1.2184
Q13	26	49	1.8846	1.1790	1.2262	1.0858	1.1073
Q14	26	54	2.0769	1.5325	1.5938	1.2380	1.2625
Q15	26	53	2.0385	1.4985	1.5585	1.2241	1.2484
Q16	26	68	2.6154	1.8521	1.9262	1.3609	1.3879
Q17	26	61	2.3462	1.9956	2.0754	1.4126	1.4406
Q18	26	51	1.9615	1.4216	1.4785	1.1923	1.2159
Q19	26	68	2.6154	2.2367	2.3262	1.4956	1.5252
Q20	26	56	2.1538	1.8225	1.8954	1.3500	1.3767
Q21	26	60	2.3077	2.6746	2.7815	1.6354	1.6678
Q22	26	58	2.2308	2.4083	2.5046	1.5519	1.5826
Q23	26	61	2.3462	2.0725	2.1554	1.4396	1.4681
Q24	26	56	2.1538	1.9763	2.0554	1.4058	1.4337
Q25	26	49	1.8846	1.4867	1.5462	1.2193	1.2434

	Total	Sum	Parent Average	Sec B/B PopVar	Filter F/Q7 4's SamVar	PopDev	SamDev
Q12	12	31	2.5833	1.4097	1.5379	1.1873	1.2401
Q13	12	31	2.5833	1.7431	1.9015	1.3202	1.3790

Q14	12	28	2.3333	2.0556	2.2424	1.4337	1.4975
Q15	12	26	2.1667	1.8056	1.9697	1.3437	1.4035
Q16	12	35	2.9167	2.2431	2.4470	1.4977	1.5643
Q17	12	34	2.8333	2.3056	2.5152	1.5184	1.5859
Q18	12	36	3.0000	2.0000	2.1818	1.4142	1.4771
Q19	12	39	3.2500	2.5208	2.7500	1.5877	1.6583
Q20	12	31	2.5833	2.4097	2.6288	1.5523	1.6214
Q21	12	34	2.8333	1.6389	1.7879	1.2802	1.3371
Q22	12	35	2.9167	2.2431	2.4470	1.4977	1.5643
Q23	12	33	2.7500	1.8542	2.0227	1.3617	1.4222
Q24	12	31	2.5833	2.2431	2.4470	1.4977	1.5643
Q25	12	45	3.7500	1.3542	1.4773	1.1637	1.2154

	Total	Sum	Parent Average	Sec B/B PopVar	Filter F/Q7 SamVar	5's PopDev	SamDev
Q12	8	24	3.0000	1.5000	1.7143	1.2247	1.3093
Q13	8	23	2.8750	1.1094	1.2679	1.0533	1.1260
Q14	8	24	3.0000	1.5000	1.7143	1.2247	1.3093
Q15	8	21	2.6250	.9844	1.1250	.9922	1.0607
Q16	8	21	2.6250	.2344	.2679	.4841	.5175
Q17	8	24	3.0000	.7500	.8571	.8660	.9258
Q18	8	23	2.8750	.8594	.9821	.9270	.9910
Q19	8	32	4.0000	1.0000	1.1429	1.0000	1.0690
Q20	8	23	2.8750	2.1094	2.4107	1.4524	1.5526
Q21	8	21	2.6250	1.2344	1.4107	1.1110	1.1877
Q22	8	34	4.2500	.4375	.5000	.6614	.7071
Q23	8	29	3.6250	1.4844	1.6964	1.2183	1.3025
Q24	8	16	2.0000	.7500	.8571	.8660	.9258
Q25	8	26	3.2500	1.4375	1.6429	1.1990	1.2817

Parent Sec B/B Filter F/Q7 1's Weighting

Q12	0	's= 4	1	's= 42	2	's= 75	3	's= 27	4	's= 28	5	's= 13
Q13	0	's= 5	1	's= 9	2	's= 47	3	's= 54	4	's= 43	5	's= 31
Q14	0	's= 6	1	's= 6	2	's= 54	3	's= 50	4	's= 52	5	's= 21
Q15	0	's= 4	1	's= 34	2	's= 86	3	's= 36	4	's= 18	5	's= 11
Q16	0	's= 5	1	's= 20	2	's= 60	3	's= 33	4	's= 38	5	's= 33
Q17	0	's= 5	1	's= 19	2	's= 50	3	's= 36	4	's= 54	5	's= 25
Q18	0	's= 6	1	's= 4	2	's= 20	3	's= 49	4	's= 66	5	's= 44
Q19	0	's= 4	1	's= 7	2	's= 24	3	's= 29	4	's= 66	5	's= 59
Q20	0	's= 5	1	's= 19	2	's= 78	3	's= 33	4	's= 30	5	's= 24
Q21	0	's= 7	1	's= 11	2	's= 43	3	's= 44	4	's= 43	5	's= 41
Q22	0	's= 5	1	's= 2	2	's= 7	3	's= 23	4	's= 40	5	's= 112
Q23	0	's= 5	1	's= 6	2	's= 31	3	's= 36	4	's= 42	5	's= 69
Q24	0	's= 3	1	's= 23	2	's= 71	3	's= 37	4	's= 24	5	's= 31
Q25	0	's= 4	1	's= 3	2	's= 37	3	's= 52	4	's= 40	5	's= 53

Parent Sec B/B Filter F/Q7 2's Weighting

Q12	0	's= 1	1	's= 1	2	's= 7	3	's= 6	4	's= 4	5	's= 1
Q13	2	's= 10	3	's= 5	4	's= 3	5	's= 2				
Q14	0	's= 1	1	's= 3	2	's= 6	3	's= 5	4	's= 3	5	's= 2
Q15	0	's= 1	1	's= 3	2	's= 8	3	's= 4	4	's= 1	5	's= 3
Q16	0	's= 1	1	's= 4	2	's= 10	3	's= 2	4	's= 3		
Q17	1	's= 1	2	's= 7	3	's= 7	4	's= 3	5	's= 2		
Q18	0	's= 1	1	's= 1	2	's= 2	3	's= 9	4	's= 3	5	's= 4
Q19	0	's= 1	1	's= 1	2	's= 2	3	's= 6	4	's= 5	5	's= 5
Q20	0	's= 1	1	's= 2	2	's= 7	3	's= 4	4	's= 3	5	's= 3
Q21	0	's= 1	1	's= 3	2	's= 6	3	's= 5	4	's= 3	5	's= 2
Q22	1	's= 4	2	's= 10	3	's= 2	4	's= 2	5	's= 2		

Q23	0	's=	1	1	's=	4	2	's=	4	3	's=	4	4	's=	2	5	's=	5
Q24	0	's=	1	1	's=	1	2	's=	10	3	's=	5	4	's=	1	5	's=	2
Q25	1	's=	1	2	's=	4	3	's=	8	4	's=	4	5	's=	3			

Parent Sec B/B Filter F/Q7 3's Weighting

Q12	0	's=	2	1	's=	12	2	's=	7	3	's=	2	4	's=	2	5	's=	1
Q13	0	's=	2	1	's=	8	2	's=	10	3	's=	3	4	's=	3			
Q14	0	's=	2	1	's=	8	2	's=	6	3	's=	7	4	's=	2	5	's=	1
Q15	0	's=	2	1	's=	6	2	's=	12	3	's=	3	4	's=	1	5	's=	2
Q16	0	's=	2	1	's=	3	2	's=	8	3	's=	5	4	's=	6	5	's=	2
Q17	0	's=	3	1	's=	6	2	's=	3	3	's=	8	4	's=	5	5	's=	1
Q18	0	's=	2	1	's=	9	2	's=	7	3	's=	4	4	's=	4			
Q19	0	's=	2	1	's=	4	2	's=	8	3	's=	4	4	's=	4	5	's=	4
Q20	0	's=	2	1	's=	7	2	's=	9	3	's=	3	4	's=	3	5	's=	2
Q21	0	's=	3	1	's=	6	2	's=	9	3	's=	1	4	's=	2	5	's=	5
Q22	0	's=	3	1	's=	7	2	's=	7	3	's=	2	4	's=	4	5	's=	3
Q23	0	's=	2	1	's=	6	2	's=	9	3	's=	1	4	's=	6	5	's=	2
Q24	0	's=	2	1	's=	10	2	's=	3	3	's=	5	4	's=	5	5	's=	1
Q25	0	's=	2	1	's=	10	2	's=	7	3	's=	4	4	's=	2	5	's=	1

Parent Sec B/B Filter F/Q7 4's Weighting

Q12	1	's=	3	2	's=	2	3	's=	5	4	's=	1	5	's=	1			
Q13	1	's=	3	2	's=	3	3	's=	4	5	's=	2						
Q14	0	's=	2	1	's=	1	2	's=	3	3	's=	4	4	's=	1	5	's=	1
Q15	1	's=	5	2	's=	4	4	's=	2	5	's=	1						
Q16	0	's=	1	1	's=	1	2	's=	3	3	's=	2	4	's=	3	5	's=	2
Q17	0	's=	1	1	's=	1	2	's=	4	3	's=	1	4	's=	3	5	's=	2
Q18	1	's=	2	2	's=	3	3	's=	3	4	's=	1	5	's=	3			
Q19	0	's=	1	1	's=	1	2	's=	1	3	's=	4	4	's=	1	5	's=	4
Q20	0	's=	1	1	's=	1	2	's=	6	3	's=	1	5	's=	3			
Q21	1	's=	2	2	's=	3	3	's=	4	4	's=	1	5	's=	2			
Q22	0	's=	1	1	's=	2	3	's=	5	4	's=	2	5	's=	2			
Q23	0	's=	1	1	's=	1	2	's=	3	3	's=	3	4	's=	3	5	's=	1
Q24	1	's=	4	2	's=	3	3	's=	1	4	's=	2	5	's=	2			
Q25	2	's=	3	3	's=	1	4	's=	4	5	's=	4						

Parent Sec B/B Filter F/Q7 5's Weighting

Q12	1	's=	1	2	's=	2	3	's=	2	4	's=	2	5	's=	1			
Q13	1	's=	1	2	's=	1	3	's=	5	5	's=	1						
Q14	2	's=	4	3	's=	2	5	's=	2									
Q15	1	's=	1	2	's=	3	3	's=	2	4	's=	2						
Q16	2	's=	3	3	's=	5												
Q17	2	's=	3	3	's=	2	4	's=	3									
Q18	1	's=	1	2	's=	1	3	's=	4	4	's=	2						
Q19	2	's=	1	3	's=	1	4	's=	3	5	's=	3						
Q20	1	's=	2	2	's=	1	3	's=	3	5	's=	2						
Q21	1	's=	1	2	's=	3	3	's=	3	5	's=	1						
Q22	3	's=	1	4	's=	4	5	's=	3									
Q23	1	's=	1	3	's=	2	4	's=	3	5	's=	2						
Q24	1	's=	2	2	's=	5	4	's=	1									
Q25	1	's=	1	2	's=	1	3	's=	2	4	's=	3	5	's=	1			

	Total	Sum	Parent Average	Sec C PopVar	Filter F/Q7 1's SamVar	PopDev	SamDev
Q1	189	478	2.5291	1.0534	1.0590	1.0263	1.0291
Q2	189	488	2.5820	1.0263	1.0318	1.0131	1.0158
Q3	189	161	.8519	.1262	.1269	.3552	.3562
Q4	189	462	2.4444	.9030	.9078	.9503	.9528
Q5	189	518	2.7407	1.2608	1.2675	1.1229	1.1258
Q6	189	79	.4180	.2433	.2446	.4932	.4945
Q7	189	115	.6085	.2700	.2714	.5196	.5210

	Total	Sum	Parent Average	Sec C PopVar	Filter F/Q7 2's SamVar	PopDev	SamDev
Q1	20	44	2.2000	.6600	.6947	.8124	.8335
Q2	20	63	3.1500	.6275	.6605	.7921	.8127
Q3	20	18	.9000	.0900	.0947	.3000	.3078
Q4	20	48	2.4000	1.0400	1.0947	1.0198	1.0463
Q5	20	52	2.6000	1.4400	1.5158	1.2000	1.2312
Q6	20	14	.7000	.2100	.2211	.4583	.4702
Q7	20	12	.6000	.4400	.4632	.6633	.6806

	Total	Sum	Parent Average	Sec C PopVar	Filter F/Q7 3's SamVar	PopDev	SamDev
Q1	26	41	1.5769	.7056	.7338	.8400	.8566
Q2	26	84	3.2308	.9467	.9846	.9730	.9923
Q3	26	25	.9615	.4985	.5185	.7061	.7200
Q4	26	46	1.7692	.8698	.9046	.9326	.9511
Q5	26	58	2.2308	1.1006	1.1446	1.0491	1.0699
Q6	26	17	.6538	.6879	.7154	.8294	.8458
Q7	26	22	.8462	.1302	.1354	.3608	.3679

	Total	Sum	Parent Average	Sec C PopVar	Filter F/Q7 4's SamVar	PopDev	SamDev
Q1	12	35	2.9167	1.9097	2.0833	1.3819	1.4434
Q2	12	33	2.7500	1.3542	1.4773	1.1637	1.2154
Q3	12	9	.7500	.1875	.2045	.4330	.4523
Q4	12	28	2.3333	1.0556	1.1515	1.0274	1.0731
Q5	12	33	2.7500	1.3542	1.4773	1.1637	1.2154
Q6	12	4	.3333	.2222	.2424	.4714	.4924
Q7	12	7	.5833	.2431	.2652	.4930	.5149

	Total	Sum	Parent Average	Sec C PopVar	Filter F/Q7 5's SamVar	PopDev	SamDev
Q1	8	23	2.8750	1.1094	1.2679	1.0533	1.1260
Q2	8	21	2.6250	1.4844	1.6964	1.2183	1.3025
Q3	8	8	1.0000	.7500	.8571	.8660	.9258
Q4	8	19	2.3750	.4844	.5536	.6960	.7440
Q5	8	25	3.1250	1.1094	1.2679	1.0533	1.1260
Q6	8	2	.2500	.1875	.2143	.4330	.4625
Q7	8	7	.8750	.1094	.1250	.3307	.3536

	Total	Sum	Parent Average	Sec D Filter PopVar	F/Q7 1's SamVar	PopDev	SamDev
Q1	189	551	2.9153	1.5801	1.5885	1.2570	1.2604
Q2	189	424	2.2434	1.7715	1.7809	1.3310	1.3345
Q3	189	452	2.3915	1.8573	1.8672	1.3628	1.3664
Q4	189	478	2.5291	1.8047	1.8143	1.3434	1.3470
Q5	189	718	3.7989	1.5680	1.5764	1.2522	1.2555
Q6	189	439	2.3228	1.5308	1.5389	1.2372	1.2405
Q7	189	449	2.3757	1.4726	1.4805	1.2135	1.2167
Q8	189	325	1.7196	1.1647	1.1709	1.0792	1.0821
Q9	189	427	2.2593	1.8111	1.8207	1.3458	1.3493
Q10	189	482	2.5503	2.2263	2.2382	1.4921	1.4960
Q11	189	495	2.6190	1.6327	1.6413	1.2778	1.2811
Q12	189	585	3.0952	2.1497	2.1611	1.4662	1.4701

	Total	Sum	Parent Average	Sec D Filter PopVar	F/Q7 2's SamVar	PopDev	SamDev
Q1	20	43	2.1500	1.7275	1.8184	1.3143	1.3485
Q2	20	40	2.0000	1.4000	1.4737	1.1832	1.2140
Q3	20	45	2.2500	2.1875	2.3026	1.4790	1.5174
Q4	20	40	2.0000	1.2000	1.2632	1.0954	1.1239
Q5	20	75	3.7500	1.7875	1.8816	1.3370	1.3717
Q6	20	37	1.8500	1.1275	1.1868	1.0618	1.0894
Q7	20	36	1.8000	1.5600	1.6421	1.2490	1.2814
Q8	20	39	1.9500	2.2475	2.3658	1.4992	1.5381
Q9	20	50	2.5000	2.3500	2.4737	1.5330	1.5728
Q10	20	49	2.4500	2.7475	2.8921	1.6576	1.7006
Q11	20	47	2.3500	2.5275	2.6605	1.5898	1.6311
Q12	20	54	2.7000	3.0100	3.1684	1.7349	1.7800

	Total	Sum	Parent Average	Sec D Filter PopVar	F/Q7 3's SamVar	PopDev	SamDev
Q1	26	57	2.1923	2.5399	2.6415	1.5937	1.6253
Q2	26	75	2.8846	3.1790	3.3062	1.7830	1.8183
Q3	26	64	2.4615	2.8639	2.9785	1.6923	1.7258
Q4	26	66	2.5385	2.7870	2.8985	1.6694	1.7025
Q5	26	75	2.8846	2.4098	2.5062	1.5523	1.5831
Q6	26	75	2.8846	2.7944	2.9062	1.6716	1.7047
Q7	26	58	2.2308	2.1775	2.2646	1.4756	1.5049
Q8	26	70	2.6923	2.8284	2.9415	1.6818	1.7151
Q9	26	56	2.1538	2.7456	2.8554	1.6570	1.6898
Q10	26	69	2.6538	3.1494	3.2754	1.7747	1.8098
Q11	26	58	2.2308	2.6391	2.7446	1.6245	1.6567
Q12	26	54	2.0769	2.5325	2.6338	1.5914	1.6229

	Total	Sum	Parent Average	Sec D Filter PopVar	F/Q7 4's SamVar	PopDev	SamDev
Q1	12	31	2.5833	2.5764	2.8106	1.6051	1.6765
Q2	12	30	2.5000	3.0833	3.3636	1.7559	1.8340
Q3	12	28	2.3333	2.2222	2.4242	1.4907	1.5570
Q4	12	30	2.5000	2.5833	2.8182	1.6073	1.6787
Q5	12	39	3.2500	2.1875	2.3864	1.4790	1.5447
Q6	12	36	3.0000	2.1667	2.3636	1.4720	1.5377
Q7	12	31	2.5833	2.2431	2.4470	1.4977	1.5647
Q8	12	30	2.5000	2.5833	2.8182	1.6073	1.6787

Q9	12	31	2.5833	2.5764	2.8106	1.6051	1.6765
Q10	12	33	2.7500	2.6875	2.9318	1.6394	1.7123
Q11	12	38	3.1667	2.6389	2.8788	1.6245	1.6967
Q12	12	34	2.8333	2.6389	2.8788	1.6245	1.6967

	Total	Sum	Parent Average	Sec D PopVar	Filter SamVar	F/Q7 PopDev	5's SamDev
Q1	8	22	2.7500	.4375	.5000	.6614	.7071
Q2	8	19	2.3750	.9844	1.1250	.9922	1.0607
Q3	8	24	3.0000	1.5000	1.7143	1.2247	1.3093
Q4	8	18	2.2500	.4375	.5000	.6614	.7071
Q5	8	31	3.8750	.8594	.9821	.9270	.9910
Q6	8	24	3.0000	1.5000	1.7143	1.2247	1.3093
Q7	8	24	3.0000	1.0000	1.1429	1.0000	1.0690
Q8	8	18	2.2500	1.9375	2.2143	1.3919	1.4880
Q9	8	23	2.8750	2.3594	2.6964	1.5360	1.6421
Q10	8	25	3.1250	1.8594	2.1250	1.3636	1.4577
Q11	8	17	2.1250	.6094	.6964	.7806	.8345
Q12	8	23	2.8750	2.1094	2.4107	1.4524	1.5526

Parent Sec D Filter F/Q7 1's Weighting

Q1	0	's=	6	1	's=	25	2	's=	26	3	's=	75	4	's=	36	5	's=	21
Q2	0	's=	13	1	's=	54	2	's=	41	3	's=	48	4	's=	21	5	's=	12
Q3	0	's=	11	1	's=	53	2	's=	30	3	's=	54	4	's=	28	5	's=	13
Q4	0	's=	6	1	's=	49	2	's=	37	3	's=	49	4	's=	32	5	's=	16
Q5	0	's=	3	1	's=	11	2	's=	11	3	's=	42	4	's=	51	5	's=	71
Q6	0	's=	9	1	's=	51	2	's=	40	3	's=	53	4	's=	31	5	's=	5
Q7	0	's=	13	1	's=	34	2	's=	48	3	's=	64	4	's=	23	5	's=	7
Q8	0	's=	11	1	's=	90	2	's=	46	3	's=	29	4	's=	9	5	's=	4
Q9	0	's=	6	1	's=	67	2	's=	43	3	's=	31	4	's=	29	5	's=	13
Q10	0	's=	6	1	's=	59	2	's=	33	3	's=	33	4	's=	32	5	's=	26
Q11	0	's=	7	1	's=	36	2	's=	41	3	's=	56	4	's=	36	5	's=	13
Q12	0	's=	4	1	's=	30	2	's=	36	3	's=	38	4	's=	36	5	's=	45

Parent Sec D Filter F/Q7 2's Weighting

Q1	0	's=	1	1	's=	7	2	's=	4	3	's=	6	5	's=	2			
Q2	0	's=	1	1	's=	7	2	's=	6	3	's=	4	4	's=	1	5	's=	1
Q3	0	's=	1	1	's=	8	2	's=	4	4	's=	6	5	's=	1			
Q4	0	's=	1	1	's=	7	2	's=	5	3	's=	5	4	's=	2			
Q5	0	's=	1	1	's=	1	3	's=	5	4	's=	6	5	's=	7			
Q6	0	's=	1	1	's=	9	2	's=	3	3	's=	6	4	's=	1			
Q7	0	's=	2	1	's=	8	2	's=	5	3	's=	3	4	's=	1	5	's=	1
Q8	0	's=	2	1	's=	9	2	's=	3	3	's=	2	4	's=	2	5	's=	2
Q9	0	's=	2	1	's=	5	2	's=	2	3	's=	5	4	's=	4	5	's=	2
Q10	0	's=	2	1	's=	6	2	's=	3	3	's=	2	4	's=	4	5	's=	3
Q11	0	's=	2	1	's=	6	2	's=	3	3	's=	4	4	's=	2	5	's=	3
Q12	0	's=	1	1	's=	7	2	's=	2	3	's=	2	4	's=	3	5	's=	5

Parent Sec D Filter F/Q7 3's Weighting

Q1	0	's=	2	1	's=	10	2	's=	5	3	's=	4	5	's=	5			
Q2	0	's=	1	1	's=	9	2	's=	2	3	's=	2	4	's=	4	5	's=	8
Q3	0	's=	1	1	's=	10	2	's=	5	3	's=	3	5	's=	7			
Q4	1	's=	11	2	's=	5	3	's=	2	4	's=	1	5	's=	7			
Q5	1	's=	8	2	's=	3	3	's=	5	4	's=	4	5	's=	6			
Q6	0	's=	1	1	's=	8	2	's=	2	3	's=	3	4	's=	6	5	's=	6
Q7	0	's=	1	1	's=	11	2	's=	4	3	's=	4	4	's=	3	5	's=	3
Q8	1	's=	11	2	's=	2	3	's=	4	4	's=	2	5	's=	7			
Q9	0	's=	1	1	's=	14	2	's=	3	3	's=	1	4	's=	2	5	's=	5
Q10	0	's=	2	1	's=	8	2	's=	4	3	's=	2	4	's=	3	5	's=	7
Q11	1	's=	14	2	's=	4	3	's=	2	5	's=	6						
Q12	1	's=	17	2	's=	1	3	's=	1	4	's=	3	5	's=	4			

Parent Sec D Filter F/Q7 4's Weighting

Q1	0	's=	1	1	's=	3	2	's=	2	3	's=	2	4	's=	2	5	's=	2
Q2	0	's=	2	1	's=	3	3	's=	3	4	's=	2	5	's=	2			
Q3	0	's=	1	1	's=	3	2	's=	4	4	's=	3	5	's=	1			
Q4	0	's=	1	1	's=	4	3	's=	4	4	's=	1	5	's=	2			
Q5	0	's=	1	1	's=	1	3	's=	5	4	's=	2	5	's=	3			
Q6	0	's=	1	1	's=	1	2	's=	2	3	's=	3	4	's=	3	5	's=	2
Q7	0	's=	1	1	's=	3	2	's=	1	3	's=	3	4	's=	3	5	's=	1
Q8	0	's=	1	1	's=	3	2	's=	3	3	's=	1	4	's=	2	5	's=	2
Q9	0	's=	1	1	's=	3	2	's=	2	3	's=	2	4	's=	2	5	's=	2
Q10	0	's=	1	1	's=	3	2	's=	1	3	's=	2	4	's=	3	5	's=	2
Q11	0	's=	1	1	's=	2	3	's=	3	4	's=	3	5	's=	3			
Q12	0	's=	1	1	's=	2	2	's=	2	3	's=	3	4	's=	1	5	's=	3

Parent Sec D Filter F/Q7 5's Weighting

Q1	2	's=	3	3	's=	4	4	's=	1				
Q2	1	's=	2	2	's=	2	3	's=	3	4	's=	1	
Q3	1	's=	1	2	's=	2	3	's=	2	4	's=	2	5 's= 1
Q4	1	's=	1	2	's=	4	3	's=	3				
Q5	3	's=	4	4	's=	1	5	's=	3				
Q6	1	's=	1	2	's=	2	3	's=	2	4	's=	2	5 's= 1
Q7	2	's=	3	3	's=	3	4	's=	1	5	's=	1	
Q8	1	's=	4	3	's=	3	5	's=	1				
Q9	1	's=	2	2	's=	2	3	's=	1	4	's=	1	5 's= 2
Q10	1	's=	1	2	's=	2	3	's=	2	4	's=	1	5 's= 2
Q11	1	's=	2	2	's=	3	3	's=	3				
Q12	1	's=	2	2	's=	2	4	's=	3	5	's=	1	

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