Degree of Practice of the Concept of Community School from the Perspective of Discovery School Teachers in Amman

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Abstract
The present study aimed to identify the degree of the practice of the concept of community school from the perspective of discovery school teachers in Amman, Amman, and its relationship to the variables of gender, experience and academic qualification. The sample consisted of (342) teachers, and the instrument used in this study is a thirty-six-paragraph questionnaire, where appropriate statistical methods used to analyze data. The study has resulted that the degree of the practice of the concept of community school among teachers of discovery schools was high, medium and low, and there was no statistically significant differences for the degree of practice due to gender and academic qualification, and there were statistically significant differences due to the variable of experience in favor of those teachers of (10) years or more. Based on the results, a number of recommendations have been made, including the adoption of mainstream concept of community school and its activation in all schools, to develop the idea of participation between the school and the community, so as to achieve a positive change reflected upon the level of students' academic achievement, community service and core promotion in extracurricular development through constructive positive activities, to achieve optimizing relationship among the students and the local community members for upgrading an educational environment extended outside the school campus.
Key words: concept of community school, discovery schools, teachers, degree of practice.

1.   Introduction

The concept of community school emerged in the early twentieth century to serve the common objective of the school, to promote student services in the field of academic and health education, social services and engagement with the community in the education of adults and enhancing communication with the local community. Because educators believed that the child deserves any opportunity to be adapted for them to learn, the community school contributed effectively in health awareness, through delivering lectures, provision of health care in a free medical day, assistance for the purposes of treatment, in light of the school available conditions, in order to promote the school to community school through future school vision in ways to maintain the independence of the school.

Community school contributes to the transition to a beautiful attractive school for students, an interesting environment to meet with each other, where they plant flowers in the garden of the school, and practice a variety of student extracurricular activities and volunteering ones with the school administration, they do artistic and cultural activities, to promote the school, and provide community outcomes, which are integrated into the community and share its scientific and practical experience in accordance with the available potentialities in the local environment.

The development of education is based on improving school performance, and keeping this progress requires cooperation between parents, students, teachers and those who are responsible for the school administration, to reinforce community participation for improving school performance plan.

The application of school community has many benefits in the field of education, where it provides a comprehensive educational scientific theory for the educational tracks in the school, and it is optimized to meet the requirements of the Arab people in the third millennium (Senoqret, 2005).

1.1 Community school

The development of the relationship between the school and the community is regarded one of the most important factors to activate the role of the school and increase its efficiencies in the educational field. The literature review in the field of educational development indicates the significance of this relationship and its effectiveness in improving the level of school outcomes, documenting cognitive theoretical framework for the school through the community's needs and requirements necessary for the development.

Modern societies considered the school not only instructional institution but to be seen as an instructional institution to serve the community and learn about its resources and needs. The concept of "Community School" calls for making school facilities and prospects serve the local community, such as joint use of school buildings, installations and use of plazas and stadiums to establish social and sports festivals, theatrical shows, as well as benefiting from the available experienced cadres in the school to establish training courses and literacy classrooms and other aspects of continuing education.

The role of the school requires the preparation of individuals to practice their future roles by

discovering their preferences and abilities that are commensurate with the needs of the community. Through this process, the information, experience and skills learnt by the student will be transferred into knowledge helping him not only practice his/her role in society but also helping understand the nature of the cultural and social system and the role that could be played locally and globally (Aljardy, 2005).

2. Literature review

Buchanan (2009) pointed out the need to build community relationships in the schools to adopt the community health in Kentucky Pardiston school in the United States, where the school cannot face alone all the health challenges among children, but through partnerships between local public and private institutions to create coordination between them, looking forward to achieving both educational and health objectives.

Blank and Pearson (2008) noted that the implementation of community school strategy is one of the best ways and means to contribute to the improvement of children, families and school communities outcomes. Shelton et al. (2009) aimed to identify the safety measure in public schools, according to the geographic location in secondary schools, including four geographic regions, north and south, east and west, and included three social conditions of the rural and urban areas of the city, and the results showed that the participation and partnership between school administration, staff and students and the local community can regard mixing and combining safety and security measures within their organizations with the support of local resources and services to increase the safety level and reduce violence and abuse within the school to provide a safe and sound learning away from the abuse.

Almulayhat (1993) aimed to investigate the effectiveness of the public secondary school in community development, from the perspective of principals, teachers and parents, in the Directorate of Education in Amman, on the educational, cultural, social, economic, health and environmental domains, where the estimates of principals were medium in all domains except for the environmental domain, the level of teachers' and parents' estimates were medium in the cultural and social domains, and there were statistically significant differences in estimates of principals due to the academic qualification, and the estimates of teachers due to gender. There were significant differences in the estimates of parents for all the domains of effectiveness scale estimates differences and the total degree due to gender and academic qualification.

The results of Blank and Pearson (2008), about the concept of community school in the United States, showed that the concept of community school strategy improved the level academic achievement and core promotion in extracurricular development, and the parents of community school students expressed balanced and stable communication with teachers, and a large awareness of the responsibility in the process of their children's education.

The author of the current study also mentioned several examples of schools that practiced the concept of community school, such as:

Chicago Community School Initiative was applied in (150) schools, where the participant schools (2001-2007) showed achievement gap compared to the non-participant schools and has made an increase in student achievement level in Reading and Math.

In New York City Community School Initiative Program implemented (CAS) with the participation of students after the end of the school day for the academic years year (2004-2007), where students high scores in Math tests compared to non-participant schools in the initiative (Children Aid Society).

The results of the community school students participating in the English language Test in San Mateo for the academic year (2006/2007) showed that students regularly attended their school, and made progress in the results of the English language test compared to the previous year.

The results Jordan Education Initiative (2009) showed that the use of laptop computers and utilizing the World Wide Web in the educational process, enhances communication between the student and the teacher, the local community and school administration, and contributes to the achievement of school projects and creates an exciting learning environment to support scientific research among students and diversifies in classroom activities, which increases the motivation for learning among students.

Jordanian education initiative (2008) showed, in a survey intended to evaluate programs implemented in the discovery schools, the factors affecting the implementation of educational development programs in the discovery schools, and that most of the teachers' skills do not fit with the issues that are based on the learner in 21st century, the study recommended the actual partnership and the integration of the local community with the school, through the modernization of educational methods for the use of information and communication technology in education and encouraging teachers and principals and the community in the school to learn participatory strategies, and institutionalizing the process of improving the electronic content and innovation in the use of information and communication technology in the educational phase (1-12) in the public schools, using discovery schools as an experimental base for the future development.

Goodlad (1999) conducted a descriptive study aimed to investigate the effect of educational development programs in the school on the achievement of the students, where the results showed that the

principal, the teacher, students and parents have to think about the problems they face within the school and implement development programs, this in turn restores the renewal and innovation of the school rather than repeating of business school plan over the years.

In addition to the foregone indication, the relationship between the school and the local community allows broad prospects for those who are interested in the educational field to take advantage of the economic, cognitive and technological sources of the local community, which contribute to the development of the educational process and lead to the development of the academic achievement level among students.

The development of the relationship and cooperation between the school and the community contributes to the school's interaction with the community development movement, and to increasing the exchange of experiences and sources of scientific and educational facilities.

3. Study questions

1. What is the degree of practicing the concept of community school from the perspective of discovery school teachers in Amman?
2. Are there any statistically significant differences at the significance level ($\alpha \leq 0.05$) in the degree of practicing the concept of community school from the perspective of discovery school teachers in Amman due to gender, experience academic qualification?

4. Significance

The significance of the current study lies in reinforcing the cooperation and partnership between the local community and the school, which has become a pressing educational need, the significance summarized in the following points:

1. The lack of studies on the concept of community school and the cooperation between the school and the local community at the level of the Hashemite Kingdom of Jordan.
2. The study looks forward to contributing to the clarification of the school community goals in the current reality and the obstacles facing the development of the level of cooperation and partnership between the community and the school.
3. Decision makers in Ministry of Education and principals may benefit from the results of this study in terms of developing their relationship with the institutions of the local community.
4. Further studies may be conducted on the subject of the concept of the school community to promote cooperation and partnership between the community and the school in other regions of Jordan.

5. Objectives

The current study aimed to identify the degree of practicing the concept of community school from the perspective of discovery school teachers in Amman.

6. Methodology

The descriptive analytical method was adopted in this study to achieve its objectives.

6.1 Study population

The study population consisted of (100) discovery schools in Amman Governorate in Jordan sponsored by the Jordan Education Initiative in the second semester for the academic year (2009/2010), where (33) schools were intentionally selected, while the study sample consisted of all members of the study population, numbered (342) teachers. Table (1) shows study sample, according to the variables of gender, academic qualification, and experience.

Table (1): study sample according to the variables of gender, academic qualification and experience and its percentage.

Variable	group	No.	Percentage
	Teacher	342	%53
Gender	Male	127	%37
	Female	215	%63
Academic qualification	Institute	38	%11
	Bachelor	213	%62
	High Diploma	44	%13
	Master	44	%13
	Ph. D	3	%1
Experience	(1-5) years	109	%32
	(5-10) years	79	%23
	More than 10 years	154	%45
Total		342	%100

6.2 Study limitations

This study was limited to the practices of the concept of community school among teachers of public discovery school practices in Amman for the academic year 2009/2010.

6.3 Instrument

After reviewing the educational literature on community school, a questionnaire has been developed consisting of (36) paragraphs that reflect the degree of practicing the concept of community school from the perspective of discovery school teachers in Amman. The questionnaire involved three domains: concept of community school among the family, concept of community school among the school, and concept of community school among community.

6.3.1 Validity

To verify the validity of the questionnaire, the first draft was reviewed and evaluated by a number of educational reviewers in Jordanian Universities, where they were asked to check the appropriateness of the paragraphs (items) and to make sure of the language and the appropriateness of the instrument to achieve the study objectives. In light of the views and suggestions of the evaluators, the required modifications were made, and the final draft involved (36) paragraphs.

6.3.2 Reliability

The reliability of the questionnaire was verified using the method of internal consistency based on the equation (Cronbach's alpha), where reliability coefficient was (0.98), which was an appropriate value for achieving the purpose of the study.

7. Procedures

After identification of the sample, and verifying reliability and validity of the instrument (questionnaire) and reformatted in its final draft, the questionnaires were distributed to the discovery school teachers in Amman Governorate. The questionnaires were statistically analyzed based on the five-type Likert scale, taking into account that the degree of impact of the paragraph is high, if the arithmetic mean ranging (3.68) – (5.0), and medium between (2.34) – (3.67) and low between (1.00) and (2.33) or less.

8. Results and discussion

Results of the first question: What is the degree of practicing the concept of community school from the perspective of discovery school teachers in Amman? To answer this question, the arithmetic means and standard deviations calculated for the degree of practicing the concept of community school from the perspective of discovery school teachers, as shown in Table (2) shows means and standard deviations of importance.

Table (2): means and standard deviations to the degree of practicing the concept of community school among discovery school teachers in descending order

No. of Domain	Rank	Domains	M.	St. Deviation	Degree
1	1	Concept of community school among family	3.651	0.821	High
2	3	Concept of community school among school	3.666	0.734	High
3	2	Concept of community school among community	3.696	0.861	High
		Total	3.672	0.739	

Table (2) showed that the mean of the degree of practicing the concept of community school from the perspective of discovery school teachers on the total instrument was high = (3.672). To identify the degree of practicing the concept of community school among teachers of discovery schools for each domain separately, arithmetic means and standard deviations calculated for each domain and each paragraph, as illustrated in Table (3)

No. of paragraphe Concept of community school among family	Paragraphes	Mean	St. D	Degree of practice
1	Develops loyalty and belonging among learners and respecting others' rights	3.766	1.041	High
2	Contribute to developing ccoperation and democratic participation among family members	3.713	1.013	High
9	Develop problem solving to face life situations	3.673	1.003	Medium
4	Develop leadership abilities and social personality among individuals	3.667	1.001	Medium
6	Give opportunity to learners to participate in the family role to apply knowledge and skills they had.	3.655	1.046	Medium
7	Develop scientific research methodology	3.617	1.011	Medium
5	Intiative and responsibility for family issues	3.617	1.106	Medium
3	Keen on doing volunteering work	3.605	0.965	Medium
8	Develop decision-taking among learners	3.550	1.092	Medium
Concept of community school among school				
5	Benefit from the school facilities to be utilized as learning and education centers	3.959	0.795	High
9	Keep in pace with the social, economic, and technological changes in society.	3.848	0.774	High
12	Contribute to developing democratic collaboration and participation between individulas of local community, family and school	3.769	1.037	High
1	Promoting learners' moral level and make them avoid immoral expressions.	3.754	1.181	High
8	Goals of community school are integrated with the goals of other educational and community institutions	3.737	0.913	High
3	Achieving « learning for all »	3.722	1.017	High
14	Intellectually, physically, and emotionally achieving substantial development for learners	3.699	1.019	High
15	Discovering tendencies and interests and aspects of lifelong education and methodological thought among learners	3.678	0.923	High
6	Based on effective participation of society through planning, implementation, and follow-up of programs to increase effectiveness of educational performance.	3.670	0.889	Medium
2	Reinforce confidence in learners irrespective of ethnic, gender and religion.	3.664	1.129	Medium
16	Provide ongoing development for school staff through continuous training to keep pace with the renewable changes of the era.	3.617	0.970	Medium
11	Local environment has become leraning source	3.588	1.090	Medium
13	Applying the democratic means in and out of school	3.556	0.954	Medium
4	Instructional services are extended to remote areas and rural ones.	3.518	1.060	Medium
7	Improve human standard of life and restrict social problems such as crimes, unemployment, disease, poverty and divorce.	3.477	1.063	Medium
10	Work to improve the effectiveness of school and quality of its outcomes through full funding.	3.409	0.923	Medium
Concept of community school among community				
3	School interaction with community through parents	3.933	1.024	High
7	Keen on building life skills through communication, participation, investigation, problem-solving, negotiation, decision taking, evaluation and influence	3.871	0.957	High
1	Preparing learners to labor market	3.746	1.065	High
11	Local environment has become leraning source to improve student performance	3.713	1.061	High
8	Providing parents with awareness of educational issues to help learners overcome low achievement.	3.702	1.021	High
5	Acquiring learners laearning principles and necessary knowledge and skills for development.	3.696	1.056	High
2	Preparing religious generation with national identity and islamic, arabic, and human culture	3.667	1.022	Medium
6	Developing learners' abilities to be consistent with their community's culture.	3.646	1.025	Medium
10	Teaching the local community how to innovate	3.599	1.010	Medium
9	The school is a liasion for transferring recent ideas to the community	3.564	1.061	Medium
4	Promoting the moral accepted behaviour of the community through holding training sessions	3.523	1.032	Medium

Table (3) showed the degree of the concept of community school from the perspective of discovery school teachers on the paragraphs of the domains of study separately and in descending order. In the domain of the concept of community school among the family, the means ranged from (3.76) in favor of the paragraph (*Develop loyalty and belonging among learners and respecting others' rights*) to (3.55) in favor of the paragraph (Develop decision-taking among learners). With regard to the second domain (the concept of community school

among school), the means ranged from (3.959) in favor of the paragraph (*Benefit from the school facilities to be utilized as learning and education centers*) to (3.409) in favor of the paragraph (*Work to improve the effectiveness of school and quality of its outcomes through full funding*). With regard to the third domain (the concept of community school among the community), the means ranged from (3.933) in favor of paragraph (*school interaction with community through parents*) to (3.523) in favor of the paragraph (*Promoting the moral accepted behavior of the community through holding training session*).

This result was due to the participation made between the local community and the school to implement school projects based on the actual school needs, which enhances communication with the local community to support the learning and educational process and utilizes the information technology in the educational process, to increase the motivation for the actual completion of the projects. The participation resulted in the development of decision-making in situations faced by learners at the opening of the school to the local community in cooperation with parents and reinforcing the behaviors accepted by society and developing them for the better through holding training sessions to make the school support center for the surrounding environment to take advantage of its facilities as centers of learning and teaching. These findings of the current study are consistent with Almulayhat (1993), which showed that teachers' achievement increased in the schools that have passed the process of change, and they contribute to the implementation of the change in the school. The results shown in the study of Thorbjornsson (2010) confirmed that formulating a clear vision for school teams contributes to the development of leadership skills among school teams, and will create a stimulating environment for communication between parents and the local community, the principal who develop a vision for his school, contributes to change and participation. The results of Jordan education initiative (2009) assured that the use of laptop computers and utilizing the World Wide Web in the educational process, enhances communication between the student and the teacher, the local community and school administration, and contributes to the achievement of school projects and creates an exciting learning environment to support scientific research among students and diversifies in classroom activities, which increases the motivation for learning among students.

Results of the second question: *Are there any statistically significant differences at the significance level (α ≤ 0.05) in the degree of practicing the concept of community school from the perspective of discovery school teachers in Amman due to gender, experience academic qualification?* To answer the second question, the arithmetic means and standard deviations of the responses of respondents calculated for the degree of the concept of community school from the perspective of discovery school teachers in Amman, as shown in Table (4):

Table (4) Arithmetic means and standard deviations for the degree of the concept of community school in Amman according to job, gender, academic qualification and experience.

Variable	Groups	No.	Mean	St. D
Job	Principal	302	3.755	0.731
	Teacher	342	3.672	0.739
	Total	644	3.711	0.736
Gender	Male	237	3.768	0.680
	Female	407	3.678	0.766
	Total	644	3.711	0.736
Academic qualification	Institute	74	3.600	0.611
	Bachelor	394	3.679	0.272
	Diploma	85	3.887	0.681
	Master	83	3.772	0.722
	Ph. D	8	3.792	0.321
	Total	644	3.711	0.736
Experience	5-1	206	3.728	0.575
	10-5	150	3.533	0.978
	10	288	3.791	0.677
	Total	644	3.711	0.736

Table (4) indicated that there were ostensible differences between the means of the groups of study variables; to find out whether these differences are statistically significant, quartet variation analysis was conducted for the impact of gender, experience and qualifications for the degree of the concept of community school from the perspective of discovery school teachers in Amman, as illustrated in Table (5):

Variance source	Sum of squares	Degrees of freedom	Mean of squares	F-value	Sig. level
Gender	0.260	1	0.260	0.491	0.484
Qualification	4.106	4	1.026	1.938	0.103
Experience	6.601	2	3.300	6.230	0.002

| Error | 336.380 | 635 | 0.530 | | |
| Total | 348.308 | 643 | | | |

Table (5) showed no statistically significant differences between the means for participants on the degree of the concept of community school from the perspective of discovery school teachers in Amman, according to the study variables.

The results also showed statistically significant differences between the means of the scores of teachers on the degree of the concept of community school from the perspective of discovery school teachers in Amman, Jordan, due to experience, where F-value was (6.230); and to identify the experience levels that have differences, posteriori Scheffé test conducted as shown in table (6):

Table (6) Scheffé's test for posteriori comparisons to the degree of practice of the concept of community school from the perspective of discovery school teachers in Amman, according Experience

Experience		Means' differences between variables (1*2)	Error	Sig. level
1	2			
1-5 * 5-10		0.195	0.078	0.046
1-5 * 10		- 0.63	0.066	0.635
1-5 * >10		0.2579	0.073	0.002

Table (6) showed that there were statistically significant differences in the degree of the concept of community school from the perspective of teachers of discovery schools in Amman, between individuals, whose experience ranging (1-5 years) and those with (5-10) years, and the differences were in favor of (10 years and more).

This result can be explained in light of the several training courses obtained by these individuals of more than 10 years' experience, which improved their leadership and teamwork skills, and their ability to communicate skillfully with social leaders, so as to enhance self-confidence to serve the local community.

Table (6) also indicated lack of statistically significant differences between individuals who have experience ranging from (5) to (10) years and individuals who had experience of 10 years and more.

9. Recommendations

In light of the findings of the study, the following recommendation made by the author:

1. Holding training courses for new personnel to sensitize them of idea of the community school.
2. Spread of success stories of distinguished community initiatives in local and international schools.
3. Enhancing communication skills among school staff and some social leaders to reinforce their skills in using information technology in the educational process.
4. Identifying the actual needs of the schools before the start of implementation of a variety of community programs.
5. Further studies should be conducted in discovery schools that have implemented the program, to determine the impact of this program and using other variables.

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