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A STUDY OF SCHOOL BOARD MEMBER
CONCERNS IN SELECTED K-12 AMERICAN
SPONSORED OVERSEAS SCHOOLS

by

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Dissertation submitted to the faculty of the Virginia
Polytechnic Institute and State University in partial
fulfillment of the requirements for the degree of

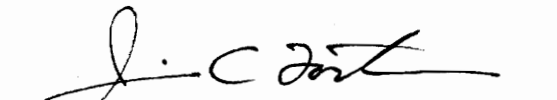
DOCTOR OF EDUCATION

in


Educational Administration


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May 1988

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(ABSTRACT)

The purpose of this study was to examine the views of school board members in selected K - 12 American Sponsored Overseas Schools in Mexico, Central America and the Caribbean as to their concerns and the relationship of those concerns to the variable citizenship.

A questionnaire was mailed to 148 school board members in 16 schools in nine countries. A return rate of 56.1% of the school board members was obtained.

The survey used in this study was divided into two parts. Part I of the survey gathered personal information about the school board members. Part II sought to obtain school board members' views about the school's organization, school board role and responsibilities, curriculum and instruction, staff and parents, and concerns. Cross-tabulation procedures and frequency distributions were used to report the data.

The analysis of host country and United States citizens responses revealed that beliefs regarding the

concerns of the school are not generally divided along the lines of citizenship. There were differences reported between the citizenship groups in the areas of mission of the school, enrollment projection, tuition rate for host country students, satisfaction with physical facilities, similarity in academic requirements to United States schools, compensation of foreign hire teachers, substance abuse programs and the extra-curricular activity program

The recruitment of good teachers was rated as the number one concern of both citizenship groups. Tuition increases and school finances were also rated as number one concerns by many of the school board members.

ACKNOWLEDGEMENTS

The writer expresses his appreciation to those whose assistance, cooperation, expertise and encouragement made this dissertation possible.

Special thanks go to the writer's dissertation committee: Dr. Kenneth Underwood, Chairman, for his advice and wise counsel; Dr. Wayne Worner, for the time and effort expended in critiquing and editing this study; Dr. Jimmie Fortune, for his direction in surveying and analyzing the data; Dr. Keith Miller, for the use of resources and for sharing his valuable insights and experience in the area of overseas schools; Dr. John Schreck, for his assistance and encouragement; and Dr. Ron McKeen, for helping the writer to keep the process in perspective.

Appreciation is also due to Norma McGehee, whose efforts and advice on the processing of this document made the task both easier and possible, and Nina Kjos, for her support and encouragement.

Special thanks also go to Dr. Libby Hall, for her friendship and encouragement and to Dr. Joann Patton, for her assistance and editing.

Acknowledgement is especially due to my mother, who enabled me to pursue my educational goals from the very beginning.

Special acknowledgement and thanks are due to my wife, Connie, for her love, support, encouragement and her belief in my ability.

DEDICATION

This study is dedicated to the loving memory of my brother, Alfred P. Pisani, who showed me the true meaning of courage in meeting with insurmountable obstacles.

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CHAPTER I

INTRODUCTION

Operating an effective school is a tremendous challenge and responsibility. The scope of this responsibility and challenge is increased in a variety of ways when dealing with the operation of a school outside the boundaries of the United States. It involves governing a complex educational enterprise, providing qualified staff, appropriate programs and adequate facilities despite the constraints of inflation, devaluations and political unrest (Latin American Schools, circa. 1985).

According to Patterson, the problems that face school board members of a bicultural and bilingual school are vastly different than those faced by a board of control in the United States. Their duties and responsibilities are not clearly defined by legal statutes related to education as found in any one of the states in the United States, nor by a relatively unified cultural group who voted them into office. Each overseas school, according to its Articles of Association and Incorporation under the law in each different country, sets policy in regard to its board organization, composition, responsibilities and duties.

Paul Orr observed that all societies and all cultures change over time. Positions in organizations and the people in those positions change over time. Different people hold different beliefs about the merit of various changes. The knowledge base which inherently fosters change has grown more dramatically during the past generation than during any prior century of history. Those who control, govern, administer and teach in American Sponsored Overseas Schools exercise their functions based on their fundamental beliefs about what children should learn and under what conditions they will learn it best. Their beliefs may be based either on knowledge and wisdom or on a combination of myths, personal experience, and other factors. In any case, all personnel directly or indirectly involved with American Sponsored Overseas Schools are unlikely to agree on any one set of fundamental beliefs which should guide the school. Some sets of beliefs or some part of each set may be based on different fundamental concepts supported by research and wisdom; other sets of beliefs may be based on less admirable characteristics. The net result is that any American Sponsored Overseas School should expect controversy about what fundamental beliefs should guide it (Orr,1981:1).

In an earlier work, Orr listed the following common characteristics of American Sponsored Overseas Schools:

1. They serve the needs to varying degrees of the children of United States citizens.

2. They are relatively independent.
3. The basic language of instruction is English.
4. They are non-governmental.
5. They are relatively free to establish their own goals and their own plans to attain those goals.
6. They are generally under-financed in relation to the complexity of their stated goals, and experience great difficulty in establishing priorities because of the variety of demands made on them (1976:16).

Because of their nature, the American Sponsored Overseas Schools have few opportunities to utilize the developments of the United States educational community; however, they do generally follow the pattern of the United States school board organization. This similarity is true because United States schools generally do have substantial control by parents and others directly interested in the school. Thus, the concept of an American Sponsored Overseas School board establishing policies which set forth and guide a course of action for the school's future is very compatible to the United States system of local control. Even though the concept is similar, the goals and circumstances of the American Sponsored Overseas School are in most cases unique, not only in relation to United States education but also in relation to each other.

According to Orr and Conlan, those who govern, lead and utilize the overseas school should consider the following points:

1. The basic precepts which guide the school should be clarified and stated in policy; moreover, the school organization and operation should reflect these precepts.
2. The focus of school planning and forecasting should be on programs that are responsive to the pupil population that is envisaged, not on plans which were developed for a pupil population which no longer exists.
3. The strength of the schools, both within the schools and beyond the schools, in fostering international and intercultural relations should be utilized to provide adequate education for all pupils.
4. Education and schooling should not be reduced to a conflict based on nationality or first language. Programs that are responsive to student needs should correlate with admission standards (Orr and Conlan, 1984:32).

Statement of Need

The need for this study is supported by the findings of several experts in the field of overseas education.

Nicklas points out that new board members are a fact of life on a yearly basis in the overseas schools, and superintendents must be prepared to spend considerable time nurturing and educating new board members regarding their roles and responsibilities. Terms are generally for only one or two years since many board members are transferred regularly by their companies and embassies. This turnover

can create problems of inconsistency in the school board role (1985:16).

Fox, Bowyer and Link determined that occasionally a person seeks and obtains a position on the school board by representing a particular group or section of the community. Much like the autocratic school administrator, this member may have a dominant personality and often attempts to impose opinions and convictions on the other members of the board in a pre-determined representation. This can create confusion and lack of harmony within the board (1981:3).

Roles of American Sponsored Overseas School boards appear to be in an evolving state. Moreover, boards are tending to become more proactive in controlling their own members. Traditionally, boards have been small and have performed functions very helpful to the school and to the school administrators. These functions included: national relations, trusteeship, fund-raising, policy development and investments. The evolving role has been to add several other functions: expertise on schooling, evaluation of professional personnel, monitoring, policy and program development and recommendations by standing committees (Orr, 1981:5).

Most overseas schools evolve to a point where they have no choice except to clarify their goals, particularly to determine who will be served with what kinds of programs.

Reversing the order of decision usually results in problems (Orr and Conlan, 1984).

Orr stressed that any American Sponsored Overseas School should expect controversy about what fundamental beliefs should guide it. Controversy can be beneficial or destructive to a school. Ideally, controversy should provide the platform through which boards, parents and school personnel clarify and develop their fundamental beliefs. School board members must provide both stability and future planning to assure that a school can both operate in an orderly fashion and improve over time (1982:2).

It was determined by Rinaldi that three significant problems confront most of the overseas schools:

First, many have not developed a philosophy and the needed policies and processes to assure that the school develops accordingly. Second, many school boards have not clarified their roles and responsibilities. Third, many schools have not planned for their future. The net result is that most of the schools lack a sense of direction and have no systematic plan to improve. Indeed, many have evolved by default rather than developed by design. School board members must provide both stability and future planning to assure that a school can operate in an orderly fashion and improve over time (1982:45).

The intent of this research was to determine whether controversies do exist on a variety of issues as viewed by members of school boards. Identification of such concerns can provide the school boards with information which will assist them in the planning process essential to

institutional effectiveness. This research also provides organizations such as the United States Department of State Office of Overseas Schools with information to better serve and meet the needs of its member schools. The study also provides information for overseas school superintendents in contrasting their views with those of their existing school board or with a school board in a new school.

In addition, this research provides a model which could be used for the study of school board member concerns in other American Sponsored Overseas Schools in other regions of the world.

Statement of the Problem

Whether a school board member is judged to be effective in school governance or finds the job to be full of frustration and conflict depends in large measure on the extent to which the expectations of the board member and the community are met. What may appear to be an increase in conflict and frustration may be caused by the changing nature of the task of school governance.

Research Question

The research question addressed in this study was:
What issues are of concern to selected school board members in K-12 American Sponsored Overseas Schools in

Mexico, Central America and the Caribbean and how are these concerns related to the variable of citizenship?

Definitions

American Sponsored Overseas Schools (ASOS) - A term used by the United States Department of State Office of Overseas Schools for the purpose of identifying those schools in foreign countries eligible for support from the United States government.

Host Country School Board Member - A term used to identify a member of an ASOS school board, either elected or appointed, who is a citizen of the country in which the school is located.

Non-Host Country School Board Member - A term used to identify a member of an ASOS school board, either elected or appointed, who is a citizen of a country other than the one in which the school is located.

Limitations of the Study

The following limitations apply to this study:

1. The responses to the questionnaire are assumed to be the true attitudes and opinions of the respondents based on their personal observation, experience or preference.
2. The population of the study was restricted to school board members of K-12 ASOS in Mexico, Central

America, and the Caribbean; K-8 ASOS in this region were not included in the survey.

3. The collection of data was influenced by problems with the reliability of mail service from a number of countries outside the United States.

Organization of the Study

Chapter One contains the introduction, statement of need, statement of purpose, research question, definitions and limitations of the study.

Chapter Two contains a review of the related literature as it pertains to the study.

Chapter Three includes a description of the methodology, population, development of the survey instrument, field testing procedures, collection of data, and method of analysis.

Chapter Four consists of the report of data produced by the questionnaire and an analysis of the data related to the research statement.

Chapter Five contains the summary, conclusions based on the research and recommendations for further study.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to provide a review of literature relevant to American Sponsored Overseas Schools and their governing bodies. This chapter is divided into the following sections: historical perspectives, Office of Overseas Schools, cultural influence, and overseas school boards.

The sources reviewed included books, periodicals, journals, monographs and newspaper articles.

Historical Perspectives

The Mission Called O/OS (1966) observed that wherever Americans live they demand facilities for the education of their children. Just as the early American pioneers who moved westward conquering the land, digging wells, building bridges, and establishing homes saw the great need for establishing schools and hiring teachers for their children, so have the overseas Americans throughout the world in more recent years selected school boards, rented or constructed school facilities, and put their children to the task of acquiring an education. The American tradition of family life and of keeping the school near the home and under local

supervision has also prevailed against heavy odds in every continent of the world.

Because American children ordinarily return to American schools either at the college level or earlier, the majority of Americans abroad seem to prefer, if possible, to send their children to schools employing a typical American curriculum, using American textbooks and other instructional materials, and taught in the main by American teachers.

As noted in A Salute to Overseas Schools (1985), perhaps the first modern overseas schools were started by missionaries in the nineteenth century. Unlike the European colonials who sent their children home for an education, the missionaries set up their own boarding schools.

Patterson (1978) pointed out that for many years, both Catholic and Protestant missionary groups have operated schools throughout the world. These schools have accommodated not only children of the missionaries themselves, but also, and predominantly, the nationals of the host country. Usually these schools are self-supporting from tuition and fees. These schools may or may not have an elected board of control from the community.

At the beginning of the twentieth century, non-church related overseas schools began to appear to serve the needs of a new, more transient and interrelated world community. As the old colonial empires broke up, a multitude of newly

sovereign nations sought to form diplomatic, trade and cultural ties with other nations. As communications and spheres of influence reached across national boundaries, countries began to increase their participation in global affairs. Embassies, foreign businesses and trade and exchange boards were established, international organizations such as the World Bank and the United Nations emerged, and the military presence of many countries throughout the world swelled determinedly. Expatriate communities on all continents blossomed (A Salute to Overseas Schools, 1985).

Patterson (1978) also described the United States Department of Defense Schools(DODS) which grew out of a need following World War II to educate the children of military personnel who were militarily occupying vast areas of Europe and Asia. These schools have been operated by the United States Department of Defense throughout the world. Although these schools are primarily for the military, children of United States government personnel and resident United States citizens, in some locations, attend on a tuition basis in the event that space allows. Generally these schools are patterned after the public schools in the United States. Academic programs are generally reflective of North American schools with textbooks and educational materials imported from the United States. The schools may be

governed by personnel of the local military post or by a board of education. These schools are financed through the military post budget which is funded by the Department of Defense.

There are no accurate statistics on the number of company schools conducted world-wide; however, it is known that the number is substantial and could be estimated at over one hundred, enrolling some 10,000 students. The company schools, like other types of American schools overseas, try to provide a similar curriculum comparable to a school in the United States. These schools are usually financed by the company involved, and may or may not share the control of the school with members of the community.

The research by Patterson also stated that there are no known accurate statistics on children of United States citizens attending local indigenous schools or schools operated by foreigners in the overseas setting. In many major cities of the world, many children of United States citizens attend German, Canadian, French, British, and other public schools of the host country. Financing and control of the non-American school has as much variation as the type of school itself.

Patterson defined the American Sponsored Overseas School as that school which is non-profit, non-religious, and whose curriculum is bicultural and bilingual. These

schools were usually started by citizens of the United States with or without the help of the host country nationals, they shared their facilities and educational services with the nationals. These schools are completely independent, and on the basis of the foregoing, qualify for United States Government financial support in the form of grants. Their nature, therefore, is quasi-public and quasi-private. This lack of clarity as to identity tends to confuse boards of directors, administrators, teachers, and parents of children that attend the schools. There is a tendency for these schools to model themselves after both public and private schools in the United States.

Smith, in the December 1985 edition of Wingspan, characterized the American Overseas School as providing pupils attending them with a high quality education which parallels the education available in a relatively affluent, suburban community in the United States. The students attending these schools tend to be academically strong. The student body is international in character. It is not unusual for 20 to 30 nationalities to be represented in the student body of an American overseas school. As a result, these students often demonstrate substantially greater interest in international affairs than their counterparts attending school in the United States (1985:3).

Smith also stated that in a number of ways these schools exhibit the characteristics of effective schools in the United States. They hold high expectations for students, and they maintain a focus on academic performance. Esprit is usually high among students, faculty and administration. Classes are often smaller than counterpart classes in the United States (p. 3).

Although Luebke (1976) stated that perhaps the most accurate generalization regarding American Sponsored Overseas Schools is that it is not possible to generalize about them, Smith designated four common functions which these schools perform:

1. They provide Americans, and others, with an education that is an excellent counterpart to that which an individual might expect to receive in a public school in the United States. This is of vital importance to American foreign service personnel in embassies throughout the world, but especially in the developing nations where the educational systems are woefully inadequate in American terms. American businessmen working abroad and accompanied by their families experience the same needs. Foreign service personnel and businessmen alike feel strongly that their children should not be educationally disadvantaged because of their overseas assignment. Most also appreciate that their children will benefit from the experience of living and learning in another culture.

2. An American overseas school diminishes the effects of culture shock by easing the transition of the children of Americans to life in another country and culture. In like manner, these schools attempt to facilitate the reentry of American children to education in the United States. The schools ease the impact of entry into other cultures and facilitate in the reentry from

those cultures, although there are some individuals who experience great difficulty.

3. American overseas schools provide the children of host-nation and third-nation nationals with what is equivalent to a high-quality, American education for their children. Many of these individuals regard the American school as a particularly desirable choice for the education of their children. It is therefore not unusual for children from 20 to 30 different nations to attend some American overseas schools. An international student body of this kind contributes to an extremely complex and sophisticated learning environment. A concomitant effect, largely unrecognized, is the impact of American children establishing lifelong friendships with the children of important officials in other nations, and the mutual respect and understanding which naturally develops.

4. A fourth major function, also largely unrecognized, is that the parents of host-nation children often enroll them in the American school in order to facilitate their successful entry into a well-recognized American university. The parents recognize that an American education, offered in idiomatic English, contributes to that goal. It is paradoxical that many people of other nations appear to put a far higher value on American education than do Americans. Perhaps they have something that we do not: intimate knowledge of systems of education other than our own (1985:3).

Luebke (1976) observed that because the American Sponsored Overseas Schools provide educational opportunities for the dependents of United States government personnel stationed abroad and because the schools serve to strengthen mutual understanding between the people of the United States and the people of other countries, the United States government provides programs of assistance to these schools.

In the same study, Luebke reported that funding for the first purpose - dependent education - is authorized under the Foreign Assistance Act of 1961, as amended, and the Foreign Service Act of 1964, as amended; funds to support the second purpose - mutual understanding - are authorized under the Mutual Educational and Cultural Exchange Act of 1961, as amended (1976:32).

Assistance to American Sponsored Overseas Schools began in 1944 when the Congress appropriated \$220,000 for aid to a small group of schools in Central and South America for the purpose of enabling the schools to provide educational programs based on the American pattern. This assistance continued under the program of the Coordinator for Inter-American Affairs until, with the passage of the U. S. Information and Educational Act of 1948, it became a part of the Smith-Mundt Program. Funds made available for assistance to the American Overseas Schools were administered by the Inter-American Schools Service, a contract agency operating under the auspices of the American Council on Education. Assistance was provided primarily to supplement salaries of American teachers employed in the schools and to purchase educational materials and equipment (Luebke, 1976:33).

In 1957, assistance to American Sponsored Overseas Schools abroad became world-wide in scope. In that year

United States owned local currencies were made available to American schools in those countries which the United States had agreements for the sale of surplus commodities under Public Law 480. The P.L. 480 Funds made available to them enabled a number of schools to enlarge and expand their physical facilities, and provided funds for salary supplements for teachers and for scholarships for local students enrolled in the schools (Luebke, 1976:33).

Meanwhile, in 1959, an amendment to the Mutual Security Act made possible the expenditure of foreign aid funds to assist American Sponsored Overseas Schools for the purposes of site acquisition and school construction and for the purchase of library and science laboratory equipment and materials. This source of assistance, however, was also short-lived; within two years a decision was made to limit the use of these funds to American-sponsored institutions of higher learning abroad, primarily in the Middle East (Luebke, 1976:33).

The programs so far described had as their central purpose the effort to bring about mutual understanding through the schools by making available to concerned individuals and groups overseas the opportunity for education based on the pattern of educational programs in the United States. Although many of the schools which received assistance had been established for the primary

purpose of educating American children, there was no direct concern, per se, in any of the government programs described above for the children who happened to be living abroad by reason of their parents' employment overseas with the federal government or in the private sector. The potential contribution of the American Overseas School as a factor in making overseas service attractive to Americans was first recognized in the Mutual Security Act of 1954 (Luebke 1976:33).

Another indirect source of government support for American Sponsored Overseas Schools appeared about the same time in the form of education allowances for federal employees stationed overseas.

The Mutual Educational and Cultural Exchange Act of 1961 (the Fulbright-Hays Act) also gave indirect recognition to the problems concerning dependent education. The legislation noted that the programs for continuation of assistance to American Sponsored Overseas Schools might also consider and seek to address the needs of the increasing numbers of American government employees' children attending those schools (Luebke, 1976:34).

The Foreign Assistance Act of 1961, which set up the Agency for International Development(AID) as the new foreign aid agency, authorized the expenditure annually of \$1.5 million to "provide assistance....to schools established, or

to be established, outside the United States....in providing for the education of dependents of personnel carrying out activities under this Act and dependents of United States government personnel". This act also authorized additional sums for construction of schools and boarding facilities for government dependents under certain circumstances (Luebke, 1976:35).

Thus, by mid-1964 there were three separate programs for providing direct assistance to American Sponsored Elementary and Secondary Schools abroad. These were: (a) the American-Sponsored Schools Branch of the Bureau of Educational and Cultural Affairs of the Department of State, (b) the Dependent Schools Branch of the Agency for International Development, and (c) the Dependent Education Program of the Bureau of Administration and the Department of State. Recognizing the need for coordination of these assistance programs, the Department of State and the Agency for International Development agreed to establish a consolidated overseas schools program, and set up the Office of Overseas Schools (Luebke, 1976:35).

Office of Overseas Schools

Paul Luebke, in the December 1985 edition of Wingspan, reported that with federal support for overseas schools being provided under three separate appropriations, the

Department of State and the Agency for International Development recognized the need for coordination of the assistance programs. It was agreed to establish a consolidated overseas schools program under a new arm of the Department of State Bureau of Administration, the Office of Overseas Schools. Beginning in 1964, with a program providing assistance to slightly more than 100 schools, A/OS (These letters form a governmental designation, not an acronym) drew its professional staff of Regional Education Officers from various sectors of the education community: public school systems, university campuses, foreign aid education programs, and from overseas schools themselves. Because of the diversity of funding sources, the Office was placed under the policy direction of the Overseas Schools Policy Committee, comprised of senior officials of the three funding agencies (p. 5).

Luebke went on to point out that the Office of Overseas Schools has been intimately involved in the establishment and support of the various regional associations of overseas schools and in the identification and support of highly qualified consultants for in-service staff development programs and school board training, in staff recruitment (especially in leadership positions), in the support of evaluation and testing programs, in school accreditation, in college entrance guidance programs, in school plant

planning, in the introduction and support of technological developments - in short, serving as a stateside resource for the schools and as a catalyst in the development of school improvement activities (1985:6).

Orr and Conlan (1984) listed the criteria governing assistance to the American Sponsored Overseas School. These were established under the Mutual Educational and Cultural Exchange Act of 1961, as amended, and are as follows:

1. The school must meet a demonstrated need for American-type educational facilities in the community or region, and, in the case of primary and secondary schools, shall be open to the enrollment of qualified American students.
2. The school must have been founded by or must be operated or sponsored by citizens or nonprofit institutions of the United States, with or without the participation of nationals or other countries.
3. The school must operate without objection from the national government of the host country and must be nonpolitical in character.
4. Authority over policy, finances, and administration must be vested in a competent board of responsible persons, usually including representation of the appropriate U.S. Embassy or Consulate, but at a minimum to include representation by U.S. citizens. This will vary from school to school depending on local circumstances and on U.S. policy.
5. The director or principal of the school, wherever practicable, should be a U.S. citizen.
6. There should be a sufficient number of teachers from the United States or teachers trained in American educational methods to assure adequate contact for the students with these methods and the corresponding ideas.
7. The curriculum and instruction of the school should be of good quality and reflect accepted

U.S. theory and practice in education to the greatest extent practicable.

8. Primary and secondary curricula should provide instruction in the language, literature, geography, and history of the United States, and, where practicable, of the country where the school is located. Wherever the needs of American students require it, English shall be used as a language of instruction.

9. The operation of the school should contribute to mutual understanding between the people of the United States and the peoples of the host country or other countries through such means as enrollment of foreign nationals, the provision of binational extracurricular, and community programs, and English-language classes for special students.

10. The financial plan of the school should provide for continuing resource to all feasible means of achieving and maintaining its financial independence through an adequate fee structure, endowment, and other forms of private support.

11. Financial aid will not be given to church-connected schools. Nor will it be given to government, company, or private profit-earning schools unless provisions of such assistance would assure educational facilities for American dependents which would not otherwise be available in the area (1984:52-53).

Orr and Conlan also stated that the criteria above makes incidental reference to the need for educational facilities overseas for dependents of Americans stationed abroad, but it is the funds provided under the Foreign Service Act which have been authorized and appropriated for the specific purpose of providing educational opportunities for dependents of government personnel. To be eligible for assistance under the provisions of these legislative

authorities under criteria established both by the Agency for International Development and the Department of State, a school must meet the following conditions:

1. There are sufficient numbers of dependent children at post to represent an established need for dependent education.
2. There is evidence of local support on the part of the United States, local, and other foreign communities at post.
3. There is evidence that there are available sufficient numbers of qualified and interested persons, including American citizens, to provide policy, financial, and administrative guidance to the schools.
4. English is the primary language of instruction.
5. To the extent practicable under existing local conditions, the school follows a fundamentally American curriculum and American teaching methods and uses American textbooks and reference materials.
6. Academic standards, including teacher qualifications, are comparable to those in American schools.
7. There is a policy of admitting all dependents of U.S. government employees who otherwise meet the school's admission standards.
8. There is evidence that the school will ultimately be able to cover ordinary recurring operating expenses from tuition or other school income other than U.S. government grants.
9. There is evidence that there is no other feasible means currently available to the school for adequately financing expenditures necessary to provide for the education of government dependents (1984:53-54).

Luebke (1976) further discussed that the eligibility of an overseas school for assistance is determined in the first instance by the local American Embassy or Consulate, which passes on to the Department of State its recommendation that the school be included in the overseas schools assistance program. If the Department of State concurs, the school's requests for assistance in carrying out specific goal-oriented activities are then considered for funding, subject to the justification of requests in the light of assistance policies and to the availability of funds.

Dr. Ernest Mannino, Director of the Office of Overseas Schools since its inception in 1964, is quoted as saying that, "It was never a strategy to pour large sums of money into overseas schools. The first policy was to respect their independence and try to strengthen their support among parents and the community" (Talking To Ernie, 1987:1).

Mannino went on to contend that:

You judge A/OS by what is being done overseas. Before A/OS was formed, overseas schools' activities were splintered. Now there is a central source of information and assistance. If one can say that the overseas schools are delivering better services, the A/OS has had some accomplishments. The answer is out there (Talking To Ernie, 1987:10).

Cultural Influence

Goodson contended that if some 'planner' had conceived the idea of a vast international network that would contribute to an understanding and support for his government and at the same time contribute to life in the host country, he would not have been able to bring about anything equal to the overseas American schools (1981:4).

Working cooperatively with people of other cultural and linguistic backgrounds can lead to the development of a basic framework for the appreciation and acceptance of other peoples. Such understanding is essential in the development of good international relations. The American Overseas Schools at the elementary and secondary levels have provided this type of environment in countries throughout the world.

The development of the American Overseas School was based on local needs and cooperative efforts to solve educational problems. In almost every case there was a strong commitment to a bi-lingual, multi-cultural program with an emphasis upon quality education.

There is in these schools a world-wide group of educational institutions deeply rooted in local aspiration and support. The group as a whole presents a unique feature of American education that is little known by the educational community. The schools seem unique in world history in their particular type of cooperative growth.

Such a situation would be greatly desired by any world power hoping to subtly influence the youth that will be the future leaders of a country.

Goodson further stated that:

Americans should be realistic in examining the causes of the enthusiastic support from the host country and third country nationals. The chief motivating force is not the admiration of the American system of education. It is the desire to become proficient in the English language in order to have access to the scientific and technical knowledge available in English and to better fit into the diplomatic or commercial world where English has become the first language world-wide. In spite of this specific motivation, the opportunity to be a part of the American School for a few years brings added appreciation and understanding in cross cultural life. Such understanding is vital for all who would be a part of international affairs at any level (1981:2).

Patterson supported this concept by stating that the American schools perform vital services in helping to transcend the gap between the host country's culture and that of the United States of America. More specifically the American Sponsored Overseas Schools attempt to:

1. Promote mutual respect and understanding between the citizens of the host country and citizens of the United States, especially the children;
2. Provide educational experiences for young people and adults which help interpret one another's culture;
3. Provide broad, bi-lingual educational programs which may lead the students into business and commercial activities meaningful to United States interests both in the host country, as well as in the United States;

4. Provide leadership in educational practices by utilizing and demonstrating modern methods of educational instruction, and through democratic organization, operation, and administration of the schools;
5. Contribute to civic, cultural, and recreational needs of the community through adult and special education programs;
6. Teach English to non-English speaking children;
7. Teach a second language to children from the United States;
8. Provide adequate preparation for students entering institutions of higher learning in the United States;
9. Promote professional relationships between educators of the United States and the host country where the school is located;
10. Provide an image of the best aspects of the culture of the United States;
11. Provide research in education pertinent to the host country where the school is located;
12. Provide a vehicle for the exchange of educational ideas locally, nationally, and internationally (1978:14).

This is consistent with the findings of Bishop in which he summarized that the advantages of a multi-cultural educational program may be viewed from international, national, and local perspectives. Internationally, the advantage of educating the masses through a multi-cultural design may be actualized by the American students having a common knowledge of the cultures of those countries where United States citizens most frequently travel. Also, since

large numbers of Spanish-speaking students are now attending schools in this country and many of this country's allies are of Spanish heritage, a recognition and appreciation of the various Latin American countries would be beneficial (1982:5).

In the Welcoming Address of the 1986 Overseas Board Members Seminar in Mexico City, John Donnelly reported that "Both boards and superintendents must place as a top priority the understanding of our community, especially our host country community. This really is no easy challenge. Never should this aspect be down-played. We as Americans are guests in our given countries and we must respect their cultures and heritage without imposing our ways of being while giving all the students the best education possible for preparation to enter United States colleges and universities" (Proceedings, 1986:17).

Holzman contended that responding to the concerns of a host government requires especially sensitive attitudes. World events that capture headlines in the media are particularly important to the school and its people. Such issues as domestic dissent or violence, devaluation and import restrictions have their immediate effect on the way the school must operate. Adjustments to politically or economically volatile situations must be swift and sure. The overseas school is especially vulnerable if or when

political unrest in the host country takes on an anti-American tone (1985:14).

Further support of the intercultural value of the American Sponsored Overseas School is observed in an extensive work on the subject by Orr and Conlan. Their research found that each school was unique. Each school is its own international center, community center, and learning center. Their right and privilege to be different, their challenge to be unique, and their responsibility to be free, international centers of shared learning make these schools the strength of a global community. "It is here where life is as real as it can be and as peaceful as it should be" (1984:1).

Multi-cultural education is education which values cultural pluralism. Multi-cultural education rejects the view that school should seek to melt away cultural differences or that schools should merely tolerate cultural pluralism. Instead, multi-cultural education affirms that schools should be oriented toward the cultural enrichment of all children and youth through programs rooted in the preservation and extension of cultural diversity as a fact of life in American society, and it affirms that major education institutions should strive to preserve and enhance cultural pluralism (Gollnick, in Orr & Conlan,1984:9).

Orr and Conlan's research described overseas schools as most marked by their diversity of organization and programs and by their similarity of contributions to international and intercultural relations. These apparent differences create conflicts that are rooted more in images than in reality. When George McCullough, Chairman of the Overseas Schools Advisory Council, addressed the 1987 Seminar for Overseas School Board Members in Cartagena, Colombia, he stated that:

Often, in overseas schools, there will be students and faculty members from several different countries. It is important - but often difficult - to bridge these inherent cultural differences while still achieving the primary objective of assuring a high quality education for all of the students - regardless of their cultural background (Proceedings, 1987:31).

At the same Seminar, Gilbert Brown, Headmaster of the Escola Americana de Rio de Janeiro, emphasized this point when he said, "Despite differences in language or national location, we have assumed a common obligation to transmit a certain cultural orientation to our students" (Proceedings, 1987:67).

Research by Goodson (1981) reported that the pupils of each culture represented in the school are exposed to situations that illustrate how the development of an appreciation of how another culture aids in solving the basic problems facing all mankind. Such pupils develop an understanding of others so that they are able to adjust to

different cultures and situations that present great difficulty to those with a more provincial educational background. They may be called "World Citizens". This does not mean that they lose their patriotism, but rather that they are better able to relate the aspirations of their nation to the totality of world conditions. Such people will eventually provide a cadre of leaders in diplomatic and business relations to represent their country in a way that will elicit respect from their associates.

In A Salute to Overseas Schools Louis J. Rubin was quoted as concluding:

Today our notions of a good education have changed. We no longer assume, for example, that learning is a matter of filling the mind and implanting prescribed beliefs. More, we now know that knowledge comes not from within the walls of a school alone, but develops as well from the broad welter of social experiences. The nationalism of yester-year, fortunately, has given way to a one-world consciousness of human interdependence. Here, I suspect, lies the ultimate value of wisdom gained in diverse, cosmopolitan environments. If, indeed, genuine education comes, not just from things taught in classrooms, but from the cumulation of human encounters, the young who study abroad are richly blessed (1985:15).

Conlan (1982) summarized by stating that the American Sponsored Overseas Schools play a crucial role in the value of education. In a sense, these ASOS capture the essence of education by simply existing. Their presence within their communities and throughout the world tie education with that global community to which we all belong. To validate the

contributions of the ASOS may be a frivolous attempt. Certainly, the value of the ASOS in impacting awareness seems obvious.

Conlan stated that:

The ASOS do more than exist. These schools and the people who support them represent the essence of education that is hopeful and invaluable. It is these people and their visions who seek not to divide the global community into arbitrary bits but to sharpen the sense of sharing and commonalities (1982:9).

School Board Role and Responsibilities

The Southern Association of Colleges and Schools in its publication The Latin American Schools (circa. 1985) reported that operating an effective school is a great challenge and responsibility. The challenge of governing a complex educational enterprise is to provide appropriate staff, effective programs, and adequate buildings despite the constraints of inflation, devaluations, political unrest, and other hindering forces.

The governing board of a school is usually a corporate, deliberate body that conducts its business only as a single unit and only in formal, officially scheduled sessions.

The board functions include:

1. Representing those constituents who have entrusted school governance to the board through election, appointment, or other historically acceptable working method.
2. Determining institutional goals and purposes.

3. Developing written policies for school governance and operation with professional counsel from the director and other resource people.
4. Fostering effective and efficient working relationships through the maintenance of open channels of intercommunication between and among members of the board, administration, faculty and staff, parents, host country educational officials, and in certain situations, corporate, religious or governmental officials.
5. Translating educational needs - fiscal, personnel, environmental, instructional - into policies, facilities, programs and services .
6. Establishing the organizational pattern required to achieve educational goals and to protect policy-making, executive, and professional prerogatives (p.2).

Research by Fox et al. (1983) concluded that since its inception, the Board of Directors' basic function is to see that the school is operated according to the law of the country, both on the local and national level, in a manner consistent with the welfare and aspirations of the people to whom the school belongs. It further acts as the representative of the parents of students in the school which it serves. Oftentime, the Board of Directors fails to understand that it is not the purpose of the Board to attempt to perform administrative details in operating the school. It is basic that the Board of Directors understands that it should restrict itself to the general administration and supervision of the school, leaving details of management and execution of its policies to the superintendent and his

staff. If the latter fail to carry out their assignments, they should be replaced with more competent personnel.

Four general areas of concern which are the specific responsibilities of the Board of Directors are as follows:

1. There is no dispute that the Board of Directors is the authority for general local school rules and regulations, projects, programs and procedures within the law of the host country Department of Education.
2. It is important that the Board of Directors sets up the processes used in disseminating Board policy through rules and regulations involving procedures, selection of school personnel and all other functions through which the Board puts its policies into actual practice for the school.
3. After the Board of Directors has established policies which are executed by the professional staff, it then has the responsibility to effectively evaluate how well the policies have been put into practice. This should be done in frank and sincere discussion with the Superintendent. If the Board has doubts as to the implementation quality of its policies because of a lack of educational understanding, then the Board together with the Superintendent should invite competent educational consultants into the school to make an impartial evaluation.
4. One of the most difficult and important functions of the Board of Directors is planning and projecting the improvement of the educational program. In making plans and projections, the Board must consider expected increase or decrease of student enrollment. Based on such calculations, physical facilities, staff needs and financial structure must be taken into account. In the event of expansion of the size of the student body, it may be appropriate to consider new trends in educational practice, methods and techniques of teaching with its related housing problems. On the other hand, if calculations indicate a decrease in the student enrollment, the same factors must be considered to reduce the total school program with the least amount of

reduction in quality. As difficult as it may be, the foregoing problems should be reflected in Board policy (Fox et al., 1983:6).

One of the greatest problems of the American Sponsored Overseas Schools, according to Fox, is the lack of understanding of the board members in their role of relating to the professional people they engage to operate their schools.

It is not unusual for the school to also have a high turnover of members of the Board of Directors. Too often, new board members are left to learn their duties and responsibilities through experience without the help that should be provided (Fox et al., 1983:8).

Patterson, in the publication The Board of Directors and Public Relations (n.d.) notes that in the American Sponsored Overseas School, unlike a public or private school in the United States, the Board has a dual responsibility in keeping the local American community as well as the host country nationals informed regarding activities of the school. " People, regardless of nationality, will usually support educational programs if they understand the needs, goals, and problems of the school" (p. 1).

Patterson also stated that:

Every member of the Board of Directors of the Overseas School is a public relations agent to the total community in a positive or negative way whether he/she intends to be or not. By virtue of his/her known position as a member of the Board, any comment he/she might make concerning the

school is taken as if he/she were a person 'in the know' (n.d.:1).

In the area of policy, research conducted by Orr in Quo Vadis and the Quid Pro Quo contended that policies that guide and direct many American Sponsored Overseas Schools tend to be unclear and underdefined. This condition, combined with a high turnover of school board members and school leadership personnel, has resulted in a serious discontinuity in many schools. Goals have been confused, and there is a tendency for development by change, not by design or plan (1981:3).

The proper role for the board is an open question in many American Sponsored Overseas Schools. Orr suggests that planning, policy, control of its own members, trusteeship, and oversight are the most productive functions for the ASOS board (Orr, 1981).

Further research by Orr (1981) affirms the above. He states that in a school organization, the final authority is the board and as such, the authority to adopt policies is vested in the board convened in a regular session. Most boards are comprised of lay citizens whose profession and expertise may not be related to educational matters, or, whose livelihood leaves little time to spend in the formulation of educational policies. Consequently, boards usually authorize their chief executive officer

(superintendents) to formulate recommended educational policies or to cause such to occur. Once the proposed policies are formulated, they are presented to the board for review, modification, and then adoption.

This point is further emphasized by Patterson as stated in The Individual Board Member (n.d.), in which he notes that all members of a Board of Directors in an American Sponsored Overseas School, as in all schools, should be persons of character and integrity as recognized by members of the community. They should be known for their honesty, fairness, open-mindedness, civic and public spirit, business ability, and above all, for their interest in the education of children and the total program of the school.

Regardless of the individual opinions, convictions, thinking and actions of an individual board member, these can only contribute to the general considerations and discussion on which decisions are based by the Board of Directors as a single unit or a whole (p.2).

Patterson, in the publication, The Board of Directors (n.d.), observed that since its inception, the Board of Directors' basic function is to see that the school is operated according to the law of the country both on the local and national level, in a manner consistent with the welfare and aspirations of the people to whom the school

belongs. It further acts as the representative of the parents of students in the school which it serves (p.2).

A former member of a Board of Directors, Ian Scott added that one of the most difficult things for most school presidents and board members is to remember that their role is basically that of making policy (1982:3).

Orr (1981) contended that the level of management sophistication in the American Sponsored Overseas School ranges on a continuum from simple to complex. Indeed, some ASOS are relatively isolated from internal and external conditions which normally require comprehensive policies and are no more complex than a United States elementary school with a principal and several teachers and a few hundred students(or less). This type of ASOS is rare, however. Many of the ASOS are complex organizations with all of the problems and potentials of any large school system. The vast majority of ASOS fall somewhere in between these two extremes. It is an error to assume that organizational complexity is related directly to the size of the pupil population of an ASOS. Probably the most reliable measure of a schools need for policy is the distance between its status and its goals.

Most ASOS have goals that are more complex than those of the typical United States school. In subscribing to the typical and somewhat common goals of United States

education, the ASOS may also include other goals as a result of the school's unique potentials, their universal opportunities, or by necessity (p.2).

Dr. Salvatore J. Rinaldi, Regional Education Officer for the U.S. Office of Overseas Schools, at the Overseas Board Members Seminar in February of 1982 at Kingston, Jamaica, is quoted as saying that:

The most interesting phenomenon about these overseas schools is that so many people and groups are interested in them for so many different reasons. This diversity of interest has been both a strength and a problem for the schools. They receive substantial offers of assistance but have difficulty in establishing goals and priorities which do not conflict or result in inconsistencies among and between their supporters (Proceedings, 1982:45).

Holzman found that the Boards of Directors overseas are usually more advisory than their stateside counterparts on school boards. Consequently, the Superintendent has more latitude in dealing with the day-to-day operational problems (1985:14).

Merz suggested that it would appear that school board members today are experiencing conflict and frustration of unique dimensions. Whether a board member is judged to be effective in school governance or finds the job to be full of frustration and conflict depends on the extent to which the expectations of the board member, the superintendent, and the community are met (1986:398).

Merz went on to note that areas of conflict and frustration are caused by school board members attempting to meet diverse needs with declining resources. What may appear to be an increase in conflict and frustration may be caused by the changing nature of the task of school governance (1986:405).

Patterson presented a differing viewpoint when he observed that with the presence of long term United States residents in the overseas community, members of a Board of Directors are strengthened by being able to serve for more than a period of one or two years and can thereby achieve a greater understanding of the problems of the school and give better continuity to the direction of the school (1978:8).

Orr contended that overseas schools have few if any provisions for accountability beyond their own controlling board. They are not subject to normal federal or state requirements or regulations; therefore, the only outside, independent review of these schools is their voluntary decision to seek and maintain U.S. accreditation (1980:89).

Orr (1982) reported that controversy can be beneficial or destructive to a school. Ideally, controversy should provide the platform through which boards, parents and school personnel clarify and develop their fundamental beliefs. In a school that is organized and operated on the principles of democracy in which there is lay involvement

and control, there is an implicit dual responsibility for those who govern ASOS; first, to recognize that the interpretation of changes in societies and cultures is not the sole responsibility of professional school personnel but a pervasive responsibility of the school community in its broadest sense; second, school organizations and programs at best represent a compromise of fundamental beliefs; therefore, while changes for improvement and development should occur continuously, they should not occur erratically in isolation from the fundamental beliefs which guide the school. School board members must provide both stability and future planning to assure that a school can both operate in an orderly fashion and improve over time (p.2).

Those who control an ASOS must chose between two basic alternatives: 1) that ultimate control of the school's philosophy and mission are vested in a group of founders and that policy for operating the school is vested in a board of directors or, 2) that all decisions are in the hands of parents with children in the school; that is, the school is what the majority of parents want it to be.

Orr contended that an ASOS is unconstrained in its power except as limited by the school charter or law. These constraints are usually minimal except in cases where a legal entity which founded the school retains certain powers to itself. Most constraints that school boards have are

those that they place on themselves. The extent to which school boards limit their power and the types of functions they retain to themselves represent their fundamental beliefs about their role and also the role of the superintendent.

The school board will define its role and in so doing will determine the functions on which it will focus its time and energy.

1. Most ASOS boards organize and control themselves on a modified U.S. model: trusteeship, policy and oversight; the model modified with needed board expertise for external relations: relations with host country governments, retirement and insurance packages, investment of funds, school plant planning and construction and legal actions and questions.

2. Other ASOS boards organize themselves in a manner which includes the functions in (1) above but also become involved in the internal operation of the school.

- a. One pattern of involvement is through standing committees which meet to deliberate questions and make recommendations to the board. For example, curriculum, personnel, finance, evaluation, admissions, expulsion of students, etc.

- b. A second pattern is to have standing committees of the board for all major school functions (Orr, 1980:5).

Orr commented that school boards which assume responsibility for internal operations of the school that are professional functions will unintentionally divert an inordinate amount of professional time from the staff and faculty. The result will be short-term improvement in the

understanding the board has about the school; the long-term result will be a lower quality of school program as a result of neglect (1980:6).

The importance of a board defining its role as a policy group rather than an operating or administering group is best explained by both their responsibilities and their competencies. Their primary responsibility is to establish the direction the school should follow. With a few exceptions, the ASOS board represents a school community and is charged with the responsibility to set a course for the school that is consistent with its reason for existing (Orr, 1980:12).

Orr went on to point out that the nature and circumstances of the ASOS are such that board functions tend not to be in balance: 1) they employ an outstanding superintendent and place on him or her total responsibility for policy and administration, or 2) they become overly involved in the day-to-day administration of the school.

Both actions appear to result from the following:

1. People are elected or named to the board who simply have no interest in the school, or because they have a special interest--educational, political, social or vindictive.
2. Newly elected board members are often well-intentioned but are not provided with adequate orientation. Obviously, if a school has not developed policies, role-orientation is not productive.

3. The high turnover of board member in the ASOS, in the absence of adequate policy direction for the school, results in confusion and sometimes impulsive rather than planned and considered action.

4. The high turnover of ASOS superintendents, coupled with a higher than normal incidence of undertrained and inexperienced administrators, frequently places the board in a position of temporarily assuming some administrative responsibility.

5. The close knit nature of many ASOS communities results in board supported nominations of personnel for ASOS positions of individual friends, who may be charming but unqualified.

6. Even though each ASOS is unique, all do have many differences in addition to similarities. Some boards tend to adopt policies of other schools without adequate deliberation and thereby create confusion about their own direction. The greatest commonality among the ASOS may be underdeveloped policy. If this is the case, the common but serious problem of communication about a school is intensified. Employing a superintendent whose beliefs are not in harmony with the board about the direction of the school is a possible result (1980:14).

Another potential for conflict according to Orr is that boards of control in ASOS commonly have a large proportion of members with training and experience or understanding of profit motives, profit-driven decisions, line-and-staff organization, or attainment of organizational goals by other than normative means. The result of these differences is that there is a higher than average potential for conflict and disagreement between boards of control and school personnel (1980:19).

Phillips reported that it has often been stated that board members should be interested lay citizens who establish board policies and appoint an administrator to implement the policies and to operate the school. In practice, however, it is not quite that simple. Board policies and regulations become the concern of students, staff members and parents, and, although it is generally accepted that the school operates under the direction of the teachers and the administrator, it soon becomes abundantly clear that final authority rests with the board. Consequently, board members can be and often are the focal point of pressure by requests from students, staff members, parents or others. To be an effective board member, therefore, a person needs to be able to handle such pressures and this requires: (1) knowledge of the role and responsibilities of the board, a board member, the administrator, the staff, the students and the parents, (2) knowledge of the philosophy and objectives of the school, and (3) knowledge of key board policies and the logic or rationale supporting them along with sufficient knowledge of school operation to make sound decisions relating to the recommendations of the administrator (1988:16).

Phillips also concurs that outside of board meetings, board members should exhibit an interest in all matters related to the school, observe the school operation, listen

to comments and ask questions while being circumspect in offering opinions that could be construed as a board judgement. Concerns expressed to board members should be directed to the administrator or to the Chairman of the Board in writing. These concerns should then be referred to the administrator for study and for developing a recommendation to be submitted to the board in a regular meeting or in executive session (1988:18).

Orr proposed that the board has a tremendous responsibility to foster the conditions that best support the teaching-learning process. The board, functioning as a board should ascertain that each board member understands the role of the board and the appropriate behavior of each board member (1982:22).

Orr concluded that all people in American Sponsored Overseas Schools and all of those concerned with them should develop patience, understanding and a high tolerance for ambiguity. The major fact that should sustain and reinforce boards, administrators, teachers, parents and children is that the progress of the ASOS during the last decade has been exceptional. There is clear, demonstrable evidence that the American Sponsored Overseas Schools are providing an increasingly better education each year (1982:23).

CHAPTER III

METHODOLOGY

The purpose of this chapter is to describe the research methodology of the study, data collection technique, development of the data collection instrument, administration of the questionnaire and to provide an explanation of the statistical procedures used to analyze the data.

Research Methodology

Descriptive research methodology was utilized in this study. The data was obtained through the use of a survey technique.

According to Best, descriptive research is concerned with conditions or relationships that exist; practices that prevail; beliefs, points of view, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing (1959:63).

The results of surveys can be of assistance in the establishment of policy or in the planning and evaluation of programs and in conducting research when the information one needs should come directly from people.

Fink and Kosecoff define a survey as a method of collecting information from people about their ideas, feelings, plans, beliefs, and social, educational and financial background (1985:13).

Population

This study surveyed all members of the school boards in each K-12 American Sponsored Overseas School in Mexico, Central America and the Caribbean (Appendix A). Schools organized on a K-8 basis were not included in the study.

Instrumentation

The survey questions were developed by the researcher based upon previous research of school board members in the United States (Cleary 1984, Alvey 1985, Bell 1986, Lockett 1986, Cameron 1987). Additional questions evolved from the researcher's own experience in American Sponsored Overseas Schools. All questions were presented to the regional officer of the United States Department of State Office of Overseas Schools who is responsible for the region that is the subject of this study. The final set of questions was determined based upon applicability and meaningfulness for American Sponsored Overseas Schools. The questions were then placed in appropriate categories.

The survey instrument consisted of two parts (Appendix B). Part I, titled Personal Information, was used to record the demographics of the population. Part II was used to determine the range and emphasis of concerns and perspectives of the respondents. Part II of the survey instrument was organized under five general headings: (A) Organization, (B) School Board Role and Responsibilities, (C) Curriculum and Instruction, (D) Staff and Parents, and (E) Concerns. These areas were selected due to their general applicability to school governance.

Parts I and II of the survey instrument were presented in both the English and Spanish language. Separate questionnaires were available for each respondent in each language. To verify the reliability of the Spanish translation, the instrument was translated by both a native English speaking Spanish translator and a native Spanish speaking translator. The translators then cooperatively developed the final translation of the instrument.

Field Testing (Pilot Survey)

The questionnaire was validated through a pilot survey test of American Sponsored Overseas Schools school board members in Bolivia, Chile, and Ecuador. This pilot survey group included both host and non-host school board members and also native English and native Spanish speakers. The

questionnaire was also pilot tested by administering it to former ASOS school board members now residing in the United States. In addition, administrative staff of the United States Department of State Office of Overseas Schools and the superintendents of the three pilot schools were utilized to review the applicability and comprehensiveness of the questions.

Each section of the questionnaire had a sub-section titled: Comments. Each individual was asked to evaluate the questionnaire with particular emphasis on the following areas:

1. Were the directions to the questionnaire stated and explained clearly?
2. Were the questions of sufficient interest and appeal to insure the respondent would be inclined to respond and complete the questionnaire?
3. Were the questions relevant to current educational concerns so as to elicit accurate and realistic responses?
4. Were the questions asked in a way that would avoid embarrassment to the respondent?
5. Were the questions too restrictive, limited or narrow in scope?
6. Were the questions clear and understandable?

Responses and comments from the field test subjects were analyzed and appropriate revisions were made.

Collection of Data

Prior to the mailing of the survey instrument, each superintendent of the schools included in the population was contacted by telephone as a courtesy and to explain the purpose of the research effort. The survey instrument was then sent by air mail to each school superintendent for distribution to each school board member. A letter of introduction and instructions for the superintendent was included (Appendix C). Separate letters of introduction and instructions for school board members were attached to each questionnaire (Appendix D). These instructions were in both English and Spanish. An appropriate number of English and Spanish language questionnaires were included. The school board members were instructed to return all completed questionnaires to the superintendent to expedite the return mailing.

Instructions included information for the return mailing. Because of the difference in postage rates in each country, the superintendents were requested to include a bill for the return postage costs which would be remitted to the school upon receipt of the completed questionnaires.

A total of 148 school board members were sent copies of the questionnaire. This represented sixteen schools in nine countries.

In order to facilitate follow-up efforts, each questionnaire was coded with a control number unique to the school.

The first mailing took place during January 1988. This mailing was followed by a telephone call to the superintendent approximately one month after the date of the mailing. Additional telephone communications were utilized after six weeks from the date of mailing.

Method of Analysis

The returned questionnaires were examined for completeness and accuracy in following directions. Any question with an incomplete response or a response not accurately recorded was discarded.

All data were coded and entered on a computer terminal. The data were analyzed through the use of the Statistical Analysis System (SAS). Individual survey items were analyzed by using frequency distribution and cross tabulation procedures. Those responses found to have a difference of fifteen percentage points between the host country and United States citizens responses were considered by the researcher to be significant. The computer facility at

Virginia Polytechnic Institute and State University was utilized to process the data for this study.

CHAPTER IV

RESULTS

The purpose of this chapter is to present a description of the response data and the applied statistical techniques. This chapter is divided into three sections. The first section describes the demographic and personal characteristics of the respondents involved in the survey. The second section presents the findings with respect to the research question. The third section presents a summary of the chapter.

Description of the Population

The population for this study consisted of 148 school board members in 16 schools and nine countries within the region of Central America, Mexico and the Caribbean. After eight weeks, 83 or 56% of the survey forms were returned.

Demographic Data Relative to the Respondents

School/Country

The distribution of returned surveys by school and country from the population is reported in Table 1. Board members in 88% of the schools responded to the survey. Responses were received from all nine countries.

TABLE 1
 DISTRIBUTION OF RETURNED SURVEYS
 BY SCHOOL AND COUNTRY

<u>School</u> Country	Mailed	Returned	
	N	N	%
American School of Durango Mexico	11	4	36.3
American School of Guadalajara Mexico	11	11	100.0
American School of Mexico City Mexico	11	9	81.8
American School of Monterey Mexico	15	14	93.3
American School of Puebla Mexico	3	3	100.0
American School of Torreon Mexico	11	0	0.0
Lincoln School Costa Rica	10	9	90.0
Costa Rica Academy Costa Rica	7	4	57.1
American School El Salvador	10	2	20.0
American School of Guatemala Guatemala	7	0	0.0
Colegio Maya Guatemala	9	2	22.2
American School Honduras	10	6	60.0
American-Nicaraguan School Nicaragua	5	4	80.0
Carol Morgan School Dominican Republic	9	4	44.4
Union School Haiti	7	4	57.1
Priory School Jamaica	12	7	58.3
Total	148	83	56.1

Region

The frequency and percent of responses by region is reported in Table 2. The largest percentage of respondents was from the Mexico region with 66% of the school board members responding.

Personal Data Relative to the Respondents

Sex of Respondents

The majority of the respondents, 67 or 81%, were male. The highest percentage of females responding, 10 or 25%, were United States citizens (see Table 3).

Age of Respondents

The age of respondents, by categories, is presented in Table 4. The range of ages reported by the respondents was from 32 to 62 years of age. The largest group of respondents, 27 or 32.5%, were in the 41 - 45 age category.

Educational Level of Respondents

The frequency and percent of respondents by education level, according to citizenship category, is reported in Table 5. Of the respondents, 79 or 95%, indicated some education beyond high school, with 81% indicating completion of a college or advanced degree. The percent of host country and United States citizens completing a degree program beyond high school is similar, with 80% host country and 83% United States citizens responding in this category.

TABLE 2
DISTRIBUTION OF RETURNED
SURVEYS BY REGION

Region	Surveys Mailed	Surveys Returned	
		N	%
Mexico	62	41	66.1
Central America	58	27	46.5
Caribbean	28	15	53.5
Total	148	83	56.1

TABLE 3
 DISTRIBUTION OF RESPONDENTS
 BY SEX ACCORDING TO CITIZENSHIP

Sex	<u>CITIZENSHIP</u>						<u>ROW TOTAL</u>	
	<u>HOST</u>		<u>U.S.</u>		<u>OTHER</u>		N	%
	N	%	N	%	N	%		
Male	36	90.0	30	75.0	1	33.3	67	80.7
Female	4	10.0	10	25.0	2	66.7	16	19.3
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

TABLE 4
 DISTRIBUTION OF RESPONDENTS
 BY AGE
 ACCORDING TO CITIZENSHIP

Age	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
30 - 35	4	10.0	2	5.0	0	0.0	6	7.2
36 - 40	6	15.0	10	25.0	0	0.0	16	19.3
41 - 45	15	37.5	11	27.5	1	33.3	27	32.5
46 - 50	1	2.5	9	22.5	1	33.3	11	13.3
51 - 55	7	17.5	2	5.0	1	33.3	10	12.1
56 - 60	6	15.0	5	12.5	0	0.0	11	13.3
Over 60	0	0.0	1	2.5	0	0.0	1	1.2
No Response	1	2.5	0	0.0	0	0.0	1	1.2
Column Total	40	100.0	40	100.0	3	99.9*	83	100.1*

* Percentages do not total 100% due to rounding

TABLE 5
 DISTRIBUTION OF RESPONDENTS
 BY LEVEL OF EDUCATION
 ACCORDING TO CITIZENSHIP

Education	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
Less than H.S. grad	2	5.0	0	0.0	0	0.0	2	2.4
High School grad	1	2.5	1	2.5	0	0.0	2	2.4
Attended College	5	12.5	6	15.0	1	33.3	12	14.5
College grad	15	37.5	12	30.0	1	33.3	28	33.7
Advanced degree	17	42.5	21	52.5	1	33.3	39	47.0
Column Total	40	100.0	40	100.0	3	99.9*	83	100.0

*Percentage does not total 100% due to rounding

Citizenship of Respondents

The distribution of respondents, by citizenship, is reported in Table 6. As shown, 40 or 48% of the respondents were citizens of the host country and 40 or 48% of the respondents were citizens of the United States. Only 3 or 4% of the respondents indicated citizenship of another country.

Employment of Respondents

Table 7 reports the employment categories of the respondents. The largest percentage of both the host country (63%) and the United States (40%) citizens reported being employed by private industry. As shown, 20% of the United States citizens reported their employment status as being diplomats.

Length of Board Service of Respondents

The frequency and percent of respondents length of board service, by citizenship categories, is reported in Table 8. The range of responses was from less than 1 year to 22 years of service. One-third (33%) of the respondents reported less than 2 years service, with almost another one-third (30%) reporting less than 5 years service. The Table shows that host country citizens have slightly more years of service on the board than United States citizens.

Method of Selection to the Board

As indicated in Table 9, the majority of school board members (59%) were elected to the position. The response

TABLE 6
DISTRIBUTION OF RESPONDENTS
ACCORDING TO CITIZENSHIP

<u>Citizenship</u>	<u>Frequency</u>	<u>Percentage</u>
Host country	40	48.2
United States	40	48.2
Other	3	3.6
Total	83	100.0

TABLE 7
 DISTRIBUTION OF RESPONDENTS
 BY EMPLOYMENT
 ACCORDING TO CITIZENSHIP

<u>Employment</u>	<u>CITIZENSHIP</u>						<u>ROW TOTAL</u>	
	<u>HOST</u>		<u>U.S.</u>		<u>OTHER</u>		<u>N</u>	<u>%</u>
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>		
Private industry	25	62.5	16	40	0	0.0	41	49.4
Self-employed	9	22.5	5	12.5	0	0.0	14	16.9
Diplomat(U.S.)	0	0.0	8	20.0	0	0.0	8	9.6
Retired	2	5.0	3	7.5	1	33.3	6	7.2
Housewife	1	2.5	6	15.0	2	66.7	9	10.8
Other	3	7.5	2	5.0	0	0.0	5	6.0
Column Total	40	100.0	40	100.0	3	100.0	83	99.9*

*Percentage does not total 100% due to rounding

TABLE 8
 DISTRIBUTION OF RESPONDENTS
 BY LENGTH OF SCHOOL BOARD SERVICE
 ACCORDING TO CITIZENSHIP

Years	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
Less than 2	9	22.5	18	45.0	0	0.0	27	32.5
2 - 4	10	25.0	13	32.5	2	66.7	25	30.1
5 - 7	8	20.0	4	10.0	1	33.3	13	15.7
8 - 10	4	10.0	2	5.0	0	0.0	6	7.2
More than 10	8	20.0	3	7.5	0	0.0	11	13.2
No Response	1	2.5	0	0.0	0	0.0	1	1.2
Column Total	40	100.0	40	100.0	3	100.0	83	99.9*

*Percentage does not total 100% due to rounding

TABLE 9
 DISTRIBUTION OF RESPONDENTS
 BY METHOD OF SELECTION TO THE BOARD
 ACCORDING TO CITIZENSHIP

Method	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
Elected	25	62.5	23	57.5	1	33.3	49	59.0
Appointed	12	30.0	17	42.5	2	66.7	31	37.4
No response	3	7.5	0	0.0	0	0.0	3	3.6
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

rate for host country and United States citizens was similar with 63% of the host country and 58% of the United States citizens reporting election as the method of selection.

Service on other School Boards

As reported in Table 10, almost three-quarters (71%) of the respondents had not had any prior school board service. Those respondents with prior school board service were evenly divided between host country (12%) and United States (12%) citizens.

Children in School where Respondent Serves

The majority of the respondents (93%) reported having children in the school in which they presently serve as members of the school board.

Number of Respondents Children in School

The number of children that the respondents have attending school where the respondent serves on the board is presented in Table 11. The range of numbers of children was from 0 to 5 with a mean of 2.2.

Children in Other K-12 School

Over three-quarters of the respondents (81%) reported not having children in another K-12 school.

Years Lived in the Host Country

The frequency and percent of respondents by years lived in the host country by categories, according to citizenship, is reported in Table 12. The range of years reported by the

TABLE 10
 DISTRIBUTION OF RESPONDENTS
 BY SERVICE ON OTHER SCHOOL BOARDS
 ACCORDING TO CITIZENSHIP

Served on other boards	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
Yes	10	25.0	10	25.0	0	0.0	20	24.1
No	29	72.5	27	67.5	3	100.0	59	71.1
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

TABLE 11
 DISTRIBUTION OF RESPONDENTS
 BY NUMBER OF CHILDREN IN SCHOOL
 ACCORDING TO CITIZENSHIP

Number of Children	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
0	0	0.0	6	15.0	0	0.0	6	7.2
1	4	10.0	10	25.0	1	33.3	15	18.1
2	16	40.0	13	32.5	1	33.3	30	36.1
3	13	32.5	8	20.0	0	0.0	21	25.3
4	6	15.0	2	5.0	1	33.3	9	10.8
5	1	2.5	1	2.5	0	0.0	2	2.4
Column Total	40	100.0	40	100.0	3	99.9*	83	99.9*

*Percentage does not total 100% due to rounding

TABLE 12
 DISTRIBUTION OF RESPONDENTS
 BY YEARS LIVED IN HOST COUNTRY
 ACCORDING TO CITIZENSHIP

Years	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
1 - 5	0	0.0	15	37.5	1	33.3	16	19.2
6 - 10	1	2.5	7	17.5	1	33.3	9	10.8
11 - 15	0	0.0	4	10.0	0	0.0	4	4.8
16 - 20	1	2.5	6	15.0	1	33.3	8	9.6
21 - 25	1	2.5	2	5.0	0	0.0	3	3.6
26 - 30	1	2.5	1	2.5	0	0.0	2	2.4
31 - 35	4	10.0	2	5.0	0	0.0	6	7.2
36 - 40	5	12.5	1	2.5	0	0.0	6	7.2
More than 40	19	47.5	2	5.0	0	0.0	21	25.3
No Response	8	20.0	0	0.0	0	0.0	9	9.6
Column Total	40	100.0	40	100.0	3	99.9*	83	99.7*

*Percentages do not total 100% due to rounding

respondents was from 1 to 59 years residency. The mean year of residency of respondents was 25 years. Almost one-half (48%) of the host country citizens reported having lived in the host country for more than 40 years. Over one-half (55%) of the United States citizens reported having lived in the host country 10 years or less.

Data Related to the Research Question

Research Question

What issues are of concern to selected school board members in K-12 American Sponsored Overseas Schools in Mexico, Central America and the Caribbean and how are these concerns related to the variable of citizenship?

Item responses to survey questions in Part II of the survey instrument are organized under five general categories: organization, school board role and responsibilities, curriculum and instruction, staff and parents, and concerns. Each question was analyzed according to citizenship of the respondents using frequency distributions and cross tabulations.

Organization

Mission

The majority of respondents, 74 or 89%, reported that the mission of the school is clearly defined. Responses

concerning the status of the mission indicate that 36% of the respondents reported that it has undergone minor changes, while 35% reported it has undergone major changes. Over three-quarters of the respondents (81%) reported that the mix of student nationalities is in accordance with the mission of the school (see Table 13).

Enrollment

Table 14 reports the respondents views on enrollment. Over one-half, 21 or 53%, of the United States citizens projected an increase in enrollment. Over one-half, 24 or 60%, of the host country citizens projected that enrollment will remain the same.

In response to the impact of decreased or increased enrollment, 57 or 69% of the respondents reported that it would effect the quality of the educational program. Both host country and United States citizens responses on this issue were similar in distribution.

Local Government

Table 15 reports that 29 or 34% of the respondents describe the local Ministry of Education as involved, but not supportive. The next most frequent response, 18 or 21% describes the local Ministry of Education as not involved. The host country and United States citizens did not report any major differences in their responses.

TABLE 13

MISSION OF THE SCHOOL
ACCORDING TO CITIZENSHIP
AS REPORTED BY RESPONDENTS

Statement	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
13.1 Mission clearly defined								
Yes	39	97.5	32	80.0	3	100.0	74	89.2
No	1	2.5	8	20.0	0	0.0	9	10.8
Column Total	40	100.0	40	100.0	3	100.0	83	100.0
13.2 Mission since founding								
Remained Same	5	12.5	16	40.0	0	0.0	21	25.3
Minor Changes	20	50.0	9	22.5	1	33.3	30	36.1
Major Changes	14	35.0	13	32.5	2	66.7	29	34.9
Changed Completely	1	2.5	2	5.0	0	0.0	3	3.6
Column Total	40	100.0	40	100.0	3	100.0	83	99.9*
13.3 Nationalities in accordance with mission								
Yes	33	82.5	32	80.0	2	66.7	67	80.7
No	7	17.5	8	20.0	1	33.3	16	19.3
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

*Percentage does not total 100% due to rounding

TABLE 14
 VIEWS ON ENROLLMENT
 ACCORDING TO CITIZENSHIP
 AS REPORTED BY RESPONDENTS

Statement	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
14.1								
Enrollment in next five years								
Increase	12	30.0	21	52.5	1	33.3	34	41.0
Decrease	4	10.0	2	5.0	0	0.0	6	7.2
Remain the Same	24	60.0	17	42.5	2	66.7	43	51.8
Column Total	40	100.0	40	100.0	3	100.0	83	100.0
14.2								
Enrollment has impact on quality of program								
Yes	27	67.5	27	67.5	3	100.0	57	68.7
No	12	30.0	13	32.5	0	0.0	25	30.1
No Response	1	2.5	0	0.0	0	0.0	1	1.2
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

TABLE 15
 VIEWS ON LOCAL GOVERNMENT
 ACCORDING TO CITIZENSHIP
 AS REPORTED BY RESPONDENTS

Statement	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
15.1								
Involvement of local Ministry of Education								
Not Involved	6	15.0	11	27.5	1	33.3	18	21.7
Highly Involved	4	10.0	7	17.5	1	33.3	12	14.5
Desires Involvement	6	15.0	3	7.5	0	0.0	9	10.8
Uninvolved, but Supportive	8	20.0	3	7.5	1	33.3	12	14.5
Involved, not Supportive	15	37.5	14	35.0	0	0.0	29	34.9
No Response	1	2.5	2	5.0	0	0.0	3	3.6
Column Total	40	100.0	40	100.0	3	99.9*	83	100.0

15.2

National politics
of host country has
effect on school

Yes	23	57.5	24	60.0	2	66.7	49	59.0
No	16	40.0	15	37.5	1	33.3	32	38.6
No Response	1	2.5	1	2.5	0	0.0	2	2.4
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

*Percentage does not total 100% due to rounding

A majority, 49 or 59%, of the respondents reported that the national politics of the host country does have a definite effect on the school. The distribution of responses was similar on this issue for host country and United States citizens (see Table 15).

Finances

Table 16 reports that the largest percentage of the respondents (90%) believed that they have enough information to deal with the school's financial issues.

A majority, 59 or 69%, of the respondents reported that they would favor an increase in tuition. The distribution of responses was similar for host country and United States citizens (see Table 16).

A majority of the respondents, 57 or 69%, indicated that there should not be a lower tuition rate for host country students. The host country citizens were almost evenly divided on this issue with 19 or 48% responding in favor of a lower tuition rate and 21 or 53% responding against a lower tuition rate for host country students. The large majority of United States citizens, 33 or 83% were opposed to a lower tuition rate for host country students (see Table 16).

As shown in Table 16, the response to the question concerning what spending category to cut in a budget crisis, plant improvements was reported most frequently by the

TABLE 16
 FINANCIAL VIEWS OF RESPONDENTS
 ACCORDING TO CITIZENSHIP

Statement	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
16.1								
Member has enough financial information								
Yes	33	82.5	39	97.5	3	100.0	75	90.4
No	7	17.5	1	2.5	0	0.0	8	9.6
Column Total	40	100.0	40	100.0	3	100.0	83	100.0
16.2								
Favor an increase in tuition								
Yes	28	70.0	28	70.0	3	100.0	59	71.1
No	11	27.5	10	25.0	0	0.0	21	25.3
No Response	1	2.5	2	5.0	0	0.0	3	3.6
Column Total	40	100.0	40	100.0	3	100.0	83	100.0
16.3								
Lower tuition rate for host country								
Yes	19	47.5	7	17.5	0	0.0	26	31.3
No	21	52.5	33	82.5	3	100.0	57	68.7
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

TABLE 16
 FINANCIAL VIEWS OF RESPONDENTS
 ACCORDING TO CITIZENSHIP
 (CONTINUED)

Statement	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
16.4								
Categories to be cut in a budget crisis								
Extracurricular	13	32.5	10	25.0	0	0.0	23	27.7
Athletics	1	2.5	0	0.0	0	0.0	1	1.2
Administrators	6	15.0	2	5.0	0	0.0	8	9.6
Support Staff	7	17.5	2	5.0	0	0.0	9	10.8
Special Programs	7	17.5	4	10.0	0	0.0	11	13.3
Teachers	0	0.0	0	0.0	0	0.0	0	0.0
Plant Improvements	17	42.5	21	52.5	2	66.7	40	48.2
Other	2	5.0	4	10.0	1	33.3	7	8.4

Percentages do not total 100% due to multiple responses

respondents (40 or 48%). Extra-curricular activities were reported as the next most frequent category to be cut from the budget (23 or 28%). None of the respondents reported that they would cut the teaching staff. The distribution of responses was similar for host country and United States citizens.

Physical Facilities

Table 17 shows that the respondents were similar in their responses concerning satisfaction with the school's physical facilities. Both host country (63%) and United States (58%) citizens indicated satisfaction with the school's buildings and 53% of the host country and 73% of the United States citizens indicated satisfaction with the school's grounds.

Security

In response to the topic of security, 47 or 57%, of the respondents reported that personal security of students was not a major priority in their school. There was agreement by the majority of host country and United States citizens on this issue (see Table 18).

The large majority of the respondents, 66 or 80%, reported that they are satisfied with the present personal security system in their school. Over three-quarters (85%) of the host country and three-quarters (75%) of the United

TABLE 17
 SATISFACTION WITH PHYSICAL FACILITIES
 ACCORDING TO CITIZENSHIP
 AS REPORTED BY RESPONDENTS

Statement	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
Satisfied with physical facilities								
<u>a. Buildings</u>								
Yes	25	62.5	23	57.5	1	33.3	49	59.0
No	15	37.5	17	42.5	2	66.7	34	41.0
Column Total	40	100.0	40	100.0	3	100.0	83	100.0
<u>b. Grounds</u>								
Yes	21	52.5	29	72.5	1	33.3	51	61.5
No	18	45.0	11	27.5	2	66.7	31	37.3
No Response	1	2.5	0	0.0	0	0.0	1	1.2
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

TABLE 18
 VIEWS ON PERSONAL SECURITY
 ACCORDING TO CITIZENSHIP
 AS REPORTED BY RESPONDENTS

<u>Statement</u>	<u>CITIZENSHIP</u>						<u>ROW TOTAL</u>	
	<u>HOST</u>		<u>U.S.</u>		<u>OTHER</u>		<u>N</u>	<u>%</u>
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>		
18.1								
Personal security is a major priority								
Yes	19	47.5	15	37.5	2	66.7	36	43.4
No	21	52.5	25	62.5	1	33.3	47	56.6
Column Total	40	100.0	40	100.0	3	100.0	83	100.0
18.2								
Satisfied with present security system								
Yes	34	85.0	30	75.0	2	66.7	66	79.5
No	6	15.0	10	25.0	1	33.3	17	20.5
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

States citizens indicated their satisfaction with the security system (see Table 18).

School Board Role and Responsibilities

Reasons for Membership

As shown in Table 19, the respondents reported three major reasons why they sought membership on the school board. The 'exercise of parental/civic duty' was reported most frequently (52%), followed by 'to improve own child's education' (48%) and 'to increase academic standards' (47%). The distribution of responses was similar for host country and United States citizens.

Plan to Seek Another Term

Table 20 shows that over one-half, 44 or 53%, of the respondents indicated that they plan to seek another term on the school board. The majority of host country (55%) and United States (50%) citizens reported that they will seek another term.

Board Training

The majority of respondents, 48 or 58%, reported, as shown on Table 21, that more training of board members is needed. Host country and United States citizens responses were similar on this issue.

In response to what area of training would be most beneficial to school board members, slightly more than one-

TABLE 19
 REASONS FOR BOARD MEMBERSHIP
 ACCORDING TO CITIZENSHIP
 AS REPORTED BY RESPONDENTS

Reasons	CITIZENSHIP							
	HOST		U.S.		OTHER		TOTAL	
	N	%	N	%	N	%	N	%
Improve own child's education	17	42.5	21	52.5	2	66.7	40	48.2
Represent a specific group	6	15.0	11	27.5	1	33.3	18	21.7
Make school more accountable	10	25.0	10	25.0	1	33.3	21	25.2
Make school more fiscally sound	11	27.5	8	20.0	0	0.0	19	22.9
Revise curriculum	3	7.5	4	10.0	1	33.3	8	9.6
Increase academic standards	20	50.0	18	45.0	1	33.3	39	47.0
Increase school discipline	8	20.0	3	7.5	1	33.3	12	14.4
Exercise parental/civic duty	22	55.0	20	50.0	1	33.3	43	51.8
Other	4	10.0	6	15.0	0	0.0	10	12.0

Percentages do not total 100% due to multiple responses

TABLE 20
 PLANS TO SEEK ANOTHER TERM
 ACCORDING TO CITIZENSHIP
 AS REPORTED BY RESPONDENTS

<u>Category</u>	<u>CITIZENSHIP</u>						<u>ROW TOTAL</u>	
	<u>HOST</u>		<u>U.S.</u>		<u>OTHER</u>		<u>N</u>	<u>%</u>
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>		
Yes	22	55.0	20	50.0	2	66.7	44	53.0
No	13	32.5	15	37.5	0	0.0	28	33.7
No Response	5	12.5	5	12.5	1	33.3	11	13.3
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

TABLE 21
 VIEWS ON SCHOOL BOARD TRAINING
 ACCORDING TO CITIZENSHIP

Statement	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
21.1								
Description of training needs								
Do not need	9	22.5	7	17.5	0	0.0	16	19.3
More is needed	23	57.5	22	55.0	3	100.0	48	57.9
Have ongoing program	3	7.5	7	17.5	0	0.0	10	12.0
Would not attend if offered	3	7.5	3	7.5	0	0.0	6	7.2
No Response	2	5.0	1	2.5	0	0.0	3	3.6
Column Total	40	100.0	40	100.0	3	100.0	83	100.0
21.2								
Most beneficial training areas								
Finance	7	8.4	11	13.3	1	1.2	19	22.9
Curriculum	17	20.5	10	12.0	1	1.2	28	33.7
Policy/Procedures	5	6.0	11	13.3	0	0.0	16	19.3
Personnel	1	1.2	1	1.2	0	0.0	2	2.4
Community Relations	1	1.2	0	0.0	1	1.2	2	2.4
Fund Raising	9	10.8	4	4.8	0	0.0	13	15.6

third of the respondents (34%) indicated that curriculum and instruction would be first, followed by finance (23%) and policy and procedures (19%). The areas of personnel and community relations were reported as lower priority areas for school board member training (see Table 21).

Agreement on Issues

Table 22 illustrates that 41 or 49% of the respondents indicated that members did not seem to stick together on issues. There was a similarity in the distribution of responses by host country and United States citizens.

Almost one-half of the respondents, 38 or 46%, reported that host country school board members do not view issues differently than non-host country school board members. There was a difference in the percentage of responses to this issue between host country and United States citizens. A large majority of the host country respondents, 25 or 63%, reported that there was no difference in the way members viewed issues. Conversely, only one-third, 13 or 33%, of the United States citizens reported that there was no difference in the way members viewed issues (see Table 22).

Time Spent on Board Business

Table 23 shows the number of hours per week (average) that the respondents reported spending on school board business. The large majority, 57 or 69%, reported spending from one to five hours per week with 6 or 7%, reporting

TABLE 22
 AGREEMENT ON ISSUES
 ACCORDING TO CITIZENSHIP

Statement	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
22.1								
Members tend to stick together on issues								
Yes	20	50.0	18	45.0	1	33.3	39	47.0
No	19	47.5	20	50.0	2	66.7	41	49.4
No Response	1	2.5	2	5.0	0	0.0	3	3.6
Column Total	40	100.0	40	100.0	3	100.0	83	100.0
22.2								
Host country view issues differently than non-host								
Yes	12	30.0	20	50.0	2	66.7	34	41.0
No	25	62.5	13	32.5	0	0.0	38	45.8
No Response	3	7.5	7	17.5	1	33.3	11	13.2
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

TABLE 23
 HOURS SPENT ON SCHOOL BOARD
 BUSINESS PER WEEK (AVERAGE)
 ACCORDING TO CITIZENSHIP

Hours	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
1 - 5	30	75.0	25	62.5	2	66.7	57	68.7
5 - 10	4	10.0	12	30.0	1	33.3	17	20.0
10 - 15	3	7.5	0	0.0	0	0.0	3	3.6
More than 15	1	2.5	2	5.0	0	0.0	3	3.6
No Response	2	5.0	1	2.5	0	0.0	3	3.6
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

spending ten or more hours per week. The host country citizens indicated a slightly higher percentage (75%) spending 1 to 5 hours per week than the United States citizens, where 63% of the respondents reported spending 1 to 5 hours per week.

Review of Instructional Materials

Over three-quarters (80%) of the respondents reported that the school board should not review instructional materials before they are selected for use in the classroom. There was almost total agreement on this issue between host country and United States citizens (see Table 24).

Role of School Board/Superintendent

As shown in Table 25, the large majority of the respondents, 57 or 69%, reported that public relations is the responsibility of the superintendent.

Over one-half of the respondents, 46 or 55%, reported that the negotiation of teacher salaries is the superintendent's responsibility (see Table 25).

The large majority of the respondents, 75 or 90%, reported that job descriptions for school employees should be written by the superintendent (see Table 25).

Over three-quarters of the respondents, 71 or 86%, indicated that other than the superintendent, all administrators and faculty should be hired by the superintendent (see Table 25).

TABLE 24
 REVIEW OF INSTRUCTIONAL MATERIALS
 ACCORDING TO CITIZENSHIP
 AS REPORTED BY RESPONDENTS

<u>Statement</u>	<u>CITIZENSHIP</u>						<u>ROW TOTAL</u>	
	<u>HOST</u>		<u>U.S.</u>		<u>OTHER</u>		<u>N</u>	<u>%</u>
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>		
Board should review instructional materials								
Yes	8	20.0	8	20.0	0	0.0	16	19.3
No	31	77.5	32	80.0	3	100.0	66	79.5
No Response	1	2.5	0	0.0	0	0.0	1	1.2
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

TABLE 25
 ROLE OF SCHOOL BOARD/SUPERINTENDENT
 ACCORDING TO CITIZENSHIP

Statement	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
25.1								
Public relations is the responsibility of:								
School Board	10	25.0	5	12.5	0	0.0	15	18.1
Superintendent	28	70.0	26	65.0	3	100.0	57	68.7
Other	1	2.5	6	15.0	0	0.0	7	8.4
No Response	1	2.5	3	7.5	0	0.0	4	4.8
Column Total	40	100.0	40	100.0	3	100.0	83	100.0
25.2								
Teacher salaries should be negotiated by:								
School Board	17	42.5	11	27.5	1	33.3	29	35.0
Superintendent	20	50.0	24	60.0	2	66.7	46	55.4
Other	2	5.0	4	10.0	0	0.0	6	7.2
No Response	1	2.5	1	2.5	0	0.0	2	2.4
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

TABLE 25
 ROLE OF SCHOOL BOARD/SUPERINTENDENT
 ACCORDING TO CITIZENSHIP
 (CONTINUED)

Statement	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
25.3								
Job descriptions should be written by:								
School Board	1	2.5	2	5.0	0	0.0	3	3.6
Superintendent	37	92.5	35	87.5	3	100.0	75	90.4
Other	1	2.5	3	7.5	0	0.0	4	4.8
No Response	1	2.5	0	0.0	0	0.0	1	1.2
Column Total	40	100.0	40	100.0	3	100.0	83	100.0
25.4								
Administrators and faculty should be hired by:								
School Board	4	10.0	5	12.5	0	0.0	9	10.9
Superintendent	33	82.5	35	87.5	3	100.0	71	86.5
Other	1	2.5	0	0.0	0	0.0	1	1.2
No Response	2	5.0	0	0.0	0	0.0	2	2.4
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

As reported in Table 25, there was a similar distribution of responses by host country and United States citizens on all issues concerning the role of the school board and the superintendent.

Curriculum and Instruction

Curriculum Rating

Elementary curriculum was reported to be above average by over one-half (53%) of the respondents. Almost one-third (30%) of the respondents rated the elementary curriculum as average. The distribution of responses was similar for both host country and United States citizens (see Table 26).

Table 26 shows that just over one-third of the respondents (37%) rated the secondary curriculum as above average. A slightly lower percentage of the respondents (30%) rated the secondary curriculum as needs improvement. Both host country and United States citizens indicated agreement on these ratings.

Class Size

A slight majority, 42 or 51%, of the respondents reported that the ideal elementary school class size is 15 - 20 students. More than one-quarter, 25 or 30%, indicated the ideal class size to be 21 - 25 students (see Table 27).

TABLE 26
CURRICULUM RATING
ACCORDING TO CITIZENSHIP

Rating	CITIZENSHIP							
	HOST		U.S.		OTHER		ROW TOTAL	
	N	%	N	%	N	%	N	%
26.1								
Elementary								
Above average	22	55.0	21	52.5	1	33.3	44	53.0
Average	9	22.5	14	35.0	2	66.7	25	30.1
Needs improvement	5	12.5	5	12.5	0	0.0	10	12.1
No Response	4	10.0	0	0.0	0	0.0	4	4.8
Column Total	40	100.0	40	100.0	3	100.0	83	100.0
26.2								
Secondary								
Above average	15	37.5	16	40.0	0	0.0	31	37.4
Average	12	30.0	12	30.0	1	33.3	25	30.1
Needs improvement	9	22.5	12	30.0	2	66.7	23	27.7
No Response	4	10.0	0	0.0	0	0.0	4	4.8
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

TABLE 27
 VIEWS ON CLASS SIZE
 ACCORDING TO CITIZENSHIP

Statement	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
27.1 Ideal Class Size								
<u>a. Elementary</u>								
Less than 15	3	7.5	4	10.0	0	0.0	7	8.4
15 - 20	18	45.0	22	55.0	2	66.7	42	50.6
21 - 25	11	27.5	13	32.5	1	33.3	25	30.1
26 - 30	7	17.5	1	2.5	0	0.0	8	9.7
No Response	1	2.5	0	0.0	0	0.0	1	1.2
Column Total	40	100.0	40	100.0	3	100.0	83	100.0
<u>b. Secondary</u>								
Less than 15	1	2.5	5	12.5	0	0.0	6	7.2
15 - 20	11	27.5	16	40.0	0	0.0	27	32.6
21 - 25	19	47.5	17	42.5	3	100.0	39	47.0
26 - 30	5	12.5	2	5.0	0	0.0	7	8.4
No Response	4	10.0	0	0.0	0	0.0	4	4.8
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

TABLE 27
 VIEWS ON CLASS SIZE
 ACCORDING TO CITIZENSHIP
 (CONTINUED)

<u>Statement</u>	<u>CITIZENSHIP</u>						<u>ROW TOTAL</u>	
	<u>HOST</u>		<u>U.S.</u>		<u>OTHER</u>		<u>N</u>	<u>%</u>
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>		
27.2								
Present class size is satisfactory								
Yes	35	87.5	29	72.5	2	66.7	66	79.5
No	5	12.5	10	25.0	1	33.3	16	19.3
No Response	0	0.0	1	2.5	0	0.0	1	1.2
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

As shown on Table 27, just under one-half of the respondents, 39 or 47%, indicated that 21 - 25 students is the ideal class size for a secondary school. One-third of the respondents, 27 or 33%, reported 15 - 20 students to be the ideal class size.

Table 27 shows that a large majority, 66 or 80%, of the respondents reported that the present class sizes in their school are satisfactory. The distribution of responses indicated that 88% of the host country citizens and 73% of the United States citizens reported being satisfied.

All of the respondents (100%) reported that the control of class size is important for effective education.

Academic Challenge / Preparation

Three-quarters of the respondents, 62 or 75%, reported that they believed their school's students are challenged academically.

An overwhelming majority of the respondents, 76 or 93%, indicated that they believed their school's graduates are academically prepared to be successful in a United States university.

Host Country Subjects

Almost all of the respondents, 80 or 96%, reported that they believed that it is important for all students to study the language of the host country.

A very large majority of the respondents, 75 or 90%, reported that they believed that it is important for all students to take a course in the history of the host country.

Curriculum Emphasis

Table 28 shows that 58 or 70% of the respondents indicated a belief that the school should spend more time on the basic subjects. The distribution of responses on this issue was similar for host country and United States citizens.

Belief that the curriculum should place more emphasis on the moral and values development of the student was reported by 63 or 76% of the respondents. Host country citizens supported this belief by 85%, while 65% of the United States citizens reported support (see Table 28).

The majority of respondents, 51 or 62%, indicated that their school needs a special program for the gifted and talented. The distribution of responses was similar for host country and United States citizens (see Table 28).

The majority of respondents, 51 or 62%, reported that their school needs a special program for the learning disabled. Host country and United States citizens responses on this issue were similar in distribution (see Table 28).

TABLE 28
CURRICULUM EMPHASIS
ACCORDING TO CITIZENSHIP

Statement	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
28.1								
Spend more time on basics								
Yes	29	72.5	27	67.5	2	66.7	58	69.9
No	11	27.5	12	30.0	1	33.3	24	28.9
No Response	0	0.0	1	2.5	0	0.0	1	1.2
Column Total	40	100.0	40	100.0	3	100.0	83	100.0
28.2								
More emphasis on moral and values development								
Yes	34	85.0	26	65.0	3	100.0	63	75.9
No	5	12.5	14	35.0	0	0.0	19	22.9
No Response	1	2.5	0	0.0	0	0.0	1	1.2
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

TABLE 28
 CURRICULUM EMPHASIS
 ACCORDING TO CITIZENSHIP
 (CONTINUED)

Statement	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
28.3								
Need special program for gifted and talented								
Yes	25	62.5	24	60.0	2	66.7	51	61.5
No	15	37.5	16	40.0	1	33.3	32	38.5
Column Total	40	100.0	40	100.0	3	100.0	83	100.0
28.4								
Need special program for learning disabled								
Yes	23	57.5	27	67.5	1	33.3	51	61.5
No	14	35.0	13	33.5	2	66.7	29	34.9
No Response	3	7.5	0	0.0	0	0.0	3	3.6
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

Co-curricular Programs

Over one-half of the respondents (57%) reported, as shown in Table 29, that they were not satisfied with the athletic program at their school. The host country citizens reported 63% of their respondents as not being satisfied as compared to 50% of the United States citizens who reported not being satisfied.

Table 29 shows that 46 or 55% of the respondents indicated that they were not satisfied with the extra-curricular program at their school. There was a difference of beliefs on this issue between host country and United States citizens. A majority, 21 or 53%, of the host country citizens reported satisfaction with the program as compared to United States citizens who indicated that only 13 or 33% were satisfied with the program.

Similarity to United States Requirements

Seventy-five percent (75%) of the respondents reported that they believed their school should strive to be similar in academic requirements to schools in the United States. Host country citizens reported favorably to this belief by 58%, as compared to United States citizens who reported in favor of this belief by 93% (see Table 30).

Substance Abuse

Table 31 reports that 42 or 51% of the respondents indicated that they do not believe that their school has a

TABLE 29
 SATISFACTION WITH CO-CURRICULAR PROGRAMS
 ACCORDING TO CITIZENSHIP

Statement	CITIZENSHIP							
	HOST		U.S.		OTHER		ROW TOTAL	
	N	%	N	%	N	%	N	%
29.1								
Satisfied with athletic program								
Yes	15	37.5	19	47.5	1	33.3	35	42.2
No	25	62.5	20	50.0	2	66.7	47	56.6
No Response	0	0.0	1	2.5	0	0.0	1	1.2
Column Total	40	100.0	40	100.0	3	100.0	83	100.0
29.2								
Satisfied with extracurricular program								
Yes	21	52.5	13	32.5	2	66.7	36	43.4
No	18	45.0	27	67.5	1	33.3	46	55.4
No Response	1	2.5	0	0.0	0	0.0	1	1.2
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

TABLE 30
 SIMILARITY TO U.S. ACADEMIC REQUIREMENTS
 ACCORDING TO CITIZENSHIP

Statement	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
School should strive to be similar in academic requirements to schools in the U.S.								
Yes	23	57.5	37	92.5	2	66.7	62	74.7
No	16	40.0	3	7.5	1	33.3	20	24.1
No Response	1	2.5	0	0.0	0	0.0	1	2.5
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

TABLE 31
 VIEWS ON SUBSTANCE ABUSE PROGRAM
 ACCORDING TO CITIZENSHIP

Statement	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
Substance abuse program meets the needs of the community								
Yes	15	37.5	25	57.5	0	0.0	38	45.8
No	23	57.5	16	40.0	3	100.0	42	50.6
No Response	2	5.0	1	2.5	0	0.0	3	3.6
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

substance abuse program that meets the needs of the community. The host country and United States citizens reported a difference in beliefs on this issue. A majority of the host country citizens, 23 or 58%, indicated that the program does not meet the needs of the community as compared to 23 or 58% of the United States citizens who indicated that the program does meet the needs of the community.

Staff and Parents

Host Country/Foreign Hire Ratio

Over one-third of the respondents, 34 or 41%, reported that the ideal percentage of host country teachers to foreign hire teachers is 50% host country to 50% foreign hire. Slightly higher than one-third, 30 or 36%, indicated that the ideal percentage is 75% host country to 25% foreign hire. None of the respondents reported the ideal percentage to be 100% host country or 100% foreign hire. The distribution of responses was similar for host country and United States citizens (see Table 32).

Almost two-thirds of the respondents, 52 or 63%, reported that the present ratio of host country teachers to foreign hire teachers in their schools is satisfactory.

Table 32 shows that over one-third of the respondents, 33 or 40%, reported that the ideal percentage of host country administrators to foreign hire administrators is 75%

TABLE 32

VIEWS ON HOST COUNTRY/FOREIGN HIRE
RATIO OF TEACHERS AND ADMINISTRATORS
ACCORDING TO CITIZENSHIP

Percentage	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
32.1 Teachers								
100% host country	0	0.0	0	0.0	0	0.0	0	0.0
100% foreign hire	0	0.0	0	0.0	0	0.0	0	0.0
50% host, 50% for.	18	45.0	14	35.0	2	66.7	34	41.0
75% host, 25% for.	15	37.5	15	37.5	0	0.0	30	36.1
25% host, 75% for.	6	15.0	8	20.0	1	33.3	15	18.1
No Response	1	2.5	3	7.5	0	0.0	4	4.8
Column Total	40	100.0	40	100.0	3	100.0	83	100.0
32.2 Administrators								
100% host country	5	12.5	2	5.0	1	33.3	8	9.6
100% foreign hire	1	2.5	2	5.0	0	0.0	3	3.6
50% host, 50% for.	8	20.0	12	30.0	1	33.3	21	25.3
75% host, 25% for.	21	52.5	11	27.5	1	33.3	33	39.8
25% host, 75% for.	2	5.0	7	17.5	0	0.0	9	10.8
No Response	3	7.5	6	15.0	0	0.0	9	10.8
Column Total	40	100.0	40	100.0	3	99.9*	83	99.9*

*Percentages do not total 100% due to rounding

host country to 25% foreign hire. Twenty-five percent of the respondents, 21 or 25%, reported that the ideal percentage is 50% host country to 50% foreign hire. Host country and United States citizens indicated a slight difference of opinion on this issue.

Recruitment

Over seventy-five percent, 66 or 80%, of the respondents reported that the recruitment of foreign hire teachers is a problem in their school. The distribution of responses on this issue was similar for host country and United States citizens.

Compensation

Slightly more than one-half of the respondents, 46 or 55%, as shown in Table 33, reported that foreign hire teachers should be paid on a different salary schedule than host country teachers. There was a difference reported on this issue between host country and United States citizens. A majority (53%) of host country citizens indicated that there should not be a different salary schedule as compared to 63% of United States citizens who indicated that there should be a different salary schedule for foreign hire teachers.

As shown on Table 33, 60 or 72% of the respondents reported that foreign hire teachers should receive more benefits than host country teachers. There was agreement

TABLE 33
 VIEWS ON TEACHER COMPENSATION
 ACCORDING TO CITIZENSHIP

Statement	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
33.1								
Different salary for foreign hire								
Yes	19	47.5	25	62.5	2	66.7	46	55.4
No	21	52.5	15	37.5	1	33.3	37	44.6
Column Total	40	100.0	40	100.0	3	100.0	83	100.0
33.2								
More benefits for foreign hire								
Yes	27	67.5	30	75.0	3	100.0	60	72.3
No	13	32.5	10	25.0	0	0.0	23	27.7
Column Total	40	100.0	40	100.0	3	100.0	83	100.0
33.3								
Foreign hire adequately compensated								
Yes	19	47.5	11	27.5	0	0.0	30	36.1
No	21	52.5	29	72.5	3	100.0	53	63.9
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

TABLE 33
 VIEWS ON TEACHER COMPENSATION
 ACCORDING TO CITIZENSHIP
 (CONTINUED)

Statement	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
33.4								
Host country adequately compensated								
Yes	28	70.0	26	65.0	0	0.0	54	65.1
No	12	30.0	14	35.0	3	100.0	29	34.9
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

reported by both host country and United States citizens on this issue.

Table 33 reports that 53 or 64% of the respondents indicated the belief that foreign hire teachers are adequately compensated. Only 53% of host country citizens reported positive to this belief as compared to 73% of the United States citizens who reported positive to this belief.

The majority of respondents, 54 or 65%, reported that they believed host country teachers are adequately compensated. The distribution of responses was similar on this issue for host country and United States citizens (see Table 33).

Parental Involvement

In response to the issue of parental involvement, 40 or 48% of the respondents reported that parents appear only in time of crisis. Host country and United States citizens reported similar responses on this issue (see Table 34).

Table 34 shows that slightly more than one-half of the respondents, 44 or 53%, indicated that they do not believe that the Parent Teacher Organization(PTO) in their school is as active as can be expected. There was a difference of responses to this issue by host country and United States citizens. More host country citizens (60%) reported that the PTO is less active than can be expected as compared to

TABLE 34

VIEWS ON PARENTAL INVOLVEMENT
ACCORDING TO CITIZENSHIP

Statement	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
34.1								
Level of parental involvement								
Actively involved	6	15.0	7	17.5	1	33.3	14	16.9
Respond only when asked	7	17.5	6	15.0	0	0.0	13	15.7
Satisfied to let board make decisions	6	15.0	7	17.5	0	0.0	12	14.4
Appear only in time of crisis	19	47.5	19	47.5	2	66.7	40	48.2
No Response	2	5.0	2	5.0	0	0.0	4	4.8
Column Total	40	100.0	40	100.0	3	100.0	83	100.0
34.2								
Parent Teacher Organization is active								
Yes	15	37.5	20	50.0	2	66.7	37	44.6
No	24	60.0	19	47.5	1	33.3	44	53.0
No Response	1	2.5	1	2.5	0	0.0	2	2.4
Column Total	40	100.0	40	100.0	3	100.0	83	100.0

48% of the United States citizens who reported that the PTO is less active than can be expected.

Concerns

As shown in Table 35, one-third of the respondents, 27 or 33%, reported recruitment of good teachers most frequently as the number one concern in their school. This issue was most often rated as the number one concern by both host country and United States citizens. The second concern reported most frequently as number one by the respondents, 18 or 22%, was tuition increase. When analyzed by citizenship, the issue of tuition increase was the third most frequent number one concern reported by host country citizens. The third concern rated most frequently as number one by the respondents, 15 or 18%, was school finances. United States citizens rated tuition increase as number one with the same frequency as they reported lack of direction and local/national politics. All other listed concerns were rated number one with a frequency of less than 8% by the respondents.

Summary

This chapter has presented descriptions of the demographic and personal characteristics of school board member respondents. Also included in this chapter were

TABLE 35
NUMBER ONE CONCERNS
ACCORDING TO CITIZENSHIP
AS REPORTED BY RESPONDENTS

Concern	CITIZENSHIP						ROW TOTAL	
	HOST		U.S.		OTHER		N	%
	N	%	N	%	N	%		
Use of drugs	2	5.0	1	2.5	0	0.0	3	3.6
Declining enrollment	2	5.0	1	2.5	0	0.0	3	3.6
Lack of discipline	0	0.0	1	2.5	0	0.0	1	1.2
Crime/vandalism	0	0.0	1	2.5	0	0.0	1	1.2
Tuition increases	7	17.5	10	25.0	1	33.3	18	21.7
Parental lack of interest	1	2.5	0	0.0	0	0.0	1	1.2
Recruitment of good teachers	11	27.5	15	37.5	1	33.3	27	32.5
Poor curriculum	1	2.5	2	5.0	0	0.0	3	3.6
Lack of direction	2	5.0	4	10.0	0	0.0	6	7.2
Local/national political problems	0	0.0	4	10.0	0	0.0	4	4.8
School finances	10	25.0	4	10.0	1	33.3	15	18.1
Nationality mix of teachers	0	0.0	0	0.0	0	0.0	0	0.0
Nationality mix of students	0	0.0	0	0.0	0	0.0	0	0.0
Image of the school	1	2.5	1	2.5	0	0.0	2	2.4
Personal security of students	0	0.0	1	2.5	0	0.0	2	2.4
Other	2	5.0	3	7.5	0	0.0	5	6.0

Percentages do not total 100% due to multiple responses

reports of the findings with respect to the research question. Findings were also analyzed with respect to the citizenship of the respondents.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to present a summary of the study. This summary includes a review of the purpose of the study, a summary of the findings, and the conclusions derived from the analysis of the data. Recommendations for further study are also made.

Statement of the Problem

Whether a school board member is judged to be effective in school governance or finds the job to be full of frustration and conflict depends in large measure on the extent to which the expectations of the board member and the community are met. What may appear to be an increase in conflict and frustration may be caused by the changing nature of the task of school governance.

Although it is generally accepted that the schools operate under the direction of the teachers and the administrators, it is abundantly clear that final authority rests with the school board. Consequently, school board

members can be, and often are, the focal point of pressure from students, staff members, parents and others.

Those who control, govern and administer American Sponsored Overseas Schools exercise their functions based on their fundamental beliefs about what children should learn and under what conditions they will learn it best. It is unlikely that all members of a school board will agree on all of the fundamental beliefs needed to guide the school. Therefore, the American Sponsored Overseas School should expect controversy about which beliefs serve to guide their programs.

It was the intent of this research to provide data to (1) determine whether differences existed in concerns about a variety of issues as viewed by members of school boards and (2) to determine the relationship of these concerns to the variable of citizenship.

Research Question Restated

What issues are of concern to school board members in K-12 American Sponsored Overseas Schools in Mexico, Central America and the Caribbean and how are these concerns related to the variable of citizenship?

Summary of Findings

The typical overseas school board member that responded, as evidenced by the responses to the survey questionnaire, is a married male, between 41 and 45 years of age with an advanced college degree, employed by private industry, elected to the board with no experience on other school boards, and with two children in the school.

The limited number of years of experience of school board members is consistent with the findings of Nicklas (1985), Fox (1983), and Orr (1980,1981). This situation may be resolved in the future due to the fact that over one-half of the respondents expressed plans to seek another term on the board.

The number of respondents to the survey questionnaire were equally divided by the citizenship categories, host country and United States. The responses from the category 'Other' were also included in the analysis. This category included a citizen from Argentina, one from Canada and one from Sweden.

Organization

Under the topic of organization, school board members were asked to indicate their views on mission, enrollment, local government, finances, physical facilities and security.

There was agreement that the mission of the school is clearly defined and that the mix of student nationalities is in accordance with the mission of the school. Opinion was divided almost equally on whether the mission of the school since its founding has undergone minor changes or major changes.

The United States citizens projected that enrollment in the next five years will increase, as compared to the host country citizens who forecast that the enrollment will remain the same.

Both host country and United States citizens rated the involvement of the local Ministry of Education as involved, but not supportive. Respondents did indicate that the national politics of the host country does have an effect on the school.

The respondents reported having enough information to deal with the school's finances. Both host country and United States citizens favored an increase in tuition. The United States citizens strongly opposed a lower tuition rate for host country students, while the host country citizens were almost equally divided on this issue. The results also indicated that the two areas, in priority order, to be cut in a budget crisis are plant improvements and extra-curricular activities.

School board members indicated general satisfaction with the school's physical facilities, which includes grounds and buildings. Host country citizens were less satisfied with the school's grounds than their United States counterparts.

Although personal security of students was not rated as a major priority in the schools, the large majority of the respondents indicated satisfaction with the schools present personal security systems.

School Board Role and Responsibility

In the section dealing with school board role and responsibilities, the respondents were asked to report their views on reasons for membership, plans to seek another term, board training, agreement on issues, time spent on board business, review of instructional materials, and role of school board/superintendent.

Reasons for seeking membership which were mentioned most frequently by the respondents were the 'exercise of parental/civic duty', 'to improve own child's education' and 'to increase academic standards'. The choices of 'to increase school discipline' and 'to revise school curriculum' were not rated as high priority areas.

A majority of both host country and United States citizens expressed plans to seek another term on the board.

Board members were in agreement that more training of school board members is needed, especially in the areas of curriculum and finance.

Opinion was divided as to whether members seemed to stick together from one issue to the next. The host country citizens did not believe that they viewed issues differently than non-host country school board members.

Board members indicated that they spend an average of from 1 to 5 hours per week on school board business.

There was strong agreement that the school board should not review instructional materials such as workbooks and textbooks before they are selected for use in the classroom.

The issues analyzed regarding the role of the school board/superintendent proved to be generally perceived as the responsibility of the superintendent. These issues involved public relations, salary negotiations, job descriptions and hiring practices.

Curriculum and Instruction

In the area of curriculum and instruction, the school board members had an opportunity to express their views on curriculum rating, class size, academic challenge and preparation, host country subjects, curriculum emphasis, co-curricular programs, similarity to United States requirements and substance abuse.

Although both elementary and secondary curriculums were ranked overall as above average, there was also agreement expressed that the secondary curriculum is in need of improvement.

A majority of the board members preferred a class size of 15 to 20, as ideal in elementary, as compared to secondary where an ideal class size of 21 to 25 was indicated. The board members also reported that the present class size in their schools was satisfactory and that the control of class size was important for effective education.

The respondents indicated a belief that their school's graduates are challenged academically and that they are prepared to be successful in a United States university.

There was strong agreement that it is important for all students to study the language and the history of the host country.

Spending more time on basics was considered to be important, as was the issue that schools should place more emphasis on the morals and values development of their students. There was also general agreement that the schools need special programs for the gifted and talented and the learning disabled.

Dissatisfaction was expressed with both the athletic and the extra-curricular programs in the schools. The United

States citizens indicated the highest degree of dissatisfaction with the extra-curricular program.

The United States citizens overwhelmingly expressed the belief that the schools should strive to be similar in academic requirements to schools in the United States. The host country citizens responded positively to this issue but by a much lesser margin of agreement.

The school board members were divided by citizenship as to whether the substance abuse program in their schools meets the needs of the community. Host country citizens expressed the view that the program did not meet the needs, while United States citizens indicated that the program did meet the needs.

Staff and Parents

The topic area staff and parents enabled the school board members to express their views on host country/foreign hire teacher and administrator ratio, recruitment, compensation and parental involvement.

The subject of host country/foreign hire ratio of teachers and administrators was perceived differently by host country and United States citizens. Host country citizens favored a higher percentage of foreign hire teachers and a lower percentage of foreign hire administrators than their United States counterparts.

The recruitment of foreign hire teachers was considered a problem by both host country and United States citizens.

The responses were almost evenly divided on the subject of teacher compensation. Board members indicated that foreign hire teachers should receive more benefits than host country teachers and also that foreign hire teachers are not adequately compensated. Conversely, they indicated that host country teachers are adequately compensated. The issue of a different salary schedule for foreign hire teachers received less support from host country citizens than United States citizens.

The level of parental involvement in the schools was described by the response that 'parents appear only in time of crisis'. Host country citizens displayed the belief that the Parent Teacher Organization is not as active as can be expected. The United States citizens were basically divided on this issue.

Concerns

In listing the number one concerns in their schools, the school board members ranked recruitment of good teachers as the number one concern. This was followed, in order, by tuition increases and school finances.

Conclusions

According to Luebke (1976) the most accurate generalization regarding American Sponsored Overseas Schools is that it is not possible to generalize about them. This research study has concluded that generalizations are not only possible, but are in fact a reality.

While it is apparent that board members have definite beliefs and opinions as to what issues are of concern to their schools, this research has demonstrated that these beliefs and opinions are not generally divided along the lines of citizenship. The researcher, based on his experience in overseas schools, had expected to see a more definitive division of beliefs and opinions on certain issues based on citizenship. It may be concluded that these differences may not exist to a great extent because of such factors as increased communication with the United States; consultant services provided by the Office of Overseas Schools, United States universities, and United States school to school partnerships; and also due to the fact that many of the host country board members may have been educated in the United States. The differences that may exist between these two groups may be in their solutions to the concerns rather than in their identification.

Those areas in which there was a difference in responses between the host country and United States school board members according to the established percentage of significance of fifteen percent are the following:

Whether the mission of the school is clearly defined and the degree of change which the mission has undergone since its inception were issues which demonstrated varying degrees of agreement by the respondents according to the citizenship variable. It would appear from the responses that United States citizens are less inclined than the host country citizens to believe that the mission of the school is well defined. This may be due to the fact that as many of the schools have undergone growth there has been a shift toward serving more of the students from the host country. It may also be true that policies and procedures may not always be as clear as necessary.

The difference of responses between the two groups as to the changes the mission has undergone since its founding may also be related to the issue of policy and procedure. If policies and procedures are not defined and reviewed on an ongoing basis they become increasingly difficult to interpret and comprehend. This is consistent with research by Orr (1981) in which he contended that policies that guide and direct many American Sponsored Overseas Schools tend to be unclear and underdefined. Goals have been confused and there

is a tendency for development by change, not by design or plan. Although the large majority of the respondents indicate that the mission of the school is clearly defined, if it is the goal of these schools to pursue their original mission, which in most cases was to provide a quality program based on United States standards, then it may be necessary to examine and evaluate the present direction and policies of their school.

On the question of enrollment, the majority of the United States citizens responded that enrollment will increase in the next five years. This may be based on the opinion that these United States citizens foresee further expansion of United States business and industry in this area of the world due to favorable trade relations and the availability of low cost labor. With this expansion will come the need for increased facilities for the children of these employees.

It was not surprising to find that more host country citizens favored a lower tuition rate for host country students. The rising exchange rate of the United States dollar which results in the inevitable increase of tuition in these schools is one explanation for this response. Also, many of the United States citizens, both in the government and private sector, receive some form of tuition reimbursement from their employer.

The difference in responses, by citizenship, to the issue of satisfaction with the grounds of the school may be explained due to cultural differences and expectations. The United States citizen could be more impressed with the abundance of year-round flowers and vegetation usually found in this region, and also, with the campus-like setting found at many of the schools.

The perception by United States citizens that host country citizens view issues differently than United States citizens could be based upon the fact that a large number of the United States are new to the school, the country and the cultural identity and bonds shared by the host country citizens.

The host country citizens responded more positively to the issue that more emphasis should be placed on the morals and values development of the student. This may well be a cultural issue, but it could also be attributed to the possibility that many of the United States students have been previously enrolled in public schools, where these issues are not given the same emphasis as in a private school.

The study revealed that athletic and extra-curricular activities do not meet with the satisfaction of most of the school board members. This was especially true of the United States citizens in response to the extra-curricular program. The United States citizens may be basing their responses on

expectations brought from the United States. They may be making a comparison based upon the wide range of activity programs found in most United States schools. The culture of the host country may provide for many of these activities through the home and family.

The study's findings in the area of substance abuse programs meeting the needs of the community support the need to further examine these programs. The satisfaction of the United States citizens could be based on a comparison of the drug related problems found in many schools in the United States. Compared to the problems of a large urban United States public school, the drug problems found in the overseas schools could appear to be much less serious. The host country citizens, whose children in many cases will be going to the United States to study at the post-secondary level, could be expressing their concern due to the large amount of publicity focused on the drug problems in the United States.

There was a tendency to agree strongly on the issue that the schools should strive to be similar in academic requirements to schools in the United States. This was mainly due to the overwhelming positive response of the United States citizens. This is in agreement with the findings of Smith(1985) who concluded that foreign service personnel and businessmen alike feel strongly that their children should not be educationally disadvantaged because of

their overseas assignments. Smith went on to state that the parents of host country children often enroll them in the American school in order to facilitate their successful entry into a well recognized American university.

Host country school board members were almost evenly divided as to whether foreign hire teachers are adequately compensated. The majority of the United States board members responded that this group of teachers is not adequately compensated. This may have resulted due to the fact that the United States citizens are comparing the foreign hire teacher salaries to those salaries received by teachers in the United States. The host country citizens may be comparing the foreign hire teacher salaries to those of other professional occupations within the host country.

Other findings of this study, although not directly effected by the citizenship variable, also need to be further recognized.

The national politics of the host country have a definite effect on the school. Given the economic, social and political problems of the area studied, especially in the region of Central America, it is likely that this issue will continue to be of concern to the respondents.

Although respondents expressed satisfaction with the present security system for students, they also report that personal security is not a major priority. How long they can

continue to be satisfied without personal security becoming a major priority could present an issue to be examined in the future.

There is agreement that more training for school board members is needed. The findings of this study conclude that training needs do not have to be separated along citizenship categories. There appears to be a need for training to be provided for all school board members in the areas of finance and curriculum.

The secondary curriculum was found to be rated most often in the 'average' to 'needs improvement' categories by the respondents. These findings lead to the conclusion that there is a need to examine and evaluate the curriculum at the secondary level.

The above finding was not consistent with the overwhelming positive response by the school board members that the school's graduates are academically prepared to be successful in a United States university. Patterson(1978), Bishop(1982), and Donnelly(1986) supported this goal as one of the major objectives for any American Sponsored Overseas School.

There was agreement that special programs be provided for the gifted and talented and the learning disabled. The schools may need to explore the need for these programs in their individual schools and the extent to which these

programs are presently being provided and their effectiveness.

The number one concern reported by the respondents was the recruitment of good teachers. This issue may be evaluated in relation to the responses concerning teacher compensation and benefits for the foreign hire teachers. One solution to this concern may be to examine and reevaluate the financial commitment of the school to the teaching staff. The present shortage of teachers in many areas of the United States may be another reason for this concern. It may be necessary for overseas schools to provide more staff development programs and educational growth opportunities for teachers in their schools, especially for the host country teachers. The second and third concerns rated as number one, tuition increases and school finances, are indicative of the economic problems being faced by the geographic area of this study. Devaluation of local currency, the inability to financially attract staff from the United States and the difficulty incurred with securing United States dollars for salary and purchases from the United States are concerns which are not easily resolvable.

Paul Orr (1982) stressed that any American Sponsored Overseas School should expect controversy about what fundamental beliefs should guide it. He reported that controversy can be beneficial or destructive to a school.

Ideally, controversy should provide the platform through which school boards clarify and develop their fundamental beliefs.

This research has investigated and analyzed areas of controversy and has revealed that controversy does exist in some areas. It does not appear that it is of the magnitude that will impair the progress and performance of the school board members in the operation of the American Sponsored Overseas Schools.

Recommendations for Further Study

This study was limited to school board members in Mexico, Central America and the Caribbean. As such, it cannot be assured that the population studied reflects the same characteristics and concerns as school board members in the more than 150 other American Sponsored Overseas Schools in 100 countries throughout the world. A world-wide or regional study of school board members would provide a further basis of comparison.

This study was limited to school board members. A replication of the study surveying superintendents and/or teachers and parents as to their views on school concerns could result in even more definitive information.

The issue of the mission of the schools needs to be further explored. A study of the original philosophy and goals of the schools compared with the current mission and purpose could provide information in this area.

This study has presented the opinions and beliefs of school board members in relation to a variety of concerns. A follow up study on the actions board members would employ to resolve these concerns could provide a further basis for comparison.

This study was limited to the examination of the variable of citizenship in relation to the concerns of school board members. A further study examining the variable of time lived in the host country or the variable of school location could provide additional information for analysis and comparison.

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APPENDIX A
SCHOOLS SURVEYED

K - 12 AMERICAN SPONSORED OVERSEAS SCHOOLS
 MEXICO, CENTRAL AMERICA AND THE CARIBBEAN

	K - 12 ENROLLMENT	BOARD SIZE
<u>Mexico</u>		
American School of Durango	759	11
American School of Guadalajara	1240	11
American School of Mexico City	1753	11
American School of Monterey	1434	15
American School of Puebla	2838	3
American School of Torreon	1187	11
<u>Central America</u>		
Lincoln School - Costa Rica	1450	10
Costa Rica Academy - Costa Rica	359	7
American School - El Salvador	1657	10
American School - Guatemala	1414	7
Colegio Maya - Guatemala	337	9
American School - Honduras	1030	10
American-Nicaraguan School - Nicaragua	562	5
<u>Caribbean</u>		
Carol Morgan - Dominican Republic	1203	9
Union School - Haiti	337	7
Priory School - Jamaica	538	12
TOTAL	17,998	148

APPENDIX B
DATA COLLECTION INSTRUMENT

SCHOOL BOARD QUESTIONNAIRE

DIRECTIONS : Please respond to each of the following questions by filling in the appropriate blank. It is important that you do not omit any responses.

PART I PERSONAL INFORMATION

1. Sex : Male _____
Female _____
2. Marital Status : Married _____
Single _____
3. Year of Birth : 19 _____
4. Level of Education : Less than High School Graduate _____
High School Graduate _____
Attended College _____
College Graduate _____
Advanced Degree _____
Other (Please Specify) _____
5. Citizenship : (If more than one, check the culture with which you most strongly identify)
Host Country _____
United States _____
Other (Please Specify) _____
6. Employment : Private Industry _____
Self - Employed _____
Diplomat (U.S.) _____
Diplomat (Other Country) _____
Retired _____
Housewife _____
Other (Please Specify) _____

7. Time served on present School Board : Years _____ Months _____
8. Were You : Elected _____
Appointed _____
9. Have you served on any other School Board? : Yes _____
No _____
10. If the answer to number 9 is Yes, please answer the following :
- Other Overseas School Board _____ Years of Service _____
- United States _____ Years of Service _____
- Host Country _____ Years of Service _____
- Other (Please Specify) _____ Years of Service _____
11. Do you have, or have you had, children in the school
in which you presently serve? : Yes _____
No _____
12. If the answer to number 11 is Yes, how many : _____
13. Do you have children in another K - 12 school? : Yes _____
No _____
14. How many years have you lived in the Host Country? : _____

A. ORGANIZATION

1. The 'mission' of your school is clearly defined :

_____ Yes

_____ No

2. Based on your personal knowledge, the 'mission' of your school, since its founding, has :

_____ Remained the same

_____ Undergone minor changes

_____ Undergone major changes

_____ Changed completely

3. The present mix of student nationalities (Host Country-United States-Third Country) is in accordance with the 'mission' of the school :

_____ Yes

_____ No

4. In the next five years, do you project that your school's enrollment will :

_____ Increase

_____ Decrease

_____ Remain the same

5. Do you believe that an increase or decrease in enrollment has an impact on the quality of the educational program ? :

_____ Yes

_____ No

6. The involvement of the local Ministry of Education can best be described as :
- Not involved
 - Highly involved
 - Desires to be involved, but is not
 - Uninvolved, but supportive
 - Involved, but not supportive
7. National politics of the Host Country has a definite effect on our school :
- Yes
 - No
8. As a School Board Member, do you believe that you have enough information to deal with the school's financial issues ? :
- Yes (Go on to question # 10)
 - No (Go on to question #9)
9. If No, why not :
- I do not request financial information
 - School Administrators do not provide financial information
 - Financial information is not kept in an easily accessible, understandable, up-to-date way
10. Would you favor an increase in tuition ? :
- Yes
 - No

11. Do you believe that there should be a lower tuition rate for Host Country students? :

Yes

No

12. In a budget crisis, the first spending category you would vote to cut would be :

Extra-curricular activities

Athletics

Administrative staff

Support staff (secretaries, custodians)

Special programs (Gifted, Special Ed.)

Teaching staff

Plant improvements

Other (Please specify) _____

13. Are you presently satisfied with the school's physical facilities? :

a. Buildings

b. Grounds

Yes

Yes

No

No

14. Is personal security a major priority in your school? :

Yes

No

15. Are you satisfied with your school's present personal security system? :

Yes

No

B. SCHOOL BOARD ROLE AND RESPONSIBILITIES

16. What was the reason(s) you sought membership on the School Board ? (Check all that apply) :

- Improve own child's education
- Represent a specific group
- Make school more accountable
- Make school more fiscally sound
- Revise curriculum
- Increase academic standards
- Increase school discipline
- Exercise parental / civic duty
- Other (Please specify) _____

17. Do you plan to seek another term on the School Board ? :

- Yes
- No

18. Concerning the training of School Board members, which statement best describes your School Board ? :

- Members do not need additional training
- More training is needed
- We have an ongoing training program
- Members would not attend training program if offered

19. If a training program was offered, in which area(s) would it be most personally beneficial? (Please rank in priority order, with 1 as the most beneficial, 2 as the second most beneficial, etc.) :

- Finance
 Curriculum and instruction
 Policy and procedures
 Personnel
 Community relations
 Fund raising
 Other (Please specify) _____

20. When members of your School Board disagree on issues, would you say there is more or less the same division of the Board, i.e., do some members seem to stick together from one issue to the next? :

- Yes
 No

21. Are your School Board meetings conducted in a business-like manner in accordance with a set of procedures? :

- Yes
 No

22. From your perspective, do Host Country School Board members view issues differently than Non-Host Country School Board members? :

- Yes
 No

23. Please estimate the number of hours per week(average) that you spend on School Board business :

- 1 - 5
 5 - 10
 10 - 15
 More than 15

24. The School Board should review instructional materials such as textbooks and workbooks before they are selected for use in the classroom :

- Yes
 No

25. School public relations is primarily the responsibility of (Please check only one) :

- School Board
 Superintendent
 Other (Please specify) _____

26. Teacher salaries should be negotiated by (Please check only one) :

- School Board
 Superintendent
 Other (Please specify) _____

27. Job descriptions for school employees should be written by (Please check only one) :

- School Board
 Superintendent
 Other (Please specify) _____

28. Other than the Superintendent, all administrators and faculty should be hired by (Please check only one) :

- School Board
 Superintendent
 Other (Please specify) _____

C. CURRICULUM AND INSTRUCTION

29. Please rate the overall curriculum in your school :

- | <u>a. Elementary (K - 6)</u> | <u>b. Secondary (7 - 12)</u> |
|--|--|
| <input type="checkbox"/> Above average | <input type="checkbox"/> Above average |
| <input type="checkbox"/> Average | <input type="checkbox"/> Average |
| <input type="checkbox"/> Needs improvement | <input type="checkbox"/> Needs improvement |

30. The ideal class size, generally, is :

- | <u>a. Elementary (K - 6)</u> | <u>b. Secondary (7 - 12)</u> |
|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Less than 15 | <input type="checkbox"/> Less than 15 |
| <input type="checkbox"/> 15 - 20 | <input type="checkbox"/> 15 - 20 |
| <input type="checkbox"/> 21 - 25 | <input type="checkbox"/> 21 - 25 |
| <input type="checkbox"/> 26 - 30 | <input type="checkbox"/> 26 - 30 |
| <input type="checkbox"/> More than 30 | <input type="checkbox"/> More than 30 |

31. Do you feel that your school's present class sizes are satisfactory ? :

_____ Yes

_____ No

32. Do you believe that the control of class size is important for effective education ? :

_____ Yes

_____ No

33. Do you believe that your school's students are challenged academically ? :

_____ Yes

_____ No

34. Generally, do you believe that your graduates are academically prepared to be successful in a United States university ? :

_____ Yes

_____ No

35. Do you believe that your school should spend more time on the basics, such as reading, math, writing and spelling ? :

_____ Yes

_____ No

36. Do you believe that it is important that all students study the language of the Host Country ? :

_____ Yes

_____ No

37. Do you believe that it is important that all students take a course in the history of the Host Country ? :

Yes

No

38. Do you believe that the curriculum in the school should place more emphasis on the moral and values development of the student ? :

Yes

No

39. Do you believe that your school needs a special program for the 'Gifted and Talented' ? :

Yes

No

40. Do you believe that your school needs a special program for the 'Learning Disabled' ? :

Yes

No

41. Do you believe that your school's graduation requirements :

Need to be increased

Need to be reduced

Are satisfactory the way they are

42. Do you believe that the athletic program at your school is satisfactory ? :

Yes

No

43. Do you believe that the extra-curricular activities program at your school is satisfactory? :

_____ Yes

_____ No

44. Do you believe that your school should strive to be similar in academic requirements to schools in the United States? :

_____ Yes

_____ No

45. Do you believe that your schools has a Substance Abuse (drugs/alcohol) program that meets the needs of the community? :

_____ Yes

_____ No

D. STAFF AND PARENTS

46. The ideal percentage of Host Country teachers to Foreign Hire teachers is :

_____ 100% Host Country

_____ 100% Foreign Hire

_____ 50% Host Country, 50% Foreign Hire

_____ 75% Host Country, 25% Foreign Hire

_____ 25% Host Country, 75% Foreign Hire

47. Do you believe that your present ratio of Host Country teachers to Foreign Hire teachers is satisfactory? :

Yes

No

48. Is the recruitment of Foreign Hire teachers a problem in your school? :

Yes

No

49. Do you believe that Foreign Hire teachers should be paid on a different salary schedule than Host Country teachers? :

Yes

No

50. Do you believe that Foreign Hire teachers should receive more benefits (housing, transportation, etc.) than Host Country teachers? ;

Yes

No

51. Do you believe that your Foreign Hire teachers are adequately compensated? :

Yes

No

52. Do you believe that your Host Country teachers are adequately compensated? :

Yes

No

53. The ideal percentage of Host Country administrators to Foreign hire administrators is :

- 100% Host Country
- 100% Foreign Hire
- 50% Host Country, 50% Foreign Hire
- 75% Host Country, 25% Foreign Hire
- 25 % Host Country, 75% Foreign Hire

54. Which phrase best describes the level of parental involvement in your school ? :

- Parents are actively involved
- Parents respond only when asked
- Parents are satisfied to let the School Board make all of the decisions
- Parents appear only in time of crisis

55. Do you believe that your Parent - Teacher Organization is as active as can be expected ? :

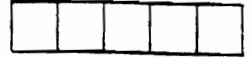
- Yes
- No

E. CONCERNS

56. From the following list, please rank the first three most pressing concerns in your school.

DIRECTIONS : Place 1 next to your most pressing concern, 2 next to your second most pressing concern, and 3 next to your third most pressing concern. :

- _____ Use of drugs
- _____ Declining enrollment
- _____ Lack of discipline
- _____ Crime / vandalism
- _____ Tuition increases
- _____ Parental lack of interest
- _____ Recruitment of good teachers
- _____ Poor curriculum / poor standards
- _____ Lack of direction
- _____ Local / national political problems
- _____ School finances
- _____ Nationality mix of teachers
- _____ Nationality mix of students
- _____ Image of the school
- _____ Personal security of students
- _____ Other (Please specify) _____



QUESTIONARIO PARA LA JUNTA DIRECTIVA ESCOLAR

INSTRUCCIONES: Favor de contestar cada una de las preguntas llenando el espacio apropiado. Es importante no omitir ninguna respuesta.

PRIMERA PARTE DATOS PERSONALES

1. Sexo: _____ Masculino
 _____ Femenino
2. Estado Civil: _____ Casado(a)
 _____ Soltero(a)
3. Año de nacimiento: 19_____
4. Nivel de Educación: _____ Menos que grado de bachillerato
 _____ Graduado de bachillerato
 _____ Asistió a la universidad
 _____ Graduado universitario
 _____ Estudios avanzados universitarios
 _____ Otros (favor especifique)_____
5. Ciudadanía: (Si tiene más de una, favor de indicar con
 cúal cultura se identifica)
 _____ País Anfitrión
 _____ Estados Unidos
 _____ Otro (favor especifique) _____

6. Trabajo: _____ Industria privada
 _____ Por su cuenta
 _____ Diplomático (Estados Unidos)
 _____ Diplomático (Otro país)
 _____ Pensionado
 _____ Ama de casa
 _____ Otro (favor especifique) _____
7. Tiempo que ha servido en la Directiva Escolar:
 Años _____ Meses _____
8. Fue usted: _____ Elegido _____ Nombrado
9. Ha trabajado en otra Directiva Escolar: _____ Si _____ No
10. Si la respuesta a la pregunta # 9 es afirmativa, favor de contestar lo siguiente:
- | | |
|----------------------------------|-----------------------|
| _____ Otras Directivas Escolares | |
| en el extranjero | _____ Años de trabajo |
| _____ Estados Unidos | _____ Años de trabajo |
| _____ País Anfitrión | _____ Años de trabajo |
| _____ Otro (favor especifique) | _____ Años de trabajo |
11. Tiene o ha tenido hijos en la escuela en la que usted sirve actualmente: _____ Si _____ No
12. Si la respuesta a la pregunta # 11 es afirmativa, cuántos hijos: _____
13. Tiene Ud. hijos en otra escuela de K - 12: _____ Sí _____ No
14. Cuántos años ha vivido Ud. en el país anfitrión: _____

SEGUNDA PARTEA. ORGANIZACIÓN

1. La 'misión' de su escuela esta claramente definida:
 Sí
 No
2. De acuerdo con su conocimiento personal, la 'misión' de la escuela desde su fundación, ha:
 Permanecido lo mismo
 Cambiado ligeramente
 Tenido grandes cambios
 Cambiado totalmente
3. La mezcla de nacionalidades existentes (País anfitrión - Estados Unidos - Tercer país) esta de acuerdo con la 'misión' de su escuela:
 Sí
 No
4. En los próximos cinco años, anticipa usted que la inscripción escolar:
 Aumente
 Disminuya
 Permanezca igual
5. Cree Ud. que el aumento o la disminución de inscripciones escolares influyan en la calidad del programa de educación:
 Sí
 No

6. La intervención del Ministerio de Educación local se puede describir como:

- Sin intervención
- Alta intervención
- Quisiera intervenir pero no lo esta
- No interviene pero ofrece apoyo
- Interviene pero no dá apoyo

7. La política nacional del país anfitrión causa un efecto definitivo en nuestra escuela:

- Sí
- No

8. Como miembro de la junta directiva escolar, cree usted que tiene suficiente información para dirigir los asuntos financieros de la escuela:

- Sí (Pase a la pregunta # 10)
- No (Pase a la pregunta # 9)

9. Si no, por qué:

- No requiero información financiera
- La administración de la escuela no provee información financiera
- La información financiera no es mantenida en una forma fácil de obtener, de entender, y al día

10. Estaría usted de acuerdo en una alza en las pensiones:

- Sí
- No

11. Cree usted que debe existir una pensión más baja para los estudiantes del país anfitrión:

Sí

No

12. En una crisis de presupuesto, la primera categoría de gastos que eliminaría sería:

Actividades extra-curriculares

Deportes

Personal administrativo

Personal de apoyo (secretarias, mantenimiento)

Programas especiales (educación especial, estudiantes excepcionales)

Profesores

Mejoramientos en edificios y campos

Otro (favor especifique) _____

13. Esta usted satisfecho con la eficiencia de la distribución física de las facilidades de las escuela:

a. Edificios

b. Campos

Sí

Sí

No

No

14. Es la seguridad personal una prioridad mayor en su escuela:

Sí

No

15. Esta usted satisfecho con el sistema de seguridad personal que existe en la escuela:

Sí

No

B. EL OFICIO Y LA RESPONSABILIDAD DE LA JUNTA DIRECTIVA ESCOLAR

16. Cúal fue la razón que lo motivó a participar en la junta directiva escolar (Indique lo apropiado):

- Mejorar la educación de su propio hijo
- Representar un grupo específico
- Hacer la escuela mas responsable
- Hacer que las finanzas de la escuela sean mas solidas
- Revisión del plan de estudios
- Subir el nivel academico
- Mejorar la disciplina escolar
- Ejecutar un deber de padre/civico
- Otro (favor especifique) _____

17. Buzca usted otro período de elección en la junta directiva escolar:

- sí
- No

18. De acuerdo al entrenamiento dado a los miembros de la junta directiva escolar, que descripción se le aplica mejor a su junta:

- Los miembros no necesitan entrenamiento adicional
- Se necesita más entrenamiento
- Se ofrece un programa de entrenamiento continuamente
- Los miembros no asistirían a un programa de entrenamiento, si se les ofrece

19. Si se ofreciera un programa de entrenamiento cuáles serían las áreas que le serían personalmente de mayor beneficio (favor de poner en orden de prioridad, el 1 siendo la prioridad mayor, el 2 siendo la segunda prioridad, etc.):

- Finanzas
- Planes de estudios e instrucción
- Reglamentos y procedimientos
- Personal
- Relaciones comunales
- Consecución de fondos
- Otro (favor especifique) _____

20. Cuando hay disparidad de opiniones entre los miembros de la directiva escolar sobre un asunto, diría usted que hay una división ecúanime dentro de la directiva, por ejemplo, existe igualdad de opinión dentro de los miembros al tratar un asunto o el otro:

- Sí
- No

21. Se llevan a cabo las reuniones de la directiva escolar en un ambiente de seriedad, de acuerdo con reglas y procedimientos:

- Sí
- No

22. Desde su punto de vista, nota usted la diferencia en la forma de ver entre los miembros de la junta del país anfitrión y el país visitante en los puntos de discusión:

- Sí
- No

23. Por favor estime el numero promedio de horas que usted
gasta en los asuntos de la directiva escolar:

- 1 - 5
 5 - 10
 10 - 15
 Más de 15

24. La directiva escolar debe revisar los materiales de
instruccion, tales como los textos y libros de trabajo
antes de ser seleccionados para uso oficial en las clases:

- Sí
 N

25. Las relaciones públicas de la escuela estan a la
responsabilidad de (favor de marcar solamente una):

- La Junta Directiva Escolar
 El Superintendente de Escuelas
 Otro (favor especifique) _____

26. Los salarios de los profesores deben ser negociados por
(favor de marcar solamente una):

- La Junta Directiva Escolar
 El Superintendente de Escuelas
 Otro (favor especifique) _____

27. Las descripciones de trabajo para los empleados del sistema
de escuelas deben ser preparadas por (favor de marcar
solamente una):

- La Junta Directiva Escolar
 El Superintendente de Escuelas
 Otro (favor especifique) _____

28. Fuera del Superintendente de Escuelas, el cuerpo administrativo y docente deberá ser empleados por (favor de marcar solamente una):

- La Junta Directiva Escolar
- El Superintendente de Escuelas
- Otro (favor especifique) _____

C. PLANES DE ESTUDIOS E INSTRUCCIONES

29. Evalúe el plan de estudios de su escuela:

a. Primaria (K - 6)

- Superior al ordinario
- Ordinario
- Necesita mejorar

b. Secundaria (7 - 12)

- Superior al ordinario
- Ordinario
- Necesita mejorar

30. El tamaño ideal de una clase por lo general es de:

a. Primaria (K - 6)

- Menos de 15
- 15 - 20
- 21 - 25
- 26 - 30
- Más de 30

b. Secundaria (7 - 12)

- Menos de 15
- 15 - 20
- 21 - 25
- 26 - 30
- Más de 30

31. Considera usted que el tamaño de las clases en la escuela es satisfactorio:

_____ Sí

_____ No

32. Cree usted que el control del tamaño de las clases es importante para dar una educación efectiva:

_____ Sí

_____ No

33. Cree usted que los estudiantes de su escuela encuentran un reto académico:

_____ Sí

_____ No

34. En general, cree usted que sus estudiantes graduados están académicamente preparados para tener éxito en una universidad en los Estados Unidos:

_____ Sí

_____ No

35. Cree usted que su escuela debiese gastar más tiempo en las materias básicas tales como la lectura, matemáticas, redacción y ortografía:

_____ Sí

_____ No

36. Cree usted que sea importante que los estudiantes estudien el idioma del país anfitrión:

_____ Sí

_____ No

37. Cree usted que sea importante que todos los estudiantes tomen un curso de historia del país anfitrión:
- Sí
- No
38. Cree usted que el plan de estudios escolar debería dar más énfasis al desarrollo moral y a los valores del estudiante:
- Sí
- No
39. Cree usted que su escuela debiera tener un programa especial para los estudiantes excepcionalmente dotados de talento:
- Sí
- No
40. Cree usted que su escuela necesita programas especiales para los niños con problemas de aprendizaje:
- Sí
- No
41. Cree usted que los requisitos de su escuela para la graduación:
- Necesitan aumentarse
- Necesitan reducirse
- Son suficientes como están
42. Cree usted que el programa atlético de su escuela es satisfactorio:
- Sí
- No

43. Cree usted que el programa de actividades extra-curriculares de su escuela es satisfactorio:

Sí

No

44. Cree usted que su escuela debería tratar de implementar un plan de estudios similar al de los Estados Unidos de requisitos académicos:

Sí

No

45. Cree usted que su escuela tiene un programa de prevención de abuso de drogas y alcohol suficientemente competente para las necesidades de la comunidad:

Sí

No

D. EMPLEADOS Y PADRES

46. La proporción ideal de profesores empleados por el país anfitrión y el país extranjero sería de:

100% del país anfitrión

100% empleados del exterior

50% del país anfitrión, 50% empleados del exterior

75% del país anfitrión, 25% empleados del exterior

25% del país anfitrión, 75% empleados del exterior

47. Cree usted que la proporción presente en su escuela de empleados del país anfitrión en comparación con empleados del país extranjero es satisfactoria:

_____ Sí

_____ No

48. El reclutamiento de profesores del exterior constituye un problema en su escuela:

_____ Sí

_____ No

49. Cree usted que los empleados obtenidos en el extranjero se les debiera pagar de acuerdo con un escalafón diferente al de los profesores del país anfitrión:

_____ Sí

_____ No

50. Cree usted que los profesores empleados en el extranjero deberían recibir más beneficios (transportación, domicilio, etc.) que aquellos profesores empleados en el país anfitrión:

_____ Sí

_____ No

51. Cree usted que sus profesores reclutados en el extranjero reciben remuneración adecuada:

_____ Sí

_____ No

52. Cree usted que sus profesores del país anfitrión son remunerados adecuadamente:

_____ Sí

_____ No

53. La proporción ideal de administradores del país anfitrión en comparación con los empleados en el extranjero es:

- 100% país anfitrión
- 100% empleados del extranjero
- 50% del país anfitrión, 50% empleados del extranjero
- 75% del país anfitrión, 25% empleados del extranjero
- 25% del país anfitrión, 75% empleados del extranjero

54. Qué frase mejor describe el nivel de involucrimiento de los padres en la escuela:

- Los padres están activamente envueltos
- Los padres responden únicamente cuando se les solicita
- Los padres están contentos con que la directiva escolar tome todas las decisiones
- Los padres se aparecen únicamente en épocas de crisis

55. Cree usted que la organización de padres y profesores se involucra lo suficiente:

- Sí
- No

E. INQUIETUDES

56. De la siguiente lista marque cuáles son las tres inquietudes más importantes en su escuela.

INSTRUCCIONES: Ponga un 1 al lado de la inquietud de mas importancia, y el 2 y el 3 al lado de las inquietudes de segunda y tercera importancia consecutivamente:

- Uso de drogas
- Decenso en las inscripciones
- Falta de disciplina
- Crimen / vandalismo
- Aumento de las pensiones
- Falta de interés por parte de los padres
- Reclutamiento de buenos profesores
- Planes de estudios y nivel academico muy bajo
- Falta de dirección
- Problemas políticos al nivel local y nacional
- Finanzas de la escuela
- Mezcla de nacionalidades entre los profesores
- Mezcla de nacionalidades entre los estudiantes
- Imágen de la escuela
- Seguridad personal para los estudiantes
- Otro (Favor especifique) _____

APPENDIX C

LETTER TO SUPERINTENDENT

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3231 Lothian Road
Fairfax, Virginia 22031
January 6, 1988

Dear

I enjoyed speaking to you recently concerning my research study on overseas School Board members and sincerely appreciate your assistance in the completion of this project.

Enclosed are copies of the School Board Questionnaire. For the convenience of your School Board members I have included copies in both English and Spanish. Please distribute them to each of your School Board members. Request that they return the completed forms directly to you. All completed forms are to be returned to me as soon as possible or no later than February 1. Whereas the population being surveyed is limited, it is extremely important for statistical significance that I receive as many returns as possible. Any assistance which you may provide in this area will be greatly appreciated.

Due to the fact that it is not possible for me to include proper postage stamps for each country, I ask that you please enclose all postage charges which I will remit to you as soon as received. I realize that this is an added imposition and thank you for your cooperation.

Again, I offer my sincere thanks for all your assistance, without which the success of this project would not be possible.

Sincerely,

Edward F. Pisani

Return all questionnaires to:

Edward F. Pisani
3231 Lothian Road
Fairfax, Virginia 22031

APPENDIX D
LETTERS TO SCHOOL BOARD MEMBERS

3231 Lothian Road
Fairfax, Virginia 22031
January 7, 1988

Dear School Board Member,

I am presently conducting research concerning School Board members in selected overseas schools. You have been selected to participate in this study. The research will be used toward the completion of my Doctoral Dissertation at Virginia Polytechnic Institute and State University.

I want to sincerely thank you for taking time from your busy schedule to assist me in this project. The study will provide valuable information for all of us committed to and interested in overseas education. The basis for the study will be the data collected by the enclosed questionnaire. Your responses should be based upon your own personal experience and opinion. All individual surveys will be kept confidential.

Please return all completed questionnaires to your school Superintendent as soon as possible or no later than February 1. It is vital to the success of this project that I receive as many returns as possible.

Again, my sincere thanks for your participation and my best wishes for a prosperous and productive school year.

Sincerely,

Edward F. Pisani

Estimado socio de la Junta Directiva Escolar,

Me permito hacerle saber que estoy llevando a cabo el proyecto de conducir una investigación de los socios de las directivas escolares en algunas escuelas escogidas fuera de este país. Usted ha sido elegido para que participe en este estudio. El objetivo de la investigación, será la contribución que esta dará para la terminación de mi tesis doctoral en el Instituto Politecnico del estado de Virginia y la Universidad de Virginia.

Su colaboración y asistencia serán altamente agradecidos. Este estudio ofrecerá información valiosa para todas las personas interesadas en la educación en el exterior. La base para este estudio sera extraida de la recopilación de información obtenida del cuestionario adjunto. Las respuestas deben ser basadas en su propia experiencia y su opinión personal. Todas las encuestas y sus respuestas serán mantenidas bajo estricta confidencia.

Favor de devolver los cuestionaris completos al director del colegio tan pronto como le sea posible o a más tardar el 10. de febrero. Es absolutamente necesario que yo reciba los máximos cuestionarios completos para lograr el éxito del proyecto.

Nuevamente reitero mis agradecimientos por su colaboración y reciba mis mejores deseos para que tenga un año escolar de mucha prosperidad.

De usted, atentamente,

Edward F. Pisani

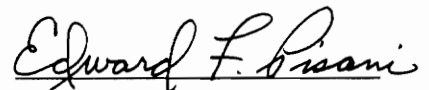
VITA

Edward F. Pisani was born in Cambridge, Massachusetts on October 21, 1945. He graduated from Calais (Maine) Memorial High School in 1963. In 1967 he graduated from Saint Anselm College in Manchester, New Hampshire with a Bachelor of Arts in History. He received a Master of Education in Counseling from Suffolk University, Boston, Massachusetts in 1971.

Mr. Pisani has served as a teacher, counselor, vice-principal, and principal in private and public schools in New Hampshire. He has also been a secondary principal in American Sponsored Overseas Schools in Quito, Ecuador and Santo Domingo, Dominican Republic.

During the year in which this study was completed, Mr. Pisani served as a graduate assistant at Virginia Polytechnic Institute and State University.

He received a Certificate of Advanced Graduate Study from Virginia Polytechnic Institute and State University in 1987.

A handwritten signature in cursive script that reads "Edward F. Pisani". The signature is written in dark ink and is positioned above the printed name.

Edward F. Pisani