

**RESPONSIVENESS IN AMERICAN SCHOOLS OVERSEAS:
Discrepancies Between Parental Expectations and School
Performance**

by

William F. Johnston

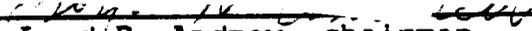
Dissertation submitted to the Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the
degree of

DOCTOR OF EDUCATION

in

Educational Administration

APPROVED:


Loyd D. Andrew, chairman

Lawrence McCluskey

Richard G. Salmon

M. David Alexander

Joseph A. Sgro

June, 1988
Blacksburg, Virginia

Responsiveness in American Schools Overseas:
Discrepancies Between Parental Expectations and School
Performance

by

William F. Johnston

Committee Chairman: Loyd D. Andrew
Educational Administration

(ABSTRACT)

The purpose of the study was to determine the educational priorities of parents with children enrolled in American Sponsored Overseas Schools in South America, and to compare those priorities with their perceptions of school performance. Responsiveness was defined as the relationship between priorities and perceived performance.

Parents of secondary students enrolled in member schools of the Association of American Schools in South America, Inc. were the population for the study. A purposive sample of four schools located in Argentina, Brazil, Chile, and Uruguay were surveyed. A low response rate reflected the nature of the population. Characteristics of non-response in overseas settings

are discussed. Results were biased in favor of the politically interested/active parents.

Frequencies and crosstabulations were used to describe responsiveness levels, relationships between responsiveness and demographic characteristics, levels of parent satisfaction, and relationships between satisfaction and respondent characteristics. The findings indicate that respondents were a demographically homogeneous group. Parents responding were satisfied with their schools and felt that the schools were responsive to their needs. No significant predictors of either satisfaction or responsiveness were found.

DEDICATION

To my wife who put up with myriad problems and
hassles while I was either in class, at the library, or
glued to the computer. And to my children

 who had a hard time understanding why Daddy
couldn't drive here, go to this, or play baseball or
Cooties. I love you all.

ACKNOWLEDGEMENTS

I could not have completed this task without the help and support I have had from the Uruguayan American School community and the Board of Directors. Their interest in helping all levels of professional staff improve academically should serve as a model for all schools.

School superintendents Dr. Clifford Strommen, Dr. Paul Foss, and _____ were most kind to agree to distribute the questionnaire to the parents communities they serve and to collect and forward the responses to me. They were also very helpful in gathering the non-response data in their schools. I only hope their secretaries won't hate me for life.

My secretary in Uruguay, _____, spent innumerable hours helping with typing, stuffing envelopes, record keeping, and telephone follow-ups.

Dr. Jim Fortune was not on the committee, but was always there when I needed his ear, his guidance, his support. There are few people I respect more.

I owe special thanks to Dr. Loyd Andrew. His support, good-natured kidding around, and sound advice have helped make this entire process worthwhile. He is a very special person.

TABLE OF CONTENTS

Dedication.....	iv
Acknowledgements.....	v
List of Tables	x
List of Figures.....	xii
Chapter	
I. Introduction.....	1
Purpose of the Study.....	5
Significance of the Study.....	5
Limitations of the Study.....	8
Background for the Study.....	10
The Education of Americans Overseas.....	10
The School and Society.....	27
Planning.....	34
Needs Assessment.....	38
Summary.....	45
Definitions.....	49
Organization of the Remainder of the Study.....	51
II. Methodology.....	52
Design of the Study.....	52
Population and Sample.....	55
Instrumentation.....	56
Collection of the Data.....	65

Data Treatment and Analysis.....	66
III. Analysis of the Data.....	71
Sample and Response.....	72
A Profile of the Respondents.....	74
Causes of Low Return.....	93
Demographic Factors.....	93
Survey and Instrument Design.....	96
Survey of Non-Response.....	100
Findings for Research Questions.....	105
Responsiveness.....	105
Satisfaction.....	129
Comments.....	136
Summary.....	140
IV. Summary and Conclusions.....	141
Summary and Discussion of the Findings....	142
Conclusions.....	149
Implications for Practice.....	152
Implications for Future Research.....	153
Selected Bibliography.....	157
Appendices	
A. Questionnaire Response Frequencies.....	177
B. Descriptive Statistics for Questionnaire Responses.....	205
C. Discrepancy Scores.....	228

D. Instruction Letter to Superintendents.....244
E. Parent Letter in English.....245
F. Parent Letter in Spanish.....246
Vita.....247

TABLES

Table	Page
1. Staff and Students in ASOS 1984-85.....	15
2. Per Pupil Expenditures in U.S. Dollars for AASSA Schools 1984-85.....	20
3. Response Rate.....	73
4. Respondent Nationality Group.....	76
5. Marital Status of Respondents.....	78
6. Respondent Age group.....	79
7. Respondent Mobility: Years Out of the Native Country.....	81
8. Respondent Mobility: Years in the Current School.....	82
9. Respondent Mobility: Schools Attended in the Last Five Years.....	83
10. Parent Aspirations for Child's Education.....	85
11. Parent Level of Education.....	86
12. Income Level.....	88
13. Employers.....	90
14. Crosstabular Analyses for Demographic Data.....	92
15. Survey Non-Respondents Grouped by Demographic Characteristics.....	103
16. Non-Response Bias Analysis.....	104
17. Mean Importance and Performance Scores for Sub-Sections.....	107

18. School Responsiveness: Mean Discrepancy Scores.....	110
19. Mean Item Importance Scores.....	114
20. Mean Item Performance Scores.....	116
21. Mean Item Responsiveness Scores.....	119
22. Chi-Square Analyses for Responsiveness.....	123
23. Chi-Square Analyses for Responsiveness: Program Orientation.....	124
24. Chi-Square Analyses for Responsiveness: Academic Program.....	125
25. Chi-Square Analyses for Responsiveness: Students.....	126
26. Chi-Square Analyses for Responsiveness: Facilities.....	127
27. Chi-Square Analyses for Responsiveness: Administration.....	128
28. Sub-Section Correlations With Responsiveness.....	130
29. Parent Satisfaction With ASOS.....	131
30. Chi-Square Analyses for Satisfaction.....	133
31. Chi-Square Analyses for Satisfaction and Program Sub-Sections.....	135

FIGURES

Figure

1. The Planning Process.....37
2. Needs Assessment Framework.....42
3. Calculation of the Sample.....57

CHAPTER I

INTRODUCTION

Thomas Jefferson noted that without an "educated populous" democratic government cannot survive. Today's public schools, built on American democratic principles, are the mainstay of the ongoing development of representative democracy in the United States.

School systems are very important to Americans. The quality of schooling in a given community has a major impact on the attractiveness of an area to potential home buyers; parents may opt not to live in a community if the schools have a poor reputation. This concern carries over when families are considering a temporary move overseas (Orr, 1974).

American-style schools were first established outside the United States over 100 years ago, and since then have grown considerably in both number and size. In school year 1986-1987, 172 American Schools Overseas (ASOS) provided a U.S.-style education to over 87,000 children in 109 countries worldwide. These schools employed some 7,800 teachers (51 percent of whom were

U.S. citizens) and were headed by U.S. administrators hired by individual community school boards (A/OS, 1987).

American schools overseas are a diverse group of independent organizations. Numerous attempts have been made by such organizations as the American Association of School Administrators (AASA), accrediting groups like the Southern Association of Colleges and Schools (SACS), and individual researchers to define them as a group. These classifications have a number of things in common, but the most important is that ASOS school philosophies contain a commitment to a U.S. style education. Thus the schools are committed to providing a democratic environment and to serving as examples of American education to individuals living outside the United States.

According to Luttbeg (1974) and Tucker and Zeigler (1980), a democratic organization is responsive and reflects the needs and expectations of its clients. West (1985) and Marx and Milstead (1970) have agreed that schools need to be aware of the public's expectations and attitudes. Saxe's (1984) position that a democratic educational environment requires citizen

participation is also reflected in the "Standards of the Southern Association of Colleges and Schools" (SACS, 1987b).

Maintaining a democratic structure can be hard for overseas American schools because of problems created by community, staff, administration, and board turnover (Orr, 1976; Helms, 1972). Glass and Sanders (1978) noted the potential for conflict which arises as various groups try to make their influence on the goals and objectives of the school felt. These groups include the overseas school community, the staff, accrediting associations and, indirectly, the United States Office of Overseas Schools (A/OS) and professional associations of schools. The constant shifting of the school community and administration makes it difficult for the schools to reflect the expectations of the varied influence groups which impact on school operation. Knowledge of how expectations and the characteristics of the community are related would help schools analyze the impact of alternative decisions being considered.

Little is known about the characteristics or expectations of sub-groups within overseas school

communities or to what degree their expectations are being met. Helms (1972) and Orr (1980) found varying degrees of approval of ASOS school programs across geographic regions and sub-groups, but neither addressed client expectations.

Schools may use the planning process to build community expectations and attitudes into programs. Seaquist (1968) and Orr (1976) strongly recommended that overseas schools use structured plans for development. Despite such research and repeated urgings, there is little evidence that their advice has been followed.

A school community is more likely to accept and support development plans which meet needs they have identified. "Situation appraisal" provides background information to justify goals, objectives, policies and procedures generated in Hussey's organizational planning model (Hussey, 1971,1980). Needs assessment, cited by Kaufman (1986) and Matczynski and Rogus (1985) as a process for identifying client priorities and perceptions of performance, is one way to establish community support for school development plans in overseas schools.

Purpose of the Study

The purpose of this study was to determine the priorities or expectations of the ASOS parents in South America, and to compare those expectations with perceptions of the school's performance. The following research questions were addressed:

1. What is the degree of congruity between the educational goals of the parent community in ASOS and perceptions of the school's performance in meeting those goals?
2. What factors or characteristics (such as marital status, sex, age, nationality, home language, time overseas, mobility, educational level, employment, income) have a relationship to one's educational values or expectations and evaluation of whether these expectations are being met?
3. How do different sub-sections of the educational program contribute to the relationship between educational expectations and perceived performance?
4. How satisfied are parents with ASOS?
5. What factors or characteristics (such as marital status, sex, age, nationality, home language, time overseas, mobility, educational level, employment, income) have a relationship to parent satisfaction with ASOS?

Significance of the Study

Helms (1972) has noted that ASOS have often made program decisions without full understanding of community needs and priorities. The current study was important because it provided a framework for needs

assessment tailored for ASOS which could be used to determine differences between community expectations and perceptions of actual school performance. Knowing this difference is important because it is a direct indicator of the community's feelings about the school and what the school has to do to satisfy the community's needs. This point is important due to the mobility of overseas school communities. As the community changes, the expectations and perceptions will change, and schools should be aware of these changes and how they may impact on school operations.

The results of this study could provide orientation material for new board members and administrators in ASOS. Many of these individuals come to overseas schools with little or no background or understanding of the unique characteristics of overseas school communities, and there is little research in the area.

This needs assessment also provides school boards and professional and accrediting associations with a model for evaluating effectiveness in meeting community needs and program priorities. The results offer school boards with a new source of development goals and

objectives to supplement the input received from SACS Accreditation Standards, the orientation of the U.S. State Department Office of Overseas Schools, the professional associations of overseas schools, and both U.S. and local professional staff members.

The results of the study provided schools in the study as well as accrediting bodies, professional associations, and the Office of Overseas Schools with information on what types of in-service programs are needed to bolster the school programs in ASOS.

This information should also prove useful to professional associations, the Office of Overseas Schools, governments, multi-national corporations, and other organizations which provide pre-posting orientation to employees being sent overseas.

The results of this study should be useful to furthering accrediting organizations' understanding of how characteristics of school communities affect local priorities and how they relate to schools in the U.S. and to accreditation standards. This is important because the self-study process begins with the school's description of the community and the school's statement

of educational philosophy and program priorities (SACS, 1987b).

Limitations of the Study

The purpose of this study was to determine the priorities or expectations of ASOS parents in South America, and to compare those expectations with parent perceptions of the school's performance. This comparison becomes a measure of the school's political responsiveness.

Kaufman's (1979) needs assessment model, described in detail later, stresses that parent, staff, and student perceptions should be examined to determine planning and program priorities. The high mobility of the parent community in overseas schools results in constant shifting of opinion in the community and on school boards. As such, this study was limited to assessing parent perceptions rather than using the full spread of the model.

Questionnaires distributed to two of the four schools in the study were not coded because these schools' security policies did not permit the release of names, addresses and telephone numbers of families.

Questionnaires sent to the other two schools were coded and appropriate follow-up procedures followed.

Language bias was addressed by using a Spanish language version of the questionnaire in countries in which the host country language was Spanish. Speakers of other languages were assumed to be able to respond in either English or Spanish. This assumption is based on the intensive language training given employees before relocation, and the nature of English as the international business language.

A Portuguese version was planned for use in Sao Paulo, Brazil, but local school policy required that all materials be distributed in English. The probability of a language bias is low because this policy has been in effect for a long time, and because the vast majority of educated Brazilians in Sao Paulo speak English as a matter of course.

The validity of the questionnaire content and structure was ascertained through the use of two panels. One panel represented the parent community, and the other the professional community. Neither panel found major problems with the wording or grouping of

items, but the size of the panel precluded analysis of variance on their answers.

Internal consistency was verified through review of responses to paired questions dealing with the same topic.

Background for the Study

This section is divided into four major parts. The first will describe overseas school philosophy and environment, political responsiveness, planning and needs assessment and how they apply to ASOS.

The Education of Americans Overseas

The establishment of American-Style Overseas Schools to serve the needs of Americans abroad is not new. The first schools were established in Mexico City (1881) and in Sao Paulo (1924), and this number has since grown to just over 170. These schools, however, are not the only alternative for Americans and others living outside the U.S. Four other main options beyond host country and other nationality schools are available to Americans living overseas.

Schools which follow the American model are generally expected to reflect the expectations of the

communities they serve. This is becoming increasingly common, and the principles of political responsiveness and community involvement are spreading beyond American schools and around the world (OECD, 1980). As the expectation for responsive governance grows, schools will have to be more attentive to the planning process and to strategies for determining the community's position in approaching development of school goals and objectives, policies and procedures.

American Sponsored Overseas Schools (ASOS). The main objective of American Sponsored Overseas Schools is to make U.S.-style education available to individuals living outside the United States. These schools work to provide programs similar to those in the better U.S. public schools, serving as models of the American democratic educational system through the principles of lay control, community participation, and democratic governance (Orr 1976, Smith 1985). ASOS also help to present a model of the U.S. system overseas by fostering democratic ideals while promoting international understanding among those connected with the school (Orr and Conlon, 1985).

There have been various efforts made to define the American Sponsored Overseas School. The Southern Association of Colleges and Schools, which accredits qualifying schools in Latin America, has recently defined an American School Overseas as a school having, as a minimum,

a U.S. curriculum taught in English, teachers who have U.S. teaching credentials or the equivalent, textbooks, materials and supplies which support a U.S. curriculum, instruction conducted in English except for certain language courses, or other courses required by local law which must be taught in the national language, a U.S.-trained director and principals who are eligible for certification as administrators, and a commitment contained in the published philosophy of the board of directors that every effort will be made to provide a U.S.-type education (SACS, 1987a).

Orr (1976) made a detailed analysis of American Schools Overseas, and summarized the characteristics common to the schools.

1. The ASOS are non-profit, non-sectarian schools.
2. Most ASOS are located in capitals or other major urban centers.
3. A local system of governance is used, usually made up of parents.

4. The schools have a multi-national student body.
5. Tuition and fees account for about 90 percent of the school's finances.
6. The schools use U.S. curricula, with attention given to the language, social studies, and culture of the host country.
7. Most teachers are U.S. citizens. or are U.S. trained. A large proportion of these U.S. citizens are local residents, spouses of host country nationals or of personnel assigned to the area by other employers.

As noted earlier, over 170 ASOS located in more than 100 countries were functioning in school year 1986-1987. About 7,800 teachers, over half of whom were U.S. citizens, taught over 87,000 students in that year. These students included some 23,800 U.S. citizens, 34,000 citizens of the host country, and 29,000 students from countries other than the U.S. or the host country (A/OS, 1987).

The fifty schools in Latin America had a total enrollment of over 38,000, accounting for 44 percent of the world-wide total. Almost eighty percent of these students were host country citizens, a figure well

above the next highest region, Europe, where host country nationals made up twenty-two percent of the population. In comparison, dependents of U.S. government personnel, who represent 6.9 percent of the world-wide total, made up 3 percent of the total in Latin America.

The pattern of teachers working in ASOS in Latin America was also somewhat different from that in the rest of the world. In school year 1986-1987, 2,567 teachers were working in ASOS in Latin America, 39 percent of whom were U.S. citizens. (SEE TABLE 1)

American schools overseas make a special effort to attain accreditation by a regional association in the U.S.A. (Smith, 1985). The schools in Latin American are served by the Southern Association of Colleges and Schools. Partly as a result of accreditation standards, the ASOS must also make a special effort to overcome problems of distance and isolation to obtain U.S. educational materials and to keep instructional and administrative staff current. To facilitate this effort, schools have joined together to form regional support associations for activities such as in-service and procurement. The Association of American Schools

Table 1: Staff and Students in ASOS 1986-87

Schools	Professional Staff				Region	Countries	Student Enrollment			
	US	Host	Othr	Tot			US	Host	Othr	Tot
39	940	347	376	1663	Europe	23	5641	3132	5457	14,230
43	545	83	482	1110	Africa	40	2276	1936	6152	10,404
19	722	164	247	1333	N. East/ S. Asia	14	3497	920	6404	10,821
21	825	315	195	1335	E. Asia	10	6282	1202	5928	13,412
50	1007	1354	206	2567	Latin America	22	6155	27,286	5146	38,587
172	4039	2263	1506	7808	TOTALS	109	23,851	34,516	29,087	87,454

Source: A/OS: Office of Overseas Schools (1987)

In South America (AASSA, Inc.) is perhaps the most well developed of these groups.

AASSA is a consortium of 27 schools located in South America. These schools pay dues to support a central office located on the campus of Florida International University in North Miami which employs an Executive Director and three other full-time employees. During the 1986-1987 school year, AASSA coordinated program and travel arrangements for a major administrators/counselors conference for all schools, set up and ran a total of four in-service workshops serving 27 schools in 9 countries, and handled over US\$ 1,000,000 of purchasing and 80 tons of freight for the schools.

In addition to the services offered by AASSA, most schools maintain exchange relationships with U.S. public school systems and/or universities. These programs are referred to as School-to-School and University-to-School Programs for Overseas Schools and can provide extensive staff training for both partners. The Uruguayan American School in Montevideo, serves as an example of an aggressive program in this area.

Since their inception in the 1985-1986 school year, the Uruguayan American School programs with Southern Illinois University at Carbondale and the Chappaqua Central Schools (N.Y.) have provided 24 semester hours of transcribed graduate-level credit taught on campus in Uruguay, provided administrative and library consultant services, supported a Uruguayan teacher's efforts to complete a B.A. degree during a six month residence in Carbondale, implemented a program to permit teachers to pursue a U.S. master's level degree, and started a program for Uruguayan American School local teachers to pursue six week internships with master teachers in Chappaqua; all accomplished over a distance of more than 5,000 miles.

All of these relationships serve as sources of goals and objectives for school development. The interplay of forces represented by the accreditation standards, the Office of Overseas Schools, the professional associations, and other professional relationships established by the schools all come into play with the input from U.S. trained staff, local staff, local government laws and restrictions, and the expectations of the community. With all of these forces

at work, it is no surprise that formal review of community expectations and perceptions is not common in overseas schools.

Finances. Financing patterns in overseas schools have been very consistent and continue to hold true today (Helms, 1972; Orr 1976). The American Sponsored Overseas Schools are tuition-supported organizations. Fees are supplemented by income from donations from business and industry and by categorical grants from the Office of Overseas Schools of the U.S. Department of State or the United States Agency for International Development.

Tuitions and fees are set by each governing board in direct relation to school needs. Fee levels, therefore, have a direct relationship to the schools' ability to meet identified needs. In most cases, business and other organizations employing personnel from abroad either pay or subsidize payment of school fees as an employment benefit. Tuitions and fees account for over 90 percent of school funds.

ASOS in South America are consistent with this pattern. Further analysis of per pupil expenditures in school year 1984-1985 for the region shows, when

corrected for cost of living differentials, that the ASOS mean expenditure per pupil exceeds the figure for the U.S.A. by 18.4 percent (TABLE 2).

Governance. The size and structure of governing boards in overseas schools may vary greatly (Helms, 1972). Generally, however, non-Americans are included in school boards and members are elected and/or appointed as representatives of the constituent community. During the 1984-1985 school year in Latin American ASOS, forty-nine schools were governed by boards ranging from five to eighteen members, with a median of nine members. Of these, four were U.S. citizens, four were citizens of the host country, and one was from another country (AASSA, 1986). This mixture is indicative of the shared governance of American Schools Overseas, and reflects the stated purpose of the schools to serve as examples of American education.

As in the U.S.A., the school boards in ASOS are policy-making bodies meant to establish a structure for the operation of the schools and to employ a

**Table 2: Per Pupil Expenditures in U.S. Dollars for
AASSA Schools 1984-85**

AASSA School	Country	Expense/ Pupil	Cost Index* Cor.	Exp.
Buenos Aires	Argentina	5763	84	6861
Cochabamba	Bolivia	1138	87	1308
La Paz	Bolivia	2539	87	2918
Santa Cruz	Bolivia	1198	87	1377
Belo Horizonte	Brazil	7710	75	10280
Brasilia	Brazil	4136	75	5515
Porto Alegre	Brazil	4386	75	5848
Recife	Brazil	1936	75	2581
Rio de Janiero	Brazil	2792	75	3723
Salvador da Bahia	Brazil	2741	75	3655
Sao Paulo Graded	Brazil	2199	75	2932
Santiago	Chile	2703	88	3072
Guayaquil: Inter-Amer.	Ecuador	1711	70	2444
Quito: American	Ecuador	685	70	979
Guayaquil: Americano	Ecuador	374	70	534
Quito: Cotopaxi	Ecuador	2443	70	3490
Asuncion	Paraguay	1867	82	2277
Lima	Peru	3243	79	4105
Montevideo	Uruguay	2886	95	3038
Caracas	Venezuela	2824	69	4093

Total Schools Reported: 20

Mean Corrected Expenditure: US\$ 3551

Per Pupil Expenditures for U.S. Public Schools: US\$ 2999

* U.S. Dept. of State Index of Cost of Living Differentials,
Washington, D.C. = 100

Source: AASSA (1986); U.S. Department of Commerce
(1986)

superintendent. ASOS have tended to operate from year to year without the benefits of a policy structure to help maintain stability, continuity and direction (Orr 1976). It appears, however, that this trend has shifted somewhat. This may be due to the quality of the administrators being contracted from the U.S. to run the schools. Smith (1986) stated that school administrators in overseas schools tend to be relatively better trained than their counterparts in the United States, citing the central fact that overseas administrators deal with a single school rather than a number of schools in a system.

A Highly Mobile Community. The varied make-up of overseas school communities is both boon and bane to the existence of the schools. The presence of up to twenty different nationalities in the schools permits a wide range of opportunities for multi-cultural education and understanding (Orr and Conlon, 1984), but this international make-up also means turnover. Student bodies in overseas schools may shift as much as 30 percent in a given school year. It is difficult to maintain coherent curriculum presentation with a

shifting student body, and consistent policy development and administration are complicated by high annual turnover on the school board. High mobility is yet another factor contributing to the uniqueness of overseas schools attempting to emulate American education in an overseas setting.

ASOS and Other National/Cultural Based Schools. One of the main purposes of American overseas schools is to serve American children, making ASOS unique in comparison to other schools overseas. Acting as an island of security in a new and unfamiliar environment, the schools help ease culture shock for children who transfer into the student body throughout each school year; hence the desire to imitate the structure and function of U.S. public, rather than private, schools. This is not the case with other national/culture-based schools operating overseas.

Other countries provide funding to support schools or institutes operating under their cultural auspices outside their borders. Their major purpose is to promote the history and culture of the sponsoring country. There is little or no interest in helping their citizens find appropriate education for their

children, but rather to reach the citizens of the host country. Citizens of the sponsoring country attending the school are not a concern. The reason for extensive funding of imported staff and materials is to help the school meet cultural goals with the local community to generate support.

The ASOS orientation toward emulating the U.S. public school means that ASOS around the world have similar programs, much as do schools across the U.S.A. The existence of a reasonable level of consistency of program in ASOS world wide makes the American schools attractive for non-Americans overseas serving business, governmental, or other organizations internationally. As a result, there are many different nationalities and cultures represented in the ASOS community. This characteristic may cause a broad range of parental expectations for the school, expectations stemming from American to European and through to Eastern and Oriental value structures.

One of the objectives of the ASOS is to emulate the American public schools. For the purpose of this study, the theories of expectations for democratic responsiveness and social system interaction are

considered to hold for the ASOS as they do for the U.S. schools. The only exception/modification of this comparison relates to the nature of the social system.

Non-American Schools. Americans living abroad may opt to send their children to public or private schools established either by the host country or by other governments. These schools, however, present various problems.

Host country schools, especially in Latin America, are plagued by problems of very large (40-plus students) classes and lack of adequate funding. In areas where this is not a problem, the language barrier dilemma makes effective learning difficult for the student. In addition, the schools generally follow a European system model quite different from that used in the U.S.A.

Schools sponsored by other countries do not address these problems, either. Other countries, including, among others, Great Britain, Germany, Italy and France, provide funding to support schools or institutes operating under their cultural auspices outside their borders. It is not uncommon to see a "British Cultural Institute", a "Deutschschule", a

"Scoula Italiana" or a "Lycee Francais" in almost any major city. Such schools, however, have little or no interest in working with students from their home country. Their purpose is more to spread British or German or Italian or French language and culture.

This orientation is demonstrated by the difference between British and American diplomatic families. The U.S. State Department pays school fees for dependent children to attend school where the parent is stationed, but not back in the U.S.A. The British Foreign Office pays air fare and most school fees for dependents to go to boarding schools in Britain. Many British corporations have similar policies for their ex-patriot employees.

Schools established by other cultures present the same language barrier problem for American students as local schools. British schools are an exception to this rule. These schools were founded by local residents who wanted a British education for their children without having to send them to boarding school in Britain. These schools, while having the language barrier, do present the problems of large classes and an educational system quite different from the U.S.A.

Church, Company and Proprietary Schools. Religious groups have established schools overseas to provide an English language Christian education for those who desire that particular orientation. Their primary purpose, however, is to work with host country children.

Many business concerns have established schools to serve the children of their employees when they are located at work sites away from other viable alternatives. Specialized organizations, such as International Schools Services in Princeton, N.J., are often contracted by companies wanting such services and establish temporary schools on the site indicated.

Proprietary schools are founded by private individuals as profit-making institutions. These schools offer yet another alternative to parents seeking a U.S.-style education overseas.

Schooling of Dependents of U.S. Military Personnel. Children of U.S. military personnel serving overseas make up the largest single group of school-age American dependents abroad. This population is served in most areas by one of the largest single school systems operating outside of the U.S.A., the Department of

Defense Dependents Schools (DODDS). Other children are admitted to DODDS schools if there is space, military personnel being given straight priority (AASA 1966).

The School and Society

School systems have been described as micro-societies with their own values and norms. These structures are the basis for potential conflicts in schools as different groups try to establish their positions on issues (Glass and Sanders, 1978). School boards and administration need to be aware of and responsive to community expectations and opinions as well as those of other groups. This is especially true when different groups try to influence decision makers resolving these conflicts (Marx and Milstead, 1970; Saxe, 1984; West, 1985). This is also the case in overseas schools because of their stated intent to be models of the democratic model of American education (Orr, 1976) and because of the high mobility of the school community.

Community participation in the schools is crucial to responsive administration (Glass and Sanders, 1978; Saxe, 1984; West, 1985). Needs assessment, as described

by Kaufman (1979, 1981, 1982, 1986), is becoming more popular in education for learning about community expectations and attitudes and for building community input into the schools' planning process (Saxe, 1984).

The School as a Political Entity. Schools in the United States are part of the governmental structure of the community they serve (Tucker and Zeigler, 1980). Being a part of local government, there is a clear expectation that the schools will be held accountable by and to the community constituency (Glass and Sanders, 1978). Schools, therefore, have a political relationship with the communities they serve that depends on community expectations for involvement and participation.

Luttbeg (1974) notes that the popular understanding of democracy revolves around the development of policy which reflects public preferences. The local community expects that members of the school board and the school administration will listen and respond when attitudes and opinions are presented. This orientation is the basis of local control in American education (Tucker and Zeigler, 1980).

The concept of lay control of education has, until recently, been unique to the United States (Luttbeg, 1974). Schooling in the rest of the world is entrusted to upper level professional educators in government. Teachers, parents, and students have had little or no formal input into systems outside the U.S.A.

A bargaining style of governance is as basic to U.S. schools as lay control (Luttbeg, 1974). This style assumes different power levels and a willingness among the people involved to permit participation of the others. Interested parties "bargain" back and forth over various avenues of resolving conflict until they arrive at a mutually acceptable position.

Governance in schools is based in public support, and current structures reflect the importance of the positions of both professionals and the lay public (Tucker and Zeigler, 1980). The bargaining style of governance and the need for public support point out the importance of decisions which reflect public preferences. According to Luttbeg (1974), this is achieved through "political linkages". Political linkage is "any means by which political leaders act in accordance with the wants, needs, and demands of the

public." Tucker and Zeigler (1980) refer to this principle as being central to American democracy, calling it "responsiveness."

Responsiveness may take three different forms. At one extreme, the governing body responds to its perceptions of societal needs without community input. This somewhat dictatorial structure does not involve the public in the decision making process at all.

At the other extreme, representational responsiveness occurs when decisions fully reflect the concerns/demands of the constituency. Government listens and acts accordingly.

Congruence responsiveness is the moderate position and occurs when decisions reflect the attitudes and opinions of the constituency. The important difference between this and representational responsiveness is that congruence responsiveness is based in the decision maker's perceptions of community attitudes and opinions, not in the voiced demands of the electorate. Congruence responsiveness refers to a direct relationship between community preferences -- whether or not they are voiced -- and actions taken by decision makers. The existence of congruence is the

central issue in determining the degree of democracy in the system, and "the process whereby such congruence is achieved is of little moment" for the case at hand (Tucker and Zeigler, 1980).

Responsiveness and The Schools. Democratic school governance is characterized by responsiveness to community needs. Verba and Nie (1972) characterize the community as short-sighted, however. Community members tend to emphasize short-term personalized objectives and ignore long-term general goals for the system. The responsive school must be careful to balance its professional obligations and its responsibilities to the community.

Representational responsiveness occurs when the administration responds to community concerns without evaluation or qualification. This sort of action can leave the school without clear direction because the administration is constantly resolving conflicts. No time is left for long-range goal setting and planning.

Saxe (1984) supports extensive community participation in the schools, but also states that professional educators must remain in control of the educational planning process for the schools to

establish viable long-range goals and objectives.

Tucker and Zeigler (1980) note that this position also has its dangers. School governance may develop around only those issues which the board and administration see as legitimate. Goal setting and planning in this context become more dictatorial. True citizen participation and responsiveness fade.

Congruence responsiveness strikes a balance between the two extremes for school governance. Community participation in various phases of decision making permits real input into the process. School boards and administration evaluate the input from the various committees, advisory councils, surveys, and other sources and decide the various policy and procedure issues in the best interest of the school system. As these decisions more closely reflect actual community concerns, responsiveness and community satisfaction increase. As satisfaction increases, so does community support for the schools. The democratic school has an obligation to determine community opinion and to give it substantial weight in development planning. (Saxe, 1984; OECD, 1980). In an ideal needs assessment, all elements of a community would be

assessed. For the purposes of this study, only the parent community was assessed.

Recognition of the need for congruence responsiveness in schools is not limited to the United States. The Organization for Economic Cooperation and Development (OECD) states that schools in OECD countries "have been urged... to develop new awareness and responsiveness to their local communities." (OECD, 1980). The same report notes that many governments, including those in Sweden, France, Great Britain, Italy, the Netherlands and Denmark, have called for greater school responsiveness to community needs. In most cases, these governments have provided incentive funding and/or legislation to support community participation in the local schools. In Denmark, for example, law requires that parents and students decide who will take certain examinations. Parents and students over 18 years of age must be represented on school boards in the Netherlands. The Netherlands also requires private schools to adhere to these regulations (OECD, 1980). Public school systems around the world are recognizing the need for school decision makers to be responsive to the needs of the community when

planning and implementing objectives for the long term school development.

One of the main purposes of American Sponsored Overseas Schools is to serve as examples of the U.S. public schools and the ideals of the U.S. democratic model (AASA, 1966; Orr and Kling, 1983; Orr and Conlon, 1984; Smith, 1985). As such, ASOS operations may be examined in the light of expectations for public schools in the United States (Helms, 1972). To exemplify U.S. democratic ideals and the expectations for the governance of the public schools, American Schools Overseas should be responsive to community needs in both planning and operations.

Planning

Responsiveness is a policy level concept which should be recognized by school administrators and boards. The conscious decision to assure responsiveness must be followed by a review of the school's operational program. The planning process, although somewhat uncommon in overseas schools, provides the operational framework needed to assure that the school can be responsive to community needs.

Ackoff (1970) refers to concern with the future, not current events, as being the "essence of wisdom" in organizational planning. Planning itself is an ongoing process of evaluating decisions to be made in relation to decisions which have already been made. This process is aimed at increasing the chances of bringing about a desired state of affairs which would not emerge without specific action or influence.

Planning may be divided into two major parts. Strategic planning is concerned with decisions which have long-range effects. It is broad in scope and has a wide-range effect on the total organization. The main interest in strategic planning is to formulate goals and to determine the means to achieve them. It is future oriented: its main purpose is to establish a direction for the organization.

Operational planning is concerned with accomplishing the goals and objectives developed in the strategic phase. It is the implementing arm of the process. Regulations for acquiring and allocating resources and for controlling organizational output characterize operational planning. (Ackoff, 1970; Anthony, 1965; Hussey, 1971, 1982).

The concept of planning outcomes and action is an important contribution of Hussey's approach to organizational planning. According to Hussey, if there is no action in relation to the objectives and means identified by the planning process, there is no plan. Plans which are not implemented do not exist as plans.

Strategic planning looks to the future of the organization by setting long-term goals and objectives and outlining the means by which they will be attained. Operational planning puts the strategic plan into effect. The process is broad in scope and is action oriented: plans are developed for realistic use, not to sit on shelves.

The concrete planning process is an extension of these theoretical constructs. Hussey (1971, 1980) defines the planning process as a set of decisions. These decisions depend on the situation both inside and outside of the organization. This open system approach to planning results in goals and objectives which, to a large extent, grow out of the factors and conditions which surround the organization. The environment has a major impact on the determination of the nature of the organization which functions within it (FIGURE 1).

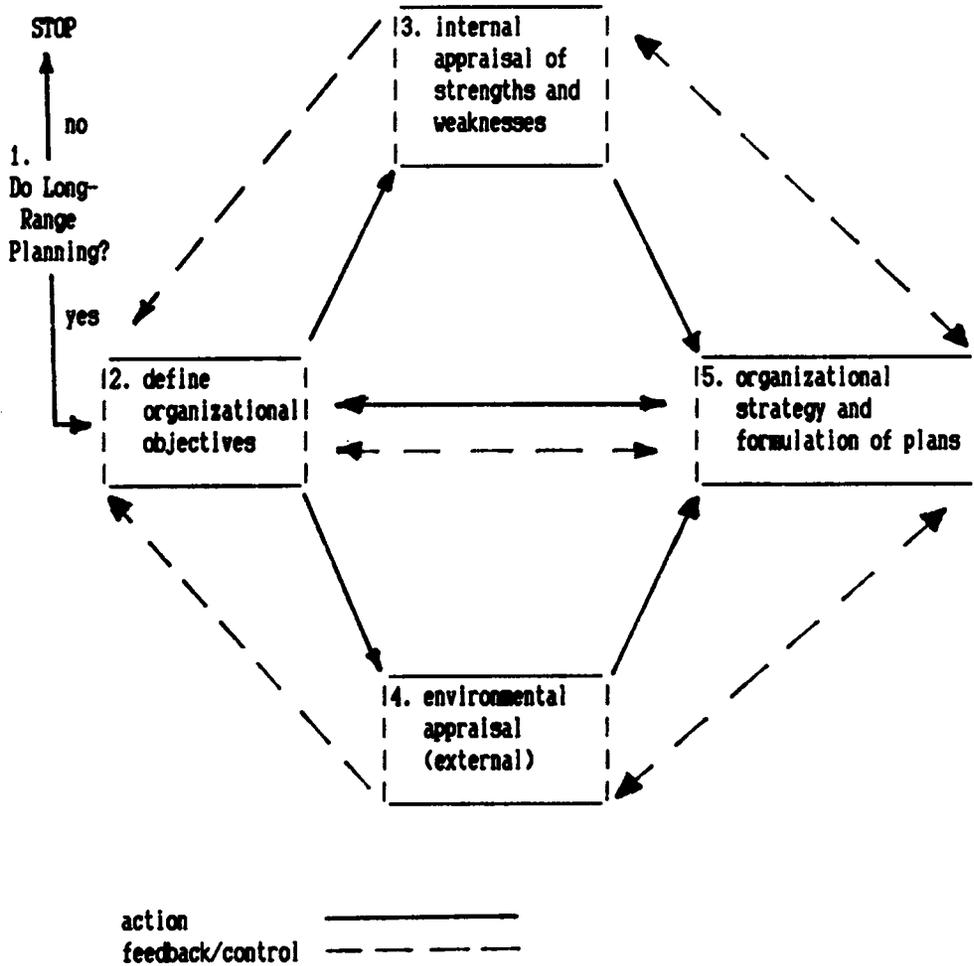


FIGURE 1: The Planning Process

Source: Hussey, D.E. Introducing Corporate Planning. Oxford, England Pergamon Press, 1971, p17.

Hussey stresses the constant impact of changes in both the internal and external environments on planning realities. Planning is a dynamic process which must keep pace with the constant changes in the organization and its surroundings, making appraisal a crucial activity. The internal appraisal analyzes the current status of the organization and involves assessment of present practices and their alternatives. Environmental appraisal is defined by market and competition. The relationship existing between these two evaluations becomes the basis for the establishment of future targets in strategic planning, called objectives.

Final objectives are the result of a comparison of organizational strengths and weaknesses with the demands established by market and competition. This comparison points out breakdowns, or gaps, in performance. The gaps represent needs to be met for the organization to attain its goals.

Planning theorists recognize the requirement for situation appraisal in the planning process. Before an organization can logically set objectives, it must first have a clear understanding of where it is and where it wants to be. Narrowing or eliminating the

difference between these two points becomes the goal of the process. Objectives are the steps to be taken in accomplishing the task, and means the inputs needed to reach objectives.

Educators have also recognized the need for planning and appraisal for schools. According to Cunningham (1982), "a lack of understanding...of what is believed to be important by those being served, or those providing the services, can wipe out the finest of plans in a single stroke." External needs assessment, until somewhat recently overlooked, is becoming more accepted as a tool to facilitate community involvement in the decision making and planning processes (Saxe, 1984).

Needs Assessment

Needs assessment in education is analogous to environmental appraisal in organizational planning. It is an ongoing process used to determine community perceptions of unsatisfactory situations. These serve as feedback input into the decision-making/planning process to assure that the school continues as an open

system (Bownan, et al, 1985; Collison, 1982; Evans, 1982, 1985; Kaufman, 1980; Kuh, 1982; Mazmanian, 1980).

Kuh (1982) has identified five main purposes for conducting needs assessment.

- a. to monitor community perceptions
- b. to justify programs or policies
- c. to generate satisfaction indices
- d. to promote participatory decision making
- e. to evaluate performance

Evans (1982) sees needs assessment as "a continuous process designed to identify unsatisfactory situations, to guide the planning of interventions designed to bring about change." Matczynski and Rogus (1985) define it as "a process for identifying from constituent groups those outcomes which they believe to be most worthy of organizational focus." Kaufman (1986) states that the "prime function of needs assessment is to identify, define, document, and justify gaps in results and select those of highest priority for closure." All of these approaches define the needs assessment process in terms of information required for decision making in strategic planning.

Kaufman and English (1979) describe educational needs assessment as the starting point in planning. The overall process of needs assessment has five main components. INPUTS are the resources used by the organization to achieve goals and objectives. These inputs are put through various PROCESSES by the organization to transform them into interim PRODUCTS. These goods, services, or other packages contribute to organizational OUTPUTS, or the endpoint of the organizational effort.

Inputs, processes, products, and outputs are all a part of the organization. The value of the outputs, however, are determined by how well they function in the external environment. OUTCOMES are the results of using organizational outputs.

The needs assessment process begins at the end of the framework in figure 2. The first step in the process is to identify the outcomes which are desired or required by society and to then relate them to the actual outputs of the organization. This is similar to strategic planning using a marketing model.

Marketing has been defined as "product planning, pricing, promotion, distribution and servicing of goods

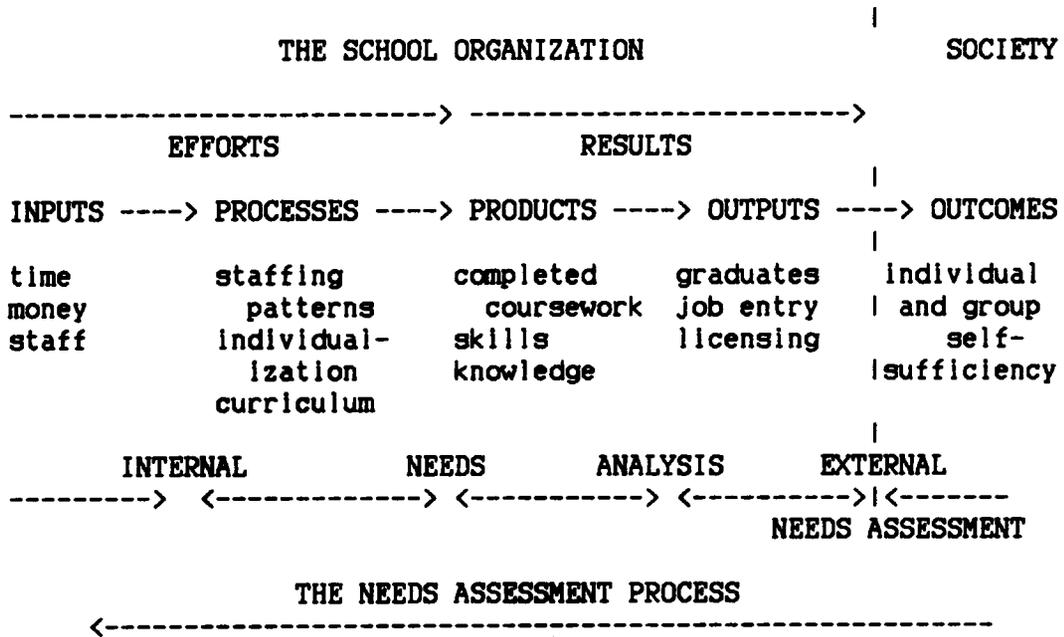


FIGURE 2: NEEDS ASSESSMENT FRAMEWORK

Adapted from: Kaufman, Roger and Stakenas, Robert G.(1981)

and services needed and desired by consumers" (Udell and Laczniak, 1981). The attention to determining needs and wants provides a direct connection to needs analysis. The analogy may be extended to include the marketing concept of expanding customer patronage by satisfying customer needs and desires (Udell and Laczniak, 1981). For schools, "customer patronage" may be viewed as community support.

External needs assessment locates gaps between identified outcomes and organizational outputs. Once these needs are identified, the organization can then begin a process of internal needs analysis: looking for gaps between products and outputs, processes and products, and/or inputs and processes. Both needs assessment and needs analysis, then, search for breakdowns between what is, and what should be (Kaufman, 1979).

Educational needs assessment is a feedback mechanism which keeps the profession attuned to external needs. Its primary purpose is to relate school efforts to their impact on society. Kaufman (1986) identifies individual and group self-sufficiency as the central goal of public education, but also notes that

self-sufficiency is defined by the society itself. Educational needs assessment then becomes a measure of how well the community feels the schools are performing in meeting societal needs. In overseas schools, those needs are defined to a given extent by the market: by the parents who select the particular private school in their community for their children.

Needs assessment is also affected by the value structure of the client body (Cunningham, 1982; Kuh, 1982). Client-based needs assessment results will reflect the perceptions and priorities of those involved. Personal priorities come from personal values, and values are developed within the context of the culture and/or society (Brubacher, 1969). As such, the cultural background and value structures of those involved will have an impact on needs assessment results (Kaufman and Stakenas, 1981; Kuh, 1982).

Educational needs assessment's function is to "identify, define, document, and justify gaps in results and select those of highest priority for closure" (Kaufman, 1986). The process should involve all elements of the community, including parents, staff and students. Therefore, educational needs assessment

is a functional measure of school responsiveness to the total community's values and needs. The difference between expressed need, defined in this study as expectations, and perceived school performance is measured as a discrepancy score. The smaller the discrepancy score, the greater the level of congruence responsiveness in the system (Matczynski and Rogus, 1985).

Summary

American Schools Overseas have been in existence since 1881, and have since grown to some 170 schools providing U.S.-style education to over 91,000 students worldwide. Latin American ASOS account for over 40 percent of the worldwide enrollment, some 70 percent of this total representing host country pupils.

ASOS are funded by tuition income, and the governance of the schools is shared mainly between U.S. and host country citizens. The schools' main problems appear to center around their constantly shifting student, staff and school board populations, compounded by a lack of adequate policy structures, long-range planning activities, and financing.

Unlike overseas schools from other nations, ASOS are geared to serve U.S. citizens more than to act as cultural centers for host country nationals. As such, ASOS strive to emulate the better U.S. public schools and the democratic ideals of the U.S. educational system.

The degree to which the constituent group views the power structure of the organization as being responsive to its will is the central indicator of democratic functioning. Congruence responsiveness posits that there is a direct relationship between community preferences - whether or not they are voiced - and actions taken by decision makers. The greater the level of congruence responsiveness, the greater the level of democratic functioning. As purportedly democratic institutions, schools should be responsive to their communities. This relationship also permits the analysis of ASOS in terms of U.S. public schools and, as exemplars of U.S. education, ASOS should be responsive to their communities.

Responsiveness, however, does not grow out of a void. Schools need to plan for its accomplishment, and planning must involve the delineation of goals and

objectives which grow out of an understanding of the characteristics of the internal and external environments. These analyses provide the information necessary to establish a concrete direction reflecting viable outcomes for organizational development.

Needs assessment is rapidly becoming accepted as a valid means for generating information regarding community perceptions of outcome importance and school performance. Using Kaufman's model, needs assessment is a feedback process which examines the gaps between importance and performance to identify needs and priorities.

Since the importance of outcomes, or expectations, is determined by the collective will of the society, the need relationship will be both value-laden and affected by the culture of the society. In addition, the societal origin of the relationship between importance and performance makes this relationship a direct indicator of the degree of agreement between school function and community desires, defined earlier as congruence responsiveness. In other words, when there are few needs, when identified gaps are small or

few in number, the organization is being more responsive to the community it serves.

For the purpose of this study, community perceptions have been defined as parental expectations and perceptions of school performance. Other segments of the overall school community have not been included.

DEFINITIONS

American Sponsored Overseas School (ASOS): For the purpose of this study, ASOS are defined as member schools of the Association of American Schools in South America, Inc.

Community: The group of parents with children enrolled in American Sponsored Overseas Schools.

Congruence: The degree to which the actions of the school reflect community goals, whether or not such preferences are actively voiced (see Responsiveness).

Employer: The group or organization for which the main wage earner in the family works.

Expectations: Those outcomes of education which are deemed most important by the respondent.

Goals: Expectations

Home Language: The language used by the family when communicating among themselves, used as an indicator of cultural background.

Host Country Nationals: Individuals who are citizens of the country in which the ASOS attended is located.

Income Level: Gross family income, including the dollar value of overseas benefit packages (if applicable).

Nationality: The citizenship of the respondent.

Need: A difference, or gap, between client expectations and actual organizational performance.

Other Nationals: Individuals who are citizens of countries other than the United States or the country in which the ASOS attended is located.

Parent Ultimate Goal: The point at which the parent wants the child's formal educational career to end.

Responsiveness: Congruence.

Satisfaction: Respondent's general feeling regarding the overall school program, a global judgment integrating various specifics already reviewed (Rice, Near and Hunt, 1980).

School Performance: Respondent's evaluation of the degree to which the school meets the needs of students in various aspects of the school program.

U.S. Nationals: United States citizens whose children attend as ASOS.

Organization of the Remainder of the Study

Chapter I presented the purpose, significance, limitations, and background for the study. Chapter II covers the methodology used, including study design and a description of the data collection and treatment. Chapter III will present the analysis and interpretation of the data, and chapter IV the summary and conclusions of the study.

Chapter II

Methodology

The purpose of this study was to examine parent communities in American Schools overseas located in South America to determine their expectations for schooling and to compare those expectations with parent perceptions of school performance. This chapter includes discussions of the population and sampling, instrumentation, and the collection and treatment of the data.

Design of the Study

The study was built around five research questions:

1. What is the degree of congruity between the educational goals of the parent community of ASOS in South America and their perceptions of school performance in meeting them?
2. How do different aspects of the educational program contribute the most to the relationship between educational expectations and perceived performance?
3. How do different sub-sections of the educational program contribute to the relationship between educational expectations and perceived performance?

4. How satisfied are parents with ASOS?

5. What factors or characteristics (such as marital status, sex, age, nationality, home language, time overseas, mobility, educational level, employment, income) have a relationship to parent satisfaction with ASOS?

In order to examine these questions, specific data were needed.

1. an index of the goal priority placed on given aspects of school program by the parent community
2. an index of parent perceptions of school performance in meeting their expectations
3. an expectation - performance congruity index
4. a parent satisfaction index
5. demographic information delineating the characteristics of the community.

A mail questionnaire survey design was employed to collect needs assessment data from a population spread over large geographical distances and with varied linguistic backgrounds. Dillman (1978) has noted that no method of survey can be called the "best", but that the technique used to acquire data must be chosen to fit the situation. Mail surveys are appropriate for

needs assessment for various reasons (Struggs, 1981; Evans, 1982, 1985).

- a. mail surveys are effective for gathering information from large numbers of people in a reasonable period of time at a comparatively lower cost.
- b. mail surveys provide for control of the population sample via follow-up capabilities.
- c. anonymous responses to mail surveys tend to yield more honest responses than other methods.
- d. mail surveys using close-ended items yield:
 1. more uniform responses
 2. quantifiable responses
 3. easily tabulated responses

Sudman and Bradburn (1974) caution against taking the honesty of anonymous responses for granted, however. They compared the variance of anonymous responses and the variance of true data for the group tested. The variance of the anonymous responses was less than the variance of the true responses. The tighter grouping of responses indicated that respondents were giving socially desirable responses even when guaranteed anonymity.

The questionnaire had to be distributed over large distances and required honest responses to questions

about value structures, and non-English speaking subjects were part of the sample. These conditions indicated the appropriateness of a mail questionnaire survey.

The advantages of the design had to be weighed against the problem of non-response bias presented by the use of a mail survey. Tucker and Zeigler (1980) noted that members of the parent community who were interested in the issues at hand tended to respond much more frequently than others. Bridges, (1974) called interest in the topic the most important factor in avoiding non-response. Numerous other researchers have also cited apathy as a major problem in securing responses to surveys (Suchman, 1940; Zeigler and Jennings, 1974; Dillman, 1978; National Research Panel, 1979; Rosen, 1987).

Population and Sample

The population was defined as member schools of the Association of American Schools in South America, Inc. (AASSA), one of several regional associations of overseas schools around the world. The sample was a stratified selection from the "southern cone" area of

the Association. Schools were selected according to the following criteria:

1. size
2. country location
3. willingness to participate
4. representativeness of the sample as determined by a chi-square goodness of fit test

The sample was calculated using 1987 enrollment data. According to the sampling equation, an estimated 328 responses from the four schools in the sample were required (Figure 3).

Instrumentation

A specially designed questionnaire was distributed to parents in the sample. The questionnaire contained a total of eighty-two content items divided into five sections, one item on general satisfaction with the school program, and thirteen demographic characteristic items.

The Program Orientation section included seventeen items relating to the philosophy and objectives of the school; Academic Program had twenty items on coursework and expectations for student performance; Students

$$\begin{aligned}
 \text{SAMPLE} &= \frac{x^2_{NP(1-P)} / d^2(N-1) + x^2_{P(1-P)}}{(.05)(.05)(2273) + (3.841)(.5)(.5)} \\
 &= \frac{(3.841)(2274)(.5)(.5)}{(.05)(.05)(2273) + (3.841)(.5)(.5)} \\
 &= 328
 \end{aligned}$$

Number of Schools: 20

Total Enrollment: 13,073

Secondary School Families: 2560

Figure 3: Calculation of the Sample

contained sixteen pupil personnel services items; School Facilities had thirteen items on physical plant, and School Administration contained sixteen items referring to policies and the manner in which the school is run. Six sets of questions were included to check for internal consistency and whether respondents were reading the questions.

Items were drawn from the following sources:

1. General issues examined in such needs assessments as reported by Barnes and Murphy (1985), Butler-Por (1985), Chicago Panel on Public School Finances (1985), Florander and Skov (1985), Gallup (1984, 1985, 1986), Helms (1972), Killian (1983), and Tucker and Zeigler (1980).
2. Generally established goals of schools as defined in AASA (1966), Avi-Itzhak and Butler-Por (1985), Baumgart and Power (1983), Brown (1986), Collins (1983), Cullingford (1967), Orr (1976, 1980), Saxe (1984), Ovando (1984), Southern Association of Colleges and Schools (1987a and 1987b), and West (1985).
3. A needs assessment of the Uruguayan American School in 1985 (Johnston, 1986) which sought to determine the relative importance of issues selected on the basis of studies cited in 1 and 2 above.
4. The insights of two panels, one of school practitioners involved in overseas education and the other of parents whose children attend an overseas school.

Members of both panels were asked to participate and were willing to volunteer their time. The panel of educators was made up of five individuals:

Dr. Carlton Bentz
Regional Education Officer for South America
Office of Overseas Schools
U.S. Department of State
Washington, D.C.

Dr. Stephen K. Field, Director
American School of Campinas
Campinas, Brazil

Dr. Brent Hudson, Director
Inter-American Academy
Guayaquil, Ecuador

Mr. James Morris, Executive Director
Association of American Schools in South
America, Inc.
Miami, Florida

Mr. Sid R. Stewart, Director
American School of Belo Horizonte
Belo Horizonte, Brazil

This panel reviewed the questionnaire draft, concurred with the grouping of items under the headings given, made various suggestions for wording changes, altered the demographic items section, and added two items to the content section.

The second panel was made up of six parents representing four different nationalities. Both mothers and fathers were represented, as were U.S. Embassy

personnel, private business, board members, host country nationals, and other country nationals.

Each parent on the panel received a listing of the eighty-two content items and was asked to indicate which items were relevant and which were irrelevant. They were also requested to add any items they felt necessary, and/or to make any comments they wished regarding the instrument.

No changes were proposed regarding the placement of items in the five sections. Further, apart from some minor wording changes which were incorporated into the questionnaire, no major disagreements were expressed by panel members concerning the issues included. One individual suggested additional questions on students. However, the majority of the panel felt that additional items were not needed.

The final draft of the instrument was translated into Spanish for use with non-English speaking parents in Hispanic countries. The translation was done by a licensed translator in Uruguay, then checked by two language teachers from the Uruguayan American School for accuracy of form. The printer's proofs of the translation were also reviewed by an Uruguayan

publishing house editor for grammar and diacritical markings.

The questionnaire presented the items grouped by program sub-section. Respondents were asked to mark two 5-point scales for each program item: one to indicate its importance (expectation) and the other to "grade" the school's performance on it. Grading was done following the Gallup Poll model of assigning a letter grade to each item, as teachers grade student performance (Gallup 1984, 1985, 1986). The agreement scale measuring expectations moved from Disagree and Tend to Disagree through Indifferent to Tend to Agree and Agree. The general satisfaction item was a closed response scale ranging from "Very Satisfied" through "Very Dissatisfied".

The instrument also included respondent characteristic and demographic items to determine if these factors would predict levels of perceived responsiveness or levels of satisfaction. The

demographic variables were selected on the basis of the following:

- a. Agger and Goldstein (1971) and Kuh (1982) have noted that educational values, and therefore expectations for schooling, are influenced by culture. The location of the school and the respondent's nationality and home language were included as indicators of cultural impact in predicting expectations and perceived needs.
- b. The social structure of the United States is shifting as indicated by the increase in divorce rates, the more prominent role of women in the labor force, and the increase of single parent families. This change appears to have an impact on the type of individual serving overseas as well. Marital status was included as a new predictor in overseas schools research.
- c. Age and sex were included as descriptive predictors.

- d. Gleason (1970) found that dependents of government employees had a higher mobility rate than business or missionary children, and that these groups also differed in their perceptions of their overseas experiences. Business and missionary children tended to remain at one post for from five to ten years, while government dependents stayed four or five years. These are both longer than the overall median of 2.8 years found by Helms (1972). Mobility indicators of years outside the native country, number of schools attended, and number of years in the school currently attending were included as predictors.
- e. Helms (1972) found significant differences in attitudes of respondents broken out by "sub-publics", or area of employment. Orr (1974) identified inadequate schooling for dependents as a major source of stress for U.S. corporate executive working overseas. Employment category was included as a possible predictor of responsiveness and satisfaction

and split out using an expansion of the divisions used by Helms (1972).

1. U.S.-Based Business refers to corporate employees of United States multinational companies
2. Local Business is geared to host country nationals and the local business community
3. Another business refers to business organizations operated by companies based in countries other than the host country or the United States
4. the United States government
5. the Local Nation government
6. Another government, geared to members of the diplomatic corps
7. A religious organization, referring to the substantial missionary community serving overseas
8. Other, requesting specification, permits respondents who are unsure to answer the question and either be reclassified by the researcher or fall into the open category.

- f. The Gallup Polls have often included an item asking for parental aspirations for their children's education, and over 60 percent have said that a college education is very important (Gallup, 1984, 1986). Helms (1972) found that over 94 percent of parents with children in ASOS wanted them to go on to college. Parental aspirations for their child's education were included as a predictor of satisfaction with the school program because of the relationship between the quality of the program and the students' ability to get into the college of their choice.
- g. Agger and Goldstein's 1971 study of two Oregon communities found a significant relationship between social/cultural class and orientation toward the local educational system. Helms (1972) noted that over 86 percent of husbands and 68 percent of wives with children in overseas schools reported college study. Both level of education and family income predictors were included as indicators of socio-economic status in the study.

Collection of the Data

Different data collection procedures had to be followed in different schools because of policy differences in the schools. Mailing lists and home language information were supplied by the Nido de Aguilas School in Santiago, Chile and the Uruguayan American School in Montevideo, Uruguay. Numbered questionnaires were distributed to secondary school parents in the appropriate language and superintendents were asked to provide for a follow-up telephone call to those families who had not returned the questionnaire within ten days. Ongoing follow-up was only possible at the Uruguayan-American School.

Procedures were different at the Lincoln School in Buenos Aires, Argentina and The American Elementary and High School in Sao Paulo, Brazil due to school policies on internal security. Neither school was able to release copies of the mailing lists required for the distribution of the instrument. Numbered questionnaires enclosed in envelopes with cover letters addressed to "Dear Parent" were supplied to school superintendents. The control of the distribution and follow-up calls was left to the individual school offices. Further, in

accordance with school policy, questionnaires were distributed to parents in Sao Paulo in English only.

Respondents were asked to return completed questionnaires directly to the superintendent's office, where they were consolidated, boxed, and shipped to the researcher for analysis.

Data Treatment and Analysis

Numerical values ranging from one to five were assigned to the scale responses for scoring the importance and performance items. The answers to the general satisfaction item were assigned values ranging from one (very satisfied) to seven (very dissatisfied). All items with missing responses were dropped from the analysis. Mean discrepancy scores, the responsiveness index, were calculated only for those items which had paired responses. Internal consistency was examined through analysis of responses to six pairs of questions included in the questionnaire which treated the same issue differently.

Mean discrepancy scores were used to answer the first research question.

1. What is the degree of congruity between the educational goals of the client

community in ASOS in South America and their perceptions of school performance in meeting them?

Discrepancy scores were calculated over the entire questionnaire and then for each of the five sub-sections by subtracting the performance score from the importance score (Kaufman, 1986). The discrepancy score serves as the required index of expectation-performance congruity and is reported for the program as a whole and for each of the sub-sections. A zero score reflects maximum congruity and, therefore, responsiveness. A negative score indicates that the school performs well on low importance items. A positive score indicates that the school performs less well on items of relatively higher importance.

Chi-square tests of independence were used to answer the second research question.

2. What factors or characteristics have a relationship to one's educational values or expectations and evaluation of whether these expectations are being met?

The analysis used the discrepancy scores for the sample and the demographic data collected. Chi-square statistics were calculated between each of the demographic characteristics and the discrepancy scores

for the entire sample to determine which variables were related to the discrepancy score.

Correlations were used to analyze the third research question.

3. How do different sub-sections of the educational program contribute to the relationship between educational expectations and perceived performance?

Pearson Product-Moment Correlations were calculated between the full sample difference scores and each of the sub-sections. Significant correlations indicated that the sub-section contributed to the overall score obtained.

Frequency distributions and mean responses were used to answer the fourth research question.

4. How satisfied are parents with ASOS?

Percentage response at each level of satisfaction and the mean response to the satisfaction question were calculated.

Chi-square tests of independence were used to answer the fifth research question.

4. What factors or characteristics (such as marital status, sex, age, nationality, home language, time overseas, mobility, educational level, employment, income) have a relationship to parent satisfaction with ASOS?

Chi-square tests of independence were used with the demographic characteristics determine which variables were related to the satisfaction score.

CHAPTER III

ANALYSIS OF THE DATA

The purpose of this chapter is to report the findings of the data analysis. The sample and the response rate will be discussed. A profile of the respondents will be presented, followed by a comparison with the population. The first section of the chapter will conclude with a discussion of the causes of the low return rate and a report on the survey of non-respondents.

The final portion of the chapter will present the results of the data analysis for each of the research questions. Open-ended comments made by respondents will be summarized. A short resume of the discussion will follow.

The purpose of the study was to determine the priorities or expectations of parents with children enrolled in ASOS in South America and to compare those expectations with their perceptions of school performance. The analysis of the data was directed at

meeting this purpose by answering five research questions.

1. What is the degree of congruity between the educational goals of the parent community in ASOS and perceptions of the school's performance in meeting those goals?
2. What factors or characteristics (such as marital status, sex, age, nationality, home language, time overseas, mobility, educational level, employment, income) have a relationship to one's educational values or expectations and evaluation of whether these expectations are being met?
3. How do different sub-sections of the educational program contribute to the relationship between educational expectations and perceived performance?
4. How satisfied are parents with ASOS?
5. What factors or characteristics (such as marital status, sex, age, nationality, home language, time overseas, mobility, educational level, employment, income) have a relationship to parent satisfaction with ASOS?

Sample and Response

The sampling equation indicated that 328 responses were needed from the population with alpha set at .05. 101 of the 608 questionnaires distributed were returned. After subtracting those families who left the country of residence during the survey and were ineligible (Klugal and Smith, 1986; Verba and Oren, 1985; Vincent, 1964; Suchman and McCandless, 1940), the final response rate was 20.1 percent (Table 3). This

Table 3: Response Rate

Country	Distributed	Eligible	Returns	Percent
Argentina	110	94	21	22.3
Brazil	227	183	24	13.1
Chile	208	172	21	12.2
Uruguay	63	54	35	64.8
Total	608	503	101	20.1

response level is comparable to the final response rates obtained in similar studies conducted in ASOS by Helms (1972), by Verba, et. al. (1987) in Japan, and in the United States by Tucker and Zeigler (1980) and by Zeigler and Jennings (1974). It is also similar to first-wave response rates obtained by Suchman and McCandless (1940) and by Verba and Oren (1985). Using the number of returns and solving the sampling equation for error tolerance yielded a value of .095.

A Profile of the Respondents

Questionnaire recipients were asked to respond to a total of ten demographic descriptor items. Data analysis indicates that respondents are a very homogeneous group.

Nationality. Data from the Office of Overseas Schools of the U.S. Department of State indicate that the 1986-87 distribution of national groups in enrollments in Association of American Schools in South America (AASSA) secondary schools was 21.5 percent U.S. citizens, 57.0 percent host country, and 21.5 percent other nationalities (A/OS, 1987). The distribution in the schools selected for the study was 35.2 percent U.S.Nationals, 32.5 percent Host Country Nationals, and

32.3 percent Other Nationals. The distribution of respondents was 46.7 percent U.S., 31.5 percent Host, and 21.7 percent Other Country Nationals. The over representation of United States nationals is similar to that in the Helms study (1972) and is recognized in the interpretation of the results. This over representation is probably a function of the U.S. tradition of involvement and local control. U.S. citizens in the parent community may tend to participate more because they may feel that they are likely to influence decisions of interest to them. Increased interest leads to increased participation in activities seen as potentially influential, and therefore to greater participation in surveys (Tucker and Zeigler, 1980). The under representation of third country nationals may be due to reduced interest in the schools' American program while their children spend outside time preparing for university entrance examinations for their home country. Data on nationality groupings are presented in Table 4.

Marital Status. Single parents represent a growing group in the United States, but are a very small group in ASOS. The number of children in the

**Table 4: Respondent Nationality Group
(Percentages)**

Citizenship	Population	Sample	Resp.	Resp. Ratio
U.S.A.	21.5	35.2	46.7	1.327
Host Country	57.0	32.5	31.5	0.969
Other Country	21.5	32.3	21.7	0.672

Note: Percentages may not total 100 due to rounding.

United States under eighteen reported as living with one parent increased from 19.7 percent in 1980 to 23.4 percent in 1985 (GPO, 1987). Parents in ASOS do not reflect this shift. A total of 93.5 percent of the respondents indicated that they were married. Only 6.5 percent reported being single parents (Table 5).

Age. Parents whose children attend ASOS secondary schools represent a fairly homogeneous age group. The 1985 United States census placed 39.2 percent of the population between thirty and sixty-five in their thirties, 26.6 percent in their forties, and 34.2 percent were fifty or older (GPO, 1987). The mean age of responding parents to the ASOS survey was forty-four. A total of 54.2 percent were in their forties, 16.7 percent were under forty, and 29.2 percent were fifty years old or more. Respondents were slightly older than the average adult between thirty and sixty-five years of age in the U.S.A. (Table 6).

Mobility. ASOS families have maintained a high mobility level over the years, and are considerably more mobile than the population in the United States. U.S. census data shows that 20.2 percent of American families moved at least once between 1980

Table 5: Marital Status of Respondents

Status	f	Percent	USA Percent
Single parent	6	6.5	23.4
Married	86	93.5	73.9

Notes: Frequencies may vary between tables due to item non-response
Percentages may not add to 100 due to rounding

Table 6: Respondent Age Group

Age Group	f	Percent	USA Percent
under 40	16	16.7	39.2
40-49	52	54.2	26.6
50 and over	28	29.2	34.2

Notes: Frequencies may vary between tables due to item non-response
Percentages may not add to 100 due to rounding

and 1985. Only 12 percent of the population moved far enough to leave their state of residence (GPO, 1987).

Helms (1972) reported a median of 2.8 years at current posting and residence outside the native country of 5.8 years for parents in ASOS. More than half of the respondents to the current survey (57.6 percent) reported living outside their native country for more than six years. Of the parents responding, 37.4 percent have had children in their present school less than two years, and 30.4 percent have been in three or more schools over the last five years. Mobility data are summarized in Tables 7 through 9.

Parent Aspirations for Child's Education. Parents who send their children to ASOS appear to feel more strongly on the subject of college than the general population in the United States. The 1983 Gallup Poll of Education in America reported that 63 percent of all parents in the U.S. felt that it was important for their children to go to college. In 1985, 66 percent of public school parents, and 64 percent of non-public school parents, felt that a college education was important for their children (Gallup, 1983,1985). Helms (1972), with a 35 percent return

Table 7: Respondent Mobility: Years Out of Native Country

Number of Years	f	Percent
0	15	16.3
1-2	7	7.6
3-4	12	13.0
5-6	5	5.4
more than 6	53	57.6

Notes: Frequencies may vary between tables due to item non-response
Percentages may not add to 100 due to rounding

Table 8: Respondent Mobility: Years In Current School

Number of Years	f	Percent
1-2	34	37.4
3-4	21	23.1
5 or more	36	39.6

Notes: Frequencies may vary between tables due to item non-response
Percentages may not add to 100 due to rounding

Table 9: Respondent Mobility: Schools Attended in the Last Five Years

Number of Schools	f	Percent
1	28	30.4
2	36	39.1
3	28	30.4

Notes: Frequencies may vary between tables due to item non-response
Percentages may not add to 100 due to rounding

rate, found that 94.3 percent of the parents associated with ASOS wanted their children to go on to college. In the current survey, 95.6 percent of the respondents expected their children to go on to college. A total of 72.5 percent of those responding wanted their children to attend colleges in the United States. A detailed breakout of parent aspirations for their child's education is shown in Table 10.

Parent Education. Parents with children in ASOS have been, and continue to be, better educated than adults in the United States. A total of 84.8 percent of respondents indicated that they had completed either a graduate or undergraduate college education, and 61.1 percent of the spouses were reported as having college degrees. This is similar to Helms' (1972) survey findings. Respondents to that study reported 86.85 percent of husbands and 68.85 percent of wives holding a college diploma. These figures contrast with the 20.0 percent of adults aged 25 or older in the U.S. who are college-educated. Parent educational levels are presented in Table 11.

Income. Parents whose children attend ASOS would be considered wealthy people in the United

Table 10: Parent Aspiration for Child's Education

Category	f	Percent
University in the U.S.A	66	72.5
Local National University	7	7.7
University in Another Country	14	15.4
Sub-total	87	95.6
Other	4	4.4
Parents in U.S.A. Valuing College (Gallup, 1985)		65.0

Notes: Frequencies may vary between tables due to item non-response
Percentages may not add to 100 due to rounding

Table 11: Parent Level of Education

Category	f	Percent
Parent Responding		
primary	0	0
secondary	14	15.2
4-yr. univ.	48	52.2
post-grad. degree	30	32.6
Spouse		
primary	0	0
secondary	32	35.6
4-yr. univ.	35	38.9
post-grad. degree	20	22.2
not applicable	3	3.3

Notes: Frequencies may vary between tables due to item non-response
Percentages may not add to 100 due to rounding

States. According to the 1985 census, 20 percent of the U.S. population had an annual income over \$48,000. This figure increased to \$51,130 for the Northeast, the wealthiest section of the country. Only 5 percent of the families in the U.S.A. had annual incomes over \$77,706 (\$84,151 in the Northeast) (GPO, 1987). Of those responding to the questionnaire, 31.8 percent reported family incomes under \$45,000 a year, and 17.6 percent were between \$45,000 and \$55,000. 16.5 percent were in the \$55,000 to \$65,000 range, and 34.1 percent reported income over \$65,000. Parents sending their children to ASOS are in upper income brackets, especially in their country of residence. Family income data are summarized in Table 12.

Employers. According to Department of State reports, 21.5 percent of parents attending AASSA schools are U.S. citizens, 57.0 percent are host country citizens, and 21.5 percent come from other countries. Of the U.S. citizens, 25.6 percent were connected with the U.S. government, 39.6 percent were employed by U.S. businesses or foundations, and 34.8 percent were other U.S. citizens, including missionaries and employees of international

Table 12: Income Level

Category	f	Percent
Under 45,000	27	31.8
\$45,001-55,000	15	17.6
\$55,001-65,000	14	16.5
over \$65,000	29	34.1

Notes: Frequencies may vary between tables due to item non-response
Percentages may not add to 100 due to rounding

organizations like the U.N., the World Bank, etc. (A/OS, 1987).

Responding parents reported being employed by a wide range of organizations with installations in the host country. A total of 14.1 percent were employed by the U.S. government, 23.9 percent by U.S. business, and 30.2 percent by other business concerns. Other organizations accounted for 30.4 percent of the respondents. The "Other" occupations included missionaries, university professors, and international organizations such as the United Nations and the World Health Organization. The over representation of U.S. Government and U.S. business employees is expected from the proportion of U.S. citizens in the response group. Employer information is reported in Table 13.

Comparisons. Crosstabular analyses of nationality with the various demographic factors yielded a significant chi-square statistic between nationality and mobility, nationality and income, and nationality and parent responding. Examining the cells which contributed most to the statistic suggested that host country nationals were less mobile than the other

Table 13: Employers

Category	f	Percent
U.S. Business	22	23.9
Other Business	29	31.5
U.S. Government	13	14.1
Other	28	30.4

Notes: Frequencies may vary between tables due to item non-response

Percentages may not add to 100 due to rounding

groups, that U.S. citizens had higher incomes, and that U.S. mothers responded more often than expected.

Decreased mobility for host country nationals is logical; host country nationals are local residents and the area is their permanent home. U.S. citizens having higher income is probably due to the benefit packages awarded overseas employees, including full housing, school fees, and transportation as minimums. U.S. mothers may have responded more than other nationalities because of the more dominant role women play in American society. Wives in other cultures may defer to their husbands more for the completion of such survey instruments. Crosstabs results are summarized in Table 14.

Conclusion

The data presented indicate that parents who send their children to ASOS are a homogeneous group which is different from the general population in the United States. ASOS parents responding to the survey are less likely to be single parents and are more mobile than people in the U.S. ASOS parents are better educated, earn more, and have higher aspirations for their children's education as well.

Table 14: Crosstabular Analyses for Demographic Data

Variables	Chi-Square	df	P
Nationality x Income	12.0047	4	.02
Nationality x Age	3.6296	4	ns
Nationality x Parent	11.3970	4	.02
Nationality x Mobility	17.2398	4	.00

Causes of Low Return

The low return may be attributed to a number of factors in the survey and the sample. These factors may be divided into those pertaining to the population itself, and those related to the survey instrument and design.

Demographic Factors

Many different characteristics have been linked to people who do not respond to surveys. These characteristics include where a person lives, their type of employment, income, education, race, age, and ethnic background.

Characteristics. Hawkins (1977) referred to various attempts to develop a set of generalizable descriptive characteristics for survey non-respondents. It is difficult to come up with a typical profile, however, because most data are analyzed as case studies. Nonetheless, studies have shown some similarities in the demographics of non-response.

Robins (1963) found higher non-response from city dwellers, white-collar workers, and middle-aged people. People with foreign-born parents and those with less education were cited as frequent non-respondents.

Vincent (1964) found higher non-response among the highly mobile, and Spiers, Coder, and Ono (1972) noted greater non-response at higher income levels.

Hawkins' (1977) review of ten Detroit Area Studies found that non-respondents were more likely to be white, male, and middle-aged. Higher income groups and white-collar workers had higher non-response rates than lower income and blue-collar workers. City dwellers and people with a lower level of education also responded less often.

Ethnicity has been shown to be related to non-response. Dohrenwend and Dohrenwend (1963) found ethnic group to be related to non-response in their work in New York City. Vincent (1964) found higher non-response rates for individuals whose parents and grandparents were not born in the United States. Hawkins (1977) found ethnicity to be related to non-response in the Detroit Area Studies. Ethnic group response rates differed in a recent study of perceptions of equality among elites in three countries (Verba, et. al., 1987). Response rates for the business communities ranged from a low of 18 percent in Japan to a high of 63 percent in Sweden.

Hawkins (1977) summarized six characteristics which correlate with non-response:

1. age: the middle-aged sub-group is especially prone to non-response
2. sex: males are more likely to be non-respondents than females
3. race/ethnicity: whites are more likely to be non-respondents than non-whites.
4. income: higher income group members refuse more often and are more likely to be non-respondents than low-income group members.
5. education: less educated persons have higher rates of non-response than more educated persons.
6. residence: central city residents have higher rates of non-response than those in outlying areas.

Hawkins also noted that ethnic groups appeared to act as quasi-units. Non-response may have been a result of ethnic clique behavior.

Parents responding to the survey tended to reflect most of these characteristics. Groups in ASOS are concerned with maintaining an ethnic identity in a multi-cultural setting (Orr and Conlon, 1984). The majority of parents are middle-aged white collar employees of various organizations and are in higher income brackets.

Survey and Instrument Design

Other factors may have influenced the response rate. These factors include respondent interest in the topic, questionnaire length and appearance, failure to provide a token, and the level of follow-up and control exercised over the process.

Interest in the Topic. Various authors have cited apathy or disinterest as a potential reason for non-response (Suchman and McCandless, 1940; Zeigler and Jennings, 1974; Dillman, 1978; National Research Panel, 1979; Tucker and Zeigler, 1980; Rosen, 1987). Bridges (1974) called interest in the study topic "by far the most important variable" for securing a response (pp. v.).

Apathy as a major cause of non-response in the current survey is supported by a telephone survey of non-response. A total of twelve non-respondents in Uruguay were selected at random to gather non-response data by telephone. Contacts were made at various times during the day. All contacts (100 percent of attempts) stated that they either did not have the time to respond, even on the telephone, or that they were "perfectly happy with the school" and saw no need to

take the time to go through the rather lengthy questionnaire.

Dillman (1978) noted that the greater the respondent's potential for benefits or rewards from the questionnaire, the more likely he/she will complete it. People who are upset and want to "lash out" are more likely to respond to mail surveys than those who are content with the subjects treated. Given that less than 6 percent of respondents indicated any level of dissatisfaction with the schools, this may also have been a factor reducing interest in the survey and the response rate.

Length of the Questionnaire. The instrument was long, although within the limits recommended by Dillman (1978). The questionnaire contained eighty-two items. These items were divided into five sub-sections. Each item required one response for degree of agreement that the item was important to a child's education and one response assigning a letter grade to the school's performance on the item. The eighty-two opinion items were followed by ten demographic descriptor questions. Respondents may have found the questionnaire too long

and time consuming to warrant the effort required to complete it (Dillman, 1978).

Appearance of the Questionnaire. Dillman (1978) made numerous recommendations for questionnaire format and printing.

1. The instrument should be printed as a booklet. The final dimensions of the booklet should be 6 1/8 inches by 8 1/4 inches, and it should not exceed 12 pages, including the covers.
2. No questions should be printed on the front or back covers.
3. Pages should be printed in a reduced format at 79 percent of the standard original.
4. The instrument should be reproduced on white or off-white paper and printing quality should be as close as possible to the original.
5. Lower case letters should be used for questions, upper case for answers.
6. Answer categories should be identified with numbers.
7. A vertical flow should be established in the format.
8. Directions on answering should be provided.
9. Questions should fit each page.
10. Transitions should be used for continuity between sections.

These guidelines were all followed. The questionnaire layout and design was done by a

professional graphics artist on an IBM composer, and printed on off-set press. The final 6 1/8 by 8 1/2 inch instrument was eight pages long, including the covers. The booklet was printed on commercial quality off-white paper. Lay-out was done as suggested in items 5-10, above. It is highly unlikely that the appearance of the questionnaire had a negative impact on returns.

Including a Token. Researchers have discussed the use of monetary incentives or some other tangible reward as means of increasing response (Dillman, 1978; Roll and Cantril, 1980). A token was not included because of the nature of the population being surveyed. The researcher felt that including a token might prove insulting to parents, most of whom were from the upper socio-economic levels in the country of residence.

Follow-up and Control Systems. Follow-up has been noted as the most crucial method for increasing response rate (Suchman and McCandless, 1940; Benson, Booman, and Clark, 1951; Kish, 1965; Dillman, 1978; Goyder, 1985). The questionnaire was distributed in areas where follow-up procedures were virtually impossible to execute due to school policies on confidentiality and unwillingness to permit secretaries

to do more than collect the responses. However, one school provided for follow-up, thereby increasing the response rate in Uruguay to 64.8 percent.

Survey of Non-Response

To determine the effects of non-response bias, a survey of non-response was conducted. Each school was asked to provide information from their files regarding non-respondents. Schools were asked to:

1. select at least five non-responding families at random;
2. review student files to determine:
 - a. parent nationality
 - b. parent age
 - c. number of schools attended by the child in the last five years
 - d. parent employer
 - e. parent marital status
3. Select an additional five families at random and ask them to complete the Program Orientation and demographic sections of the questionnaire.

The lack of follow-up controls in two school presented the chance of overlap between respondents and

non-respondents in those portions of the sample. The individuals responsible for collecting the data were "reasonably sure" that this did not occur with the information collected from the files. Families selected to complete the Program Orientation section of the questionnaire were asked if they had returned the original survey. They were thanked and another family selected if they answered that they had.

Demographic Characteristics. Demographic data were obtained for thirty-eight of the non-respondents. Of the non-response sample, 89.5 percent reported being married, and 10.5 percent were single parents. The citizenship distribution revealed 44.8 percent U.S. citizens, 26.3 percent host country, and 28.9 percent other country nationals. A total of 21.9 percent reported being under forty years old, and 53.1 percent were in their forties. A quarter of the respondents were 50 or older.

Just under 29 percent had attended three or more schools in the last five years. The U.S government employed 13.2 percent, U.S. business 23.9 percent, and other business 39.4 percent. Other organizations accounted for 23.7 percent of the group. The

demographic data for non-respondents are summarized in Table 15.

Chi-square goodness of fit statistics were calculated between the respondents and non-respondents for nationality, marital status, age, mobility, and employer. None of the statistics were significant. It is thus unlikely that demographic differences would cause significant response bias.

An analysis of variance was done using the returns and non-response sample answers to the Program Orientation section of the questionnaire. The F-value was not significant ($\alpha = .05$). These results indicate that the responses obtained and those not received through non-response were very similar. Statistical analyses are summarized in Table 16.

Aside from parent responding (sex) and nationality, there does not appear to be any significant difference, either demographically or in terms of the attitudes expressed, between non-respondents and those who did return the questionnaire. These analyses support the expectations voiced by the superintendents consulted, all of whom stated that the communities they serve are quite

Table 15: Survey Non-Respondents Grouped by Demographic Characteristics

	f	percent
Category		
Marital Status		
Married	34	89.5
Single Parent	4	10.5
Nationality		
U.S.	17	44.8
Host	10	26.3
Other	11	28.9
Age		
Under 40	7	21.9
40-49	17	53.1
50 and over	8	25.0
Schools		
1	11	28.9
2	16	42.2
3+	11	28.9
Employer		
U.S. Business	9	23.7
Other Business	15	39.4
U.S. Gov't	5	13.2
Other	9	23.7

Notes: Frequencies may vary between tables due to item non-response
Percentages may not add to 100 due to rounding

Table 16: Non-Response Bias Analyses

ANOVA Summary Table					
Academic Program Responsiveness: Non-Respondents x Respondents					
Source	SS	df	MS	F	Sig. F
Response Gp.	.159	1	.159	.754	p>.05
Error	21.689	103	.211		
Total	21.848	104			

Chi-Square Goodness of Fit			
Category	df	Chi-Square	p
marital status	1	1.5666	ns
age	2	2.2456	ns
nationality	2	3.3246	ns
mobility	2	0.3976	ns
employer	3	2.2061	ns

diverse, yet similar in their general approach to education. The respondent group may be considered representative of the population surveyed.

Findings for Research Questions

Questionnaire data were analyzed for each research question to determine the study findings related to perceived responsiveness and to parent satisfaction. Descriptive statistics and chi-square tests of independence were used. The data analysis revealed a very homogeneous response group on every variable but two.

Responsiveness

Responsiveness was defined as the relationship between the importance parents attributed to different aspects of the educational program and parents' evaluation of school performance on those items. The first three research questions dealt with the degree of responsiveness and the characteristics related to perceived responsiveness. The last two research questions examined parent satisfaction with the schools.

Research Question 1: What is the degree of congruity between the educational goals of the parent community in ASOS and perceptions of the school's performance in meeting those goals?

Respondents were asked to indicate the importance of each item to the child's education. They then rated the school's performance in implementing the item. Both scales ranged from a low of 1 to a maximum of 5. Response frequencies are presented in Appendix B. Sub-section and total mean scores are presented in Table 17.

Discrepancy scores were calculated between importance and performance by subtracting the performance scores from the importance scores. These scores measure how parents perceive the school's responsiveness to their goals. A zero score reflects maximum responsiveness. A negative score indicates that the school performs well on low importance items, and a positive score indicates that the school performs less well on items of relatively higher importance.

To illustrate, if a parent has responded to an importance statement as "indifferent", or a rating of 3, and gives the school a performance grade of "average", also a 3, the parent feels that the school is putting the proper emphasis on the item. This is

**Table 17: Mean Importance and Performance Scores
for Sub-Sections**

Sub-Section	IMPORTANCE		PERFORMANCE	
	Mean	s.d.	Mean	s.d.
Program Orientation	3.997	.349	3.362	.471
Academic Program	4.410	.382	3.347	.484
Students	4.214	.346	3.369	.556
Facilities	4.773	.292	3.668	.591
Administration	4.312	.371	3.622	.519
Total	4.326	.253	3.457	.437

reflected numerically by the discrepancy score of $3 - 3 = 0$. Should the parents feel that athletics are very important to the program, for example, they would mark (5) on the importance scale. If they also feel that the athletic program is weak and score it as "poor" (2), the parents would indicate that they feel insufficient emphasis is being placed on athletics. The discrepancy score is then positive ($5 - 2 = 3$) and indicates a lack of responsiveness in one direction.

The lack of responsiveness may also exist in the other direction. To illustrate, suppose that the same parent does not see much value in the performing arts as part of the curriculum and marks the pertinent statement as "tend to disagree", a rating of 2. Should the school have an outstanding drama group, a marching band, a full chorus, and a song-and-dance troupe, all of which travelled around the continent, however, the parent would likely rate school performance on the performing arts as "outstanding", a 5. The discrepancy is calculated and is negative ($2 - 5 = -3$). The negative score indicates that the parent feels that too much emphasis is being placed on a less important part of the program.

The discrepancy score is a measure of congruity and does not show the intensity of the attitudes and opinions being expressed. Two perfect responsiveness scores may, because of different intensity of feeling, have different impacts on overall level of satisfaction. This relationship will be discussed in more detail in Chapter IV.

The mean discrepancy score was calculated for each item (Appendix C), for the entire sample, and for each of the sub-sections (Table 18). The mean score for the entire sample was .914.

The first sub-section of the questionnaire was Program Orientation. This section included statements related to the school's educational philosophy and its orientation toward issues facing international schools, such as the relative emphasis placed on the United States and the host country academic programs. The mean discrepancy score for Program Orientation was .671.

Academic Program covered issues related to the specific subjects taught in the school. The mean discrepancy score was 1.098.

Material related to student life and outcomes was in the third sub-section, Students. Issues relating to

Table 18: School Responsiveness: Mean Discrepancy Scores

Sub-Section	Mean	s.d.
Program Orientation	0.671	.672
Academic Program	1.098	.253
Students	0.873	.811
Facilities	1.128	.279
Administration	0.810	.458
Total	0.914	.554

Responsiveness: $R = (\text{importance} - \text{performance})$

$R = 0$ indicates maximum responsiveness

co-curricular activities, counseling, discipline, and the like were included. The mean score for Students was .873.

The Facilities section reviewed the physical plant. Statements regarding the presence, adequacy, and safety of different facilities were presented. A discrepancy score mean of 1.128 was calculated.

Administration was the last sub-section of the questionnaire and dealt with the manner in which the school was run. Problem solving, tuition, staff relations and duties, and admissions were covered in this part of the instrument. The mean score for Administration was .810.

Mean scores for each item's importance, performance, and discrepancy were reviewed because responsiveness deals with parent priorities and perceptions of performance. Parents may perceive some things as more important than others, and see the school as performing better in some areas than others. The important thing, however, is whether they perceive the school as performing well in the areas they feel are relatively more important. In order to interpret the distribution of scores, item scores were converted

to z-scores by subtracting the item mean from the grand mean and dividing by the standard deviation of the total distribution.

The overall mean for the importance scores was 4.326, and the standard deviation was .253. There was relatively little variance in the item responses. Twenty items fell beyond two standard deviations above the mean (+2z). Four were between two and three standard deviations below the mean (-2z), and another ten beyond three standard deviations below (-3z). In other words, over 40 percent of the items fell in the extreme ends of the distribution. The items that respondents felt were most important included the following:

- a. safety and school security procedures
- b. basic academic skills
- c. career counseling
- d. availability of school staff to help with solving problems
- e. the library
- f. school atmosphere.

Other items were much less important to responding parents. Items of less importance included the following:

- a. concern over admissions policies
- b. use of a school uniform
- c. corporal punishment
- d. leaving sex education to the home
- e. avoiding large numbers of U.S.-hired staff by hiring local teachers
- f. emphasis on the host country academic program
- g. competitive sports being as important as academics

Importance items grouped by content and distance from the mean are reported in Table 19.

The overall mean for performance scores was 3.457, and the standard deviation was .437. Because of the greater variance in performance scores, eleven items fell outside one standard deviation from the mean ($\pm 1z$), and another two went beyond two standard deviations ($\pm 2z$). Top performers included the following:

- a. school appearance and maintenance

Table 19: Mean Item Importance Scores

Item	Content	z-score
7.	attracting highest quality teachers	2.36
10.	teach basic values (honesty/respect)	2.49
18.	computer awareness/programming	2.02
22.	English basics (grammar/composition)	2.02
24.	basic computational skills	2.06
26.	solving practical math problems	2.06
28.	teach impact major historical events	2.01
39.	availability of career counseling	2.10
57.	safe athletic facilities	2.38
60.	modern science laboratories	2.19
61.	safe science laboratories	2.49
62.	adequate cafeteria facilities	2.06
63.	regular, enforced security procedures	2.63
64.	library: research/reading collection	2.49
67.	school admin.: problem solving	2.41
72.	teachers contact parents re:students	2.11
73.	warm, pleasant school atmosphere	2.41
76.	counselor available to students	2.36
77.	counselor available to parents	2.36
78.	adm. head: U.S. citizen/trained	2.15
2.	strong host country program	-2.91
20.	birth control as part of health class	-2.91
45.	liberal dress code	-2.29
82.	teacher avail. outside reg. class time to help students	-2.03
5.	competitive sport as important as academics in program	-4.46
11.	host country program as main obj.	-7.26
15.	avoid lg. numbers of import U.S. staff by hiring locals to teach	-6.81
17.	leave sex ed. to the home	-7.32
46.	use of corporal punishment	-9.76
52.	use of school uniform	-8.11
71.	have open admissions policy	-3.68
75.	preferential admissions for U.S.	-3.78
81.	preferential admissions for host citizens	-7.52

- b. having a U.S. citizen/U.S. trained administrator as head of the school
- c. safety and security procedures

Parents felt that the schools performed comparatively less well in relation to other items. These areas included the following:

- a. teaching languages other than English and the host country languages
- b. history/appreciation of the fine arts
- c. sex education, including sexually transmitted diseases such as AIDS

Performance items grouped by content and distance from the mean are reported in Table 20.

Importance and performance scores take on a different meaning when they are joined in the discrepancy score as a responsiveness index. A positive score indicates that the respondents felt that the school was not performing up to the necessary level to fill the perceived need. Five items fell outside one standard deviation above the mean (+1z). These need areas included:

- a. safe/modern science laboratories

Table 20: Mean Item Performance Scores

Item	Content	z-score
24.	basic computational skills	1.14
54.	outdoor play/sports areas: safety	1.06
56.	school appearance/maintenance	1.55
57.	indoor play/sports areas: safety	1.09
63.	regular, enforced security procedures	1.14
73.	warm, pleasant school atmosphere	1.06
78.	admin. head: U.S. citizen/trained	1.85
80.	teachers available for conferences	1.22
11.	host country program as main obj.	-1.32
14.	sex education/AIDS/STD	-1.07
17.	leave sex ed. to the home	-1.08
21.	teach languages other than Eng/Host	-1.01
31.	teach history of the arts	-1.12
32.	teach arts appreciation	-1.22
19.	teach family life education	-2.03
20.	birth control as part of health class	-2.00

Both items referring to science facilities had z-scores over 1.0. Neither the condition nor levels of safety appear to have met parental expectations.

b. attracting the highest quality teachers

Parents placed a great deal of importance on having quality teachers, but graded the schools' performance as "average". Parents consider having high quality staff as a need the schools should address. This is not to say that the schools need more U.S. hire staff, however. Parents saw the schools as being close to perfectly responsive on that item (discrepancy = -0.48). This finding may imply a need for more careful screening and hiring practices, more effective public relations regarding staff, and greater in-service training for current and future staff.

c. sex education, including sexually transmitted diseases such as AIDS

Parents saw the schools as leaving sex education largely to the home. The items dealing with sex education indicated that the schools were responsive to parent orientations regarding teaching sex ed in the home, but that parents also felt that the schools were

not doing enough in the school program. This finding may reflect a perceived shared responsibility between home and school for providing sex education to students. Parents felt that they were doing their part at home, but that the schools needed to do more to fulfill their role.

A negative score indicates that the school is perceived as performing better than is necessary to meet parental priorities. One item was well beyond the third standard deviation below the mean ($-3z$, discrepancy score = -3.58). Responses to the item related to mandatory school uniforms indicated that school performance exceeded parental expectations. One school in the sample had required uniforms for secondary students, and the others did not.

Item responsiveness scores grouped by content and distance from the mean are reported in Table 21.

Research Question 2: What factors or characteristics (such as marital status, sex, age, nationality, home language, time overseas, mobility, educational level, employment, income) have a relationship to one's educational values or expectations and evaluation of whether these expectations are being met?

Data were collected on the descriptive variables mentioned above. Various variables were collapsed, and

Table 21: Mean Item Responsiveness Scores

Item	Content	z-score
7.	attracting highest quality teachers	1.39
14.	sex education/AIDS/STD	1.18
39.	availability of career counseling	1.18
60.	modern science laboratories	1.42
61.	safe science laboratories	1.10
52.	use of school uniform	-8.11

others eliminated, after a review of the response frequencies (see Appendix A) in order to increase cell size. Marital status (93.5 percent married), education (84.8 percent college-educated), and parent goal for the child's education (95.6 percent citing college) were dropped because the population was so homogeneous on these characteristics. Nationality was used as the cultural indicator because it would better reflect the educational system orientation of the parents than the home language. As such, home language was dropped from the analysis.

Age was collapsed into three groupings. The first level was "Under 40", followed by "40-49" and "50 or Older". The categories are appropriate because the parent group surveyed had children in the secondary schools.

Mobility was measured by the number of schools attended over the last five years. Number of years outside of the home country was dropped from the analysis because of inconsistencies in responses made. Number of years in the current school was dropped because it did not indicate the extent of family mobility prior to arrival in the current school. Number

of schools attended in the last five years indicated the extent of family mobility, was fully unambiguous, and would be easily remembered by parents.

Response categories for the number of schools attended in the last five years were collapsed, eliminating the category "3" and changing the top response to "3 or more". The employer variable was collapsed to four levels: "U.S. Business", "Other Business", "U.S. Government", and "Other". The income response categories were collapsed by merging the lowest income levels and starting with an "Under \$45,000" category.

Discrepancy scores were broken down into three categories: below -1.00, more than -1.00 up to 1.00, and above 1.00. The first and last categories reflect ranges of non-responsiveness. Scores between positive and negative 1.00 indicate responsiveness.

Chi-square statistics were calculated to determine the relationship, if any, between the demographic variables discussed earlier and the mean discrepancy score. The Chi-Square Test of Independence indicated that none of the variables tested were significantly related to the responsiveness variable. The population

may be described as homogeneous across demographic variables related to responsiveness (Table 22).

The chi-square statistics for the five sub-sections yielded significant differences between age and perceived responsiveness for Facilities and Administration. In both cases, the observed values for parents in their forties for lower perceived responsiveness were greater than the expected values. Middle-aged parents saw the school as being less responsive than older or younger parents. Generally, however, respondents appeared to be a homogeneous group relative to their perceptions of school responsiveness in American schools overseas. Summary data are presented in Tables 23 to 27.

Research Question 3: How do different sub-sections of the educational program contribute to overall responsiveness?

A Pearson Product-Moment correlation was done between each subsection and the entire sample. Significant correlations were found between each subsection mean and the overall mean. These correlations indicate that subsections related to Students and Facilities contributed more strongly to

Table 22: Chi-Square Analyses for Responsiveness

Variable	Chi-Square	df	P
Parent	4.5328	2	ns
Age	2.8209	2	ns
Mobility	0.2239	2	ns
Nationality	1.4209	2	ns
Employer	0.9143	3	ns
Income	2.1132	3	ns

**Table 23: Chi-Square Analyses for Responsiveness:
Program Orientation**

Variable	Chi-Square	df	P
Parent	2.4869	2	ns
Age	3.8308	2	ns
Mobility	0.8146	2	ns
Nationality	1.4130	2	ns
Employer	1.7296	3	ns
Income	1.1710	3	ns

**Table 24: Chi-Square Analyses for Responsiveness:
Academic Program**

Variable	Chi-Square	df	P
Parent	3.4356	2	ns
Age	0.0433	2	ns
Mobility	2.1981	2	ns
Nationality	4.4016	2	ns
Employer	1.6433	3	ns
Income	3.7233	3	ns

**Table 25: Chi-Square Analyses for Responsiveness:
Students**

Variable	Chi-Square	df	P
Parent	0.7254	2	ns
Age	3.9286	2	ns
Mobility	2.2641	2	ns
Nationality	2.2641	2	ns
Employer	0.6975	3	ns
Income	0.1803	2	ns

**Table 26: Chi-Square Analyses for Responsiveness:
Facilities**

Variable	Chi-Square	df	P
Parent	2.4376	2	ns
Age	8.4895	2	0.0143
Mobility	3.2392	2	ns
Nationality	0.0974	2	ns
Employer	4.0354	3	ns
Income	2.5212	3	ns

**Table 27: Chi-Square Analyses for Responsiveness:
Administration**

Variable	Chi-Square	df	P
Parent	1.9956	2	ns
Age	7.4410	2	0.0242
Mobility	2.7247	2	ns
Nationality	0.1122	2	ns
Employer	5.0000	3	ns
Income	0.0183	3	ns

the relationship, but not significantly so.
Correlations are summarized in Table 28.

Satisfaction

Research Question 4: How satisfied are parents with ASOS?

The satisfaction item presented respondents with seven categories, ranging from very satisfied, satisfied, and somewhat satisfied through neutral to somewhat dissatisfied, dissatisfied, and very dissatisfied. Frequencies were calculated for each category and are presented in Table 29.

Of those responding, 25.3 percent indicated the highest degree of satisfaction with the school, 56.0 percent said they were satisfied, and 12.1 percent were somewhat satisfied. In total, 93.4 percent of those responding indicated a degree of satisfaction with the school.

Only 1.1 percent of respondents were neutral on the satisfaction item. No-one indicated that they were very dissatisfied, but 1.1 percent noted that they were dissatisfied, and 4.4 percent were somewhat dissatisfied. In total, 5.5 percent of respondents indicated some degree of dissatisfaction with the school. These findings agree with Helms' (1972)

**Table 28: Sub-Section Responsiveness Correlations With
Total Responsiveness**

Section	r	P
Program Orientation	.66	.000
Academic Program	.63	.000
Students	.77	.000
Facilities	.72	.000
Administration	.65	.000

Table 29: Parent Satisfaction With ASOS

Category	f	Percent
Very Satisfied	23	25.3
Satisfied	51	56.0
Somewhat Satisfied	11	12.1
Subtotal	85	93.4
Neutral	1	1.1
Somewhat Dissatisfied	4	4.4
Dissatisfied	1	1.1
Very Dissatisfied	0	0.0
Subtotal	5	5.5

Notes: Frequencies may vary between tables due to item non-response
Percentages may not add to 100 due to rounding

conclusion that ASOS communities generally approve of the schools.

Research Question 5: What factors or characteristics (such as marital status, sex, age, nationality, home language, time overseas, mobility, educational level, employment, income) have a relationship to parent satisfaction with ASOS?

The response to the satisfaction question was quite homogeneous as well: only 5.5 percent of the respondents indicated any level of dissatisfaction with the schools. These response categories were collapsed to permit analysis using crossbreaks. The seven response possibilities were recoded to "very satisfied", "satisfied", and anything which fell in the other five groups, newly labeled as "less than satisfied".

Chi-square statistics were calculated between the demographic variables and satisfaction. Only mobility, as described by the number of schools attended in the last five years, was significant ($\chi^2 = 9.643$, $p = .0469$; Table 30). The response distributions on these variables reflect the categories which contribute the most to the chi-square statistic. Parents who indicated the highest mobility were more heavily represented in

Table 30: Chi-Square Analysis for Satisfaction and Demographic Characteristics

Variable	Chi-Square	df	P
Parent	3.8261	4	ns
Age	4.5167	4	ns
Mobility	9.6439	4	.0469
Nationality	3.9716	4	ns
Employer	9.7961	6	ns
Income	0.3235	2	ns

the "satisfied" category, but less so in the "very satisfied" category. Parents who indicated the least mobility had greater representation in the "very satisfied" category than expected. Parents who were "less than satisfied" with the schools were very close to the expected values. These findings indicate that the more stable portions of the population appear to be more satisfied with the schools than those who are more mobile.

Crossbreaks were also done between satisfaction and the different sub-sections of the questionnaire. The chi-square values for Program Orientation, Students, Facilities, and Administration were significant (Table 31). The observed values for satisfaction were much larger than the expected values when the responsiveness score for the sub-section was closer to zero. The observed satisfaction values were lower than the expected values when the responsiveness scores were farther away from zero.

A Pearson Product-Moment correlation was calculated between the total responsiveness scores and satisfaction to verify the relationship between the two

Table 31: Chi-square Analysis for Satisfaction and Program Sub-Sections

Variable	Chi-Square	df	P
Program Orientation	12.1280	4	.0164
Academic Program	8.0547	4	ns
Students	28.6030	4	.0000
Facilities	25.8742	4	.0000
Administration	34.3120	4	.0000

constructs. The resulting coefficient ($r = .56$, $p < .000$) indicated that the two are significantly related. This outcome follows logically from the assumption that parents want the school to emphasize the things that they, as parents, feel are important. When the schools meet those expectations, parents are more likely to be satisfied.

Comments

Respondents were given the opportunity to comment at the end of the survey, and some 15 percent did so. Staffing was mentioned in at least one comment from every school.

"[Los fondos] Parecen malgastados por no rendir cuentas. ejemplo: traer un profesor de Educacion Fisica de U.S.A. - gastos pagos, casa, auto, 2 viajes a USA por vacaciones y sin conocer espanol - viene con esposa y hijo." ([Funds] Appear to be poorly spent because an accounting is not made to the community. example: bringing a P.E. teacher from the U.S.A. - expenses paid, housing, car, two trips to the U.S.A. during vacation, all this and he doesn't speak Spanish. The contracted teacher also has a wife and child."

"Teachers' salaries should be based on degree level, experience and performance, without giving too much weight to the country where the degree was obtained; rather the individual/personal qualities should be of more weight."

"Concerned because teachers (U.S.) are not agreeable to living in [host country] due to its many problems."

"I feel there is a need for a balance of local-hire/U.S. contract teachers. Local-hire teachers give stability and help with cultural adjustments. Contract teachers may bring new ideas and current teaching methods."

"I believe the teachers themselves should have a closer contact with the host-country culture and a greater commitment to transcultural values."

"Local teachers could be hired if they were paid on a different scale than the local [host country] wage. If someone has a U.S. degree and happens to be living in [host country] by virtue of a spouse's job, there is no incentive to teach when the wage is equivalent to \$6000 U.S. Also, substitute teacher wages

are inadequate and therefore substitutes will be less satisfactory until properly paid.

"There are some very good teachers on the staff, but my overall feeling is disappointment in the quality of most of them and their [lack] of dedication."

The host country academic program was mentioned twice. Host country citizens appear to be concerned over a lack of emphasis on the host country program.

"Foi criado um atraso de um ano, ao ser feito pelo programa em determinada serie (5ª ou 6ª). Discordo totalmente desse fato. Acho que deveria ser recuperado esse atraso, com um ano de estudo intensivo. Pois o correto seria terminar o portugues, geografia, y historia no 11º 'grade' como acontece na escola [host country]. Inclusive para facilitar a transferencia do alumno para a escola [host country], se necessario." (Changing the national program to half year in one of the grades - either 5 or 6 - has created a full year delay for students. I disagree with this. I think that this delay should be made up with a year of intensive study. [Host country] language and history/geography of (host country) should be completed by the end of 11th grade as is done in (host country) schools. This would

also facilitate student transfers to the local system, should that be necessary.)

"Considero muy bueno el sistema norteamericano, sin embargo, no puede el colegio olvidar la importancia de un plan nacional de estudios, ya que existe (y debe existir siempre) un gran porcentaje de alumnos nacionales. Por lo demas, el prestigio y tradicion que tiene este colegio en la comunidad, lo conserva gracias a sus alumnos [locales], pues son ellos quienes divulgan sus bondades." (I consider the American system to be very good, but the school cannot forget the importance of a national plan of studies. The national plan is important because there is, and should always be, a large percentage of [host country] students in the school. In addition, the school's traditions and prestige are maintained by the local students and alumnae who actively spread word of the school's virtues.)

Other comments ranged from the cafeteria food to languages and after-school activities to school fees, but without a thread to denote consistent concern.

Summary

This chapter has presented a summary of the data analysis. Demographic characteristics were described. The findings of the study in relation to the research questions were presented, and the method of analysis for each research question was discussed. Open comments made by respondents were summarized.

CHAPTER IV

SUMMARY AND CONCLUSIONS

This study attempted to determine the level of ASOS parent perceptions of school responsiveness and overall satisfaction with the schools. Responsiveness was defined as the discrepancy between parental expectations and their perceptions of school performance. The study also attempted to identify parent characteristics related to perceived responsiveness and overall satisfaction with the school.

A mail survey questionnaire was used to obtain data from parents whose children were attending ASOS secondary schools in the "southern cone" of South America. The initial response rate was 17.6 percent, and the sampling error was calculated at 9.8 percent. As a result of follow-up in one system, the response rate was increased to 20.1 percent for the total sample and to 64.8 percent for the system where it was possible to do the follow-up. A check for non-response bias was then conducted using several procedures described in Chapter III. From these findings it would appear that non-respondents were likely to agree with respondents.

Summary and Discussion of the Findings

Demographic Characteristics. With the exception of which parent responded and nationality, respondents were a rather homogeneous group in relation to the demographic characteristics of interest. Cross tabulations showed significant differences between nationality groupings on three variables: income, mobility, and which parent responded. Income differences occurred at the highest income levels and were probably due to more extensive benefit packages offered U.S. citizens. Host country nationals, as expected, were less mobile than foreigners.

U.S. mothers responded more frequently than women of other nationalities. This was probably due to the more active role women play in U.S. society. On the whole, however, respondents represented a highly educated, mobile, high income, white-collar group - the class of people often referred to as a socio-economic elite.

Importance. According to the survey, respondents, and probably the population as a whole, given the indications of negligible non-response bias, agreed that virtually everything was important. Of a

maximum possible importance score of five, the mean response was 4.326 and the standard deviation was .253. To force some differentiation in these responses, and in all other scores used in the study, the scores were converted to z-scores and only those which fell toward the ends of the distribution were considered. Parents placed greater importance on items related to the academic program, counseling services, safety, and being able to communicate with teachers, counselors, and administrators. The host country academic program and administrative areas, such as admissions policies and dress codes, were comparatively less important.

Performance. There was less agreement on overall school performance. Parents "graded" the schools as mid-way between a "B-" and a "C+", or slightly above average. Teaching basic math skills, safety and security, and maintenance received the highest grades, all B's. Weaker performance areas included emphasis on the host country program, teaching languages other than English and the host country language, history and appreciation of the arts, and sex education, all of which earned C-'s. Teaching family

life education, and covering birth control as part of the health class were both given D's.

After converting the letter grades to numerical equivalents, the schools averaged 3.457 out of a possible five. The standard deviation was .437.

Responsiveness. Responsiveness was defined as the discrepancy between parental expectations and their perceptions of school performance. These responsiveness or discrepancy scores could range from -4.00 to +4.00, with responsiveness increasing as the score approached zero. Schools were considered responsive on given items if mean scores were between -1.00 and +1.00 and fell within one standard deviation from the grand mean score.

Parents indicated that they felt that the schools were responsive to the areas they felt were important, areas for which they held higher expectations. The overall mean for discrepancy scores was 0.914, and the standard deviation was 0.554. The schools were most responsive on items related to Program Orientation (mean = 0.671, standard deviation 0.672), and were least responsive on items regarding school plant and facilities (mean = 1.128, standard deviation = 0.279).

Items falling beyond one standard deviation above the mean in the distribution of responsiveness scores represented needs recognized by parents. Although none of the sub-section means fell into this group, five individual items, discussed below, did. Negative scores indicated that parents felt that the school performed better than needed to meet their expectations or, in other words, that the schools placed undo emphasis on that aspect of the school program. Only one item, school uniforms, fell outside the acceptable range. Parents did not want less emphasis on some items, but expanded school efforts to increase the emphasis on certain areas without decreasing current efforts on the others.

Sex education was one of the issues noted. None of the schools had sex education programs in place at the time of the survey, although one school was in the process of developing a program. Survey findings indicated that parents felt that the schools needed to do more to meet education's portion of the home-school shared responsibility for sex education.

Parents also indicated that schools needed to attract higher quality teachers, although the balance

between U.S. and host country teachers was responsive to the parents' orientation. This finding can be interpreted in one or all of the following ways: a need for (1) better recruitment and screening practices, or (2) better and more extensive in-service, or (3) better public relations work by the schools.

Parent's felt a need for more work on career counseling. This was the only counseling item outside one standard deviation from the mean, but all counseling items related to personal and psychological adjustment scored over 1.00. College placement counseling services were seen as responsive to needs. Schools may need to examine their counseling programs and increase the emphasis on career awareness and orientation components, or to be more certain that parents know what programs are in place.

Parental concern regarding the quality and safety of the science laboratory facilities was also stronger than other areas. Although the item related to the science program had a responsiveness score over 1.00, it was within one standard deviation of the mean. Schools may need to examine their science facilities,

or to increase parent awareness of the quality and safety of their installations and science programs.

Demographic characteristics were examined to determine if any were related to parent perceptions of school responsiveness. None of the characteristics were significant. This finding is not surprising given the similarity among the respondents.

All of the sub-sections correlated significantly with the overall responsiveness scores. Students and Facilities did correlate more strongly with the overall score than the others, but not significantly so.

Parents perceived the schools as responsive: that is, school performance was in line with parent expectations on various items. With this as a base, higher levels of overall satisfaction with the program were expected.

Satisfaction. Parents with children in ASOS secondary schools were generally either satisfied or very satisfied with their schools: over 90 percent of the respondents indicated a positive degree of satisfaction. Mobility was the only factor shown to be significantly related to satisfaction, but, given the

number of crossbreaks, this could have occurred by chance and may well represent a Type I error.

The high level of satisfaction appears to contradict the performance rating of "C+/B-" discussed earlier. It is possible, however, that overall satisfaction is generated not only by the sum of the various parts, but also by an emotional factor tied to different items and related to the level of importance attached to them. An item with a perfect responsiveness score coming from importance and performance scores of five may carry greater satisfaction weight than one which resulted from the two scores at three. Although responsiveness and satisfaction were found to be significantly related, items which parents value more highly may contribute more to overall satisfaction with the school program.

This difference may also be due to parents responding on individual items in reference to the secondary schools alone, and to the general satisfaction item in reference to the entire K-12 school. Gallup (1987) found that parents rated high schools much lower than elementary schools, and that

the overall ratings of local school systems tended to be somewhere between the two.

Conclusions

Based on the findings of the study, the following conclusions may be drawn.

1. Parents did perceive the schools as being generally responsive to their wants and needs; we can conclude that the schools do reflect the principles of democratic governance they are supposed to represent. These findings hold for the general school program and for the Program Orientation, Academic Program, Students, Facilities, and Administration sub-sections of the survey.
2. Parents generally felt the same about school responsiveness; there were no distinct characteristics linked to parent perceptions of responsiveness.
3. Parents were either satisfied or very satisfied with the secondary schools their children were attending, and there was a high degree of agreement on the

point. There were no distinguishing characteristics for parent satisfaction.

4. Parents represented a socio-economic elite, as reflected by their level of education, their type of employment, and their income level.

Needs and Professional Responsibility. Parent communities in ASOS represent highly diverse national groups, yet they are very similar in many ways. They are generally satisfied with the schools their children attend and feel that the schools are attentive to their desires and preferences in the school program and operation. School officials must remember, however, that schools can always improve in any number of areas. The results of the survey indicate that secondary school parents in ASOS in South America expect more from the schools regarding sex education, science facilities, career counseling and, perhaps most importantly, the quality of the teaching staff. Although the schools were perceived as generally responsive, responsiveness is not a license for complacency. Overseas schools are private, tuition-supported institutions, and being responsive to

the community is important not only for development, but also for survival. A satisfied parent community which perceives the school as being responsive to what parents feel is important is crucial for the schools and for ongoing support.

Communities, however, are more than just parents. Being responsive to the parent community doesn't relieve the schools of the responsibilities which reach beyond meeting parent needs and desires. Parents may say that needs are or are not being met because they are unaware of the actual situation and make an assumption regarding school performance; parental opinion cannot be the sole indicator of either a quality program or a weak program. Programs must be examined in relation to learners. Boards, administrators and teachers must continue to question whether the program meets identified and anticipated learner needs. Professional educators must provide the leadership required for the aggressive pursuit of a quality education not only in parent's eyes, but also in light of professional knowledge and responsibility.

Implications for Practice

As a needs assessment, the study suggested needs areas for the schools. The following are offered to administrators and school boards for consideration.

1. Administrators and school boards should recognize that parents place relatively more importance on areas related to safety and security, basic academic skills, counseling, the availability of staff for parent and student consultation, the library, and school atmosphere than on other factors in the school program.
2. Schools which do not currently have sex education programs should consider them. Those which do have such programs should review them to be sure that they are meeting student needs. All schools may want to reassess their community relations and information dissemination programs regarding sex education and sex education programs, especially concerning sexually transmitted diseases like AIDS.
3. Boards and administration should review their school staffing practices; parents did not feel that

teacher quality met expectations. This is not to say that the schools need more U.S.-hire staff; parents indicated a high level of perceived responsiveness on that item. The impact seems to be greater for public relations regarding the staff, recruitment and screening practices, and for staff in-service and training.

4. Science facilities should be examined for safety and for the quality of the installations and equipment. If plant and practices are in order, schools may want to consider public relations to improve the image of the area with the parent community.
5. Counseling services may need review. Schools should look at the career counseling and the personal counseling and psychological services offered. If the schools feel they are adequate, a public relations problem may exist.

Implications for Future Research.

This study has examined political responsiveness in American Sponsored Overseas Schools in the Association of American Schools in South America. It examined the perceptions of parents of secondary school

students regarding the importance of different issues and how well the schools performed in relation to those issues. This approach and the study's findings suggest new avenues for further research.

1. Researchers attempting similar studies of international populations should recognize the potential for low response. Response rates could be improved by attending to the various factors concerning instruments and survey procedures including, among others, sending a blanket notice to all potential contacts in advance to let them know about the survey; amusing tokens, such as offering both a cup of instant coffee to go with the study and aspirins to take after completing the instrument (J.C. Fortune, personal communication, June 22, 1988); and insisting on the availability and quality of control and follow-up procedures.
2. Given the correlation between satisfaction and responsiveness, response scales could be combined into a single satisfaction scale to simplify the instrument. This would sacrifice data related to importance of individual items, but would yield the

responsiveness data and drastically reduce the number of required responses.

3. The instrument used in this study was not sensitive enough to differentiate between the different importance levels parents placed on the various items. It may be that an opinion survey is not appropriate for determining the strength of parent expectations, and that the issue should be pursued through other avenues, such as a Delphi technique, Q-Sort methodology, or personal interviews.
4. Further research into the responsiveness relationship between the schools and students, teachers, and interested external community groups is needed. Kaufman's needs assessment model requires that all interested communities; parent, non-parent, business, student and professional, have input into the process.
6. Further research is needed to examine the relationship between attitudes and client behaviors in the school setting. These behaviors include enrollment fluctuations, complaint sources and

subjects, attendance at meetings, participation on committees, and the like.

7. Further research is needed into the role of cultural values in education and their impact on the overall value structure of schools. Detailed information on cultural values and educational goals could be generated by an ethnographic study.
8. The future of the schools should be reviewed in a Delphi-type study involving educators, parents, students, and others interested in overseas education. Overseas schools have been serving students for over 100 years, but recent demographic changes in the population served by ASOS (Brown, 1986) indicate that major changes may be occurring or about to occur.

SELECTED BIBLIOGRAPHY

A/OS (Office of Overseas Schools), "Fact Sheet 1986-1987: American Sponsored Elementary and Secondary Schools Overseas". Washington, D.C.: Office of Overseas Schools of the U.S. Department of State, 1987.

Ackoff, Russell L. A Concept of Corporate Planning. New York: John Wiley and Sons, 1970.

Agger, Robert E. and Marshall N. Goldstein. Who Will Rule the Schools: A Cultural Class Crisis. Belmont, CA: Wadsworth Publishing Co., 1971.

Alwin, Duane F.(ed.), Survey Design and Analysis. Beverly Hills, CA: Sage Publications, 1977.

Anthony, Robert N., Planning and Control Systems - A Framework for Analysis. Boston: Division of Research, Graduate School of Business Administration, Harvard University, 1965.

American Association of School Administrators (AASA), The Mission Called O/OS. Washington, D.C.: AASA, 1966.

Association of American Schools in South America (AASSA), "AASSA School Board Seminar: Database Study of Regional and Local Trends in Staffing, Enrollment, and School Boards". Unpublished Seminar Material, Miami, FL.: AASSA, 1986.

Avi-Itzhak, Tamar E. and Nava Butler-Por. "On Perceptions of Educational Aims of School Principals, Parents, and Students; A Cross-Cultural Approach". Urban Education, July 1985, pp. 133-148.

Babbie, Earl R. Survey Research Methods. Belmont, CA: Wadsworth, 1973.

Barnes, Ronald E. and John F. Murphy, "Parental Evaluation of a Public High School". ERIC Document ED 255576, April 1985.

Baumgart, N. and C. Power, "Grading Schools - What Do We Expect and How Do They Rate", in "What Do We Expect of an Education? Selected Papers from the Annual Conference of the Australian College of Education". ERIC Document ED 238836, 1983.

Benson, Sherwood, Wesley P. Booman, and Kenneth Clark. "A Study of Interview Refusals". Journal of Applied Psychology, volume 35, 1951, pp. 116-119.

Bishop, George F. "Experiments With the Middle Response Alternative in Survey Questions". Public Opinion Quarterly, volume 51, 1987, pp. 220-230.

Bowman, Barbara, et. al. "Needs Assessment: An Information Processing Model". The Journal of Continuing Education in Nursing, volume 16, number 6, 1985, pp. 200-204.

Bridges, R. Gary. "Non-Response Bias in Mail Surveys: The Case of Department of the Defense Post-Service Survey". Rand Corporation Report R-1501-ARPA, July 1974.

Brown, Gilbert C., "How Do American Schools Overseas Maintain Financial Stability in Times of Economic Turmoil?". Presentation made at the 1986 conference of the Southern Association of Colleges and Schools, Atlanta, GA., December 1986.

Brubacher, John S., Modern Philosophies of Education. New York: McGraw-Hill, 1969.

Butler-Por, Nava, "Gifted Children in Three Israeli Cultures", in Freeman, Joan, The Psychology of Gifted Children. Chichester, England: John Wiley and Sons, 1985.

Chase, Clinton I., "Assessing Public Opinion About Education". ERIC Document ED 252601, 1983.

Chicago Panel on Public School Finance, "Chicagoans View Their Public Schools". ERIC Document ED 259041, June 1985.

Collins, C.C., "Community Expectations and the Secondary School Years", in "What Do We Expect of an Education? Selected Papers from the Annual Conference of the Australian College of Education". ERIC Document ED 238836, 1983.

Collison, Brooke B., "Needs Assessment for Guidance Program Planning: A Procedure". The School Counselor, November 1982, pp. 115-121.

Council of Europe, "The Netherlands: The Planning of Education". Western European Education, volume XIV, number 4, 1984-1985, pp. 100-103.

Cullingford, Cedric, "The Battle for the Schools: Attitudes of Parents and Teachers Toward Education". Educational Studies, volume 51, number 1, 1967, pp. 68-73.

Cunningham, William G., Systematic Planning for Educational Change. Palo Alto, CA: Mayfield Publishing Co., 1982.

Delamere, Trish, "Needs Assessment and the Problem-Solving Process". Journal of Educational Technology Systems. volume 12, number 4, 1984, pp. 337-346.

Dillman, Don A., Mail and Telephone Surveys: The Total Design Method. New York: John Wiley and Sons, 1978.

Dohrenwend, Barbara S. and Bruce P. Dohrenwend. "Sources of Refusals in Mail Surveys". Public Opinion Quarterly., volume 32, Spring 1963, pp. 74-83.

Evans, Nancy J., "Using Developmental Theory in Needs Assessment". Journal of the NAWDAC, Spring 1982, pp. 34-39.

_____, "Needs Assessment Methodology: A Comparison of Results". Journal of College Student Personnel, March 1985, pp. 107-114.

Ewen, Robert B., "Weighting Components of Job Satisfaction". Journal of Applied Psychology, volume 51, number 1, 1967, pp. 68-73.

Fessler, Ralph, "Moving From Needs Assessment to Implementation: Strategies fore Planning and Staff Development". Educational Technology, June 1980, pp. 31-35.

Florander, I. and P. Skov, "Attitudes to School in Denmark". International Review of Education, volume 31, number 3, 1985, pp. 303-321.

Gallagher, James J., "The Evolution of Education for the Gifted in Differing Cultures", in Freeman, Joan, The Psychology of Gifted Children. Chichester, England: John Wiley and Sons, 1985.

Gallup, George, "The Gallup Poll of Education in America". Phi Delta Kappan, volume 65, number 1, 1984, pp. 26-51.

_____, "The Gallup Poll of Education in America". Phi Delta Kappan, volume 66, number 1, 1985, pp. 23-39.

_____, "The Gallup Poll of Education in America". Phi Delta Kappan, volume 67, number 1, 1986, pp. 35-47.

_____, "The Gallup Poll of Education in America". Phi Delta Kappan, volume 69, number 1, 1987, pp. 17-30.

Glass, Thomas E. and William A. Sanders, Community Control in Education: A Study in Power Transition. Detroit, MI.: Pendall Publishing Co., 1978.

Gleason, T.P., Social Adjustment Patterns and Manifestations of World-Mindedness of Overseas-Experienced American Youth. Unpublished Doctoral Dissertation, Michigan State University, 1974.

Goyder, John. "Face to Face Interviews and Mailed Questionnaires: The Net Difference in Response Rate". Public Opinion Quarterly, volume 49, Summer 1985, pp. 234-252.

Gustafson, Glenn E., "The Public Expectations of School Performance: A Multivariate Analysis Model of Factors Associated With Positive and Negative Assessments". Paper presented to the 1985 Annual Meeting of the American Educational Research Association, ERIC document ED 2443631986.

Hawkins, Darnell Felix. "Non-Response in Detroit Area Study Surveys: A Ten-Year Analysis". Working Paper in Methodology #8. Chapel Hill, NC: IRSS Publications (University of North Carolina), 1977.

Helms, Donald V., Community Approval and Disapproval of American Overseas School Programs. Unpublished Doctoral Dissertation, University of Toledo: 1972.

Holmes, John C. and Diane B. Hiatt, "Parental Expectations of the Christian School". Paper presented at the 1984 annual meeting of the American Educational Research Association, ERIC Document ED 244363, 1985.

Hoy, Wayne K. and Cecil G. Miskel, Educational Administration: Theory, Research, and Practice, Second Edition. New York: Random House, 1982.

Hussey, D.E., Introducing Corporate Planning. Oxford, England: Pergammon Press, 1971.

_____, Corporate Planning: Theory and Practice, Second Edition. Oxford, England: Pergammon Press, 1982.

Johnston, William F., "Community Perceptions of an Overseas School: A Research Report". Paper presented at the Thirty-Sixth Annual Conference of the Association of American Schools in South America, Salvador, Bahia, Brazil: October 1986.

Kaufman, Roger, "Means and Ends: Needs Assessment, Needs Analysis, and Front-End Analysis". Educational Technology, November 1982, pp. 33-34.

_____ and Fenwick W. English, Needs Assessment: Concept and Application. Englewood Cliffs, N.J.: Educational Technology Publications, 1979.

_____ and Robert G. Stakenas, "Needs Assessment and Holistic Planning". Educational Leadership, May 1981, pp. 612-616.

_____, "Obtaining Functional Results: Relating Needs Assessment, Needs Analysis, and Objectives". Educational Technology, January 1986, pp. 24-27.

Kernan, Jerome B. and Montrose S. Sommers(ed.), Perspectives in Marketing Theory. New York: Appleton-Century Crofts, 1968.

Killian, Michael G., "Community Poll Defines Key Skills and Assesses School's Performance". Phi Delta Kappan, volume 65, number 3, 1983, pp. 218-219.

Kim, Jae-On and James Curry, "The Treatment of Missing Data in Multivariate Analysis" in Alwin, D.F. (ed.), Survey Design and Analysis. Beverly Hills, CA: Sage Publications, 1977, pp. 91-116.

Kimpston, Richard D. and William S. Stockton, "Needs Assessment: A Problem of Priorities". Educational Technology, June 1979, pp. 16-21.

Kish, Leslie, Survey Sampling. New York, John Wiley and Sons, 1965.

Kluegel, James R. and Eliot R. Smith. Beliefs About Inequality: Americans Views of What Is and What Ought To Be. New York: Aldine de Gruyter, 1986.

Kuh, George D., "Purposes and Principles for Needs Assessment in Student Affairs". Journal of College Student Personnel, May 1982, pp. 202-209.

Laughlin, Martin, The Prevalence and Needs of Handicapped Children in Overseas American-Sponsored Schools, and the Services Available to Them: An Assessment. Unpublished Doctoral Dissertation, Virginia Polytechnic Institute and State University, 1979.

Luebke, Paul T., "The Office of Overseas Schools of the U.S. Department of State". Wingspan, volume 2, number 1, 1985, pp. 5-7.

Lunberg, George A. and Otto N. Larson. "Characteristics of Hard-to-Reach Individuals in Field Surveys". Public Opinion Quarterly, volume 13, 1949, pp. 487-494.

Luttbeg, Norman (ed.), Public Opinion and Public Policy: Models of Political Linkage. Homewood, Illinois: The Dorsey Press, 1974.

Masinton, Harry W., Johanna Smith and Dudley Solomon, "A Three-Prong Approach Takes Mystery Out of Needs Assessment". NASSP Bulletin, November 1981, pp. 11-18.

Matczynski, Thomas J. and Joseph Rogus, "Needs Assessment: A Means to Clarify the Goals of Secondary Schools". NASSP Bulletin, January 1985, pp. 35-40.

Mazmanian, Paul, "A Decision-Making Approach to Needs Assessment and Objective Setting in Continuing Medical Education". Adult Education, volume 31, number 1, 1980, pp. 3-17.

Mikes, Patricia Smith and Charles L. Hulin, "Use of Importance as a Weighting Component of Job Satisfaction". Journal of Applied Psychology, 1968, volume 52, number 5, pp. 394-98.

Miller, Warren and Donald Stokes. "Constituency Influence in Congress". The American Political Science Review, volume 57, March 1963, pp. 45-56.

National Research Council Panel on Privacy and Confidentiality as Factors in Survey Response. Privacy and Confidentiality as Factors in Survey Response. Washington, D.C.: National Academy of Science, 1979.

NSPRA (National School Public Relations Association),
School Public Relations: The Complete Book. Arlington,
VA: NSPRA, 1986.

Nicklas, John M., "The Overseas School as a Work
Environment: Another View". Wingspan, volume 2, number
1, 1985, pp. 15-17.

Orr, Paul G., The American-Sponsored Overseas School: A
Research Matrix. Buzzards Bay, MA: Center for
International Educational Education of the
Massachusetts State College System, 1974.

_____, A Guide to School Board Policy. Buzzards
Bay, MA: Center for International Educational Education
of the Massachusetts State College System, 1976.

_____, Dependent Schooling Abroad and the U.S.
Corporation. Tuscaloosa, AL: Bureau of Educational
Services and Research, University of Alabama, 1980.

_____ and Maia Kling, "A Learning Package for
Educators in Overseas Schools: Orientation and
Universal Concepts". University, AL: International
Education Associates, Inc., 1983.

_____ and Amy L. Conlon, "Contributions of American-Sponsored Overseas Schools to Improved Intercultural Relations". University, AL: International Education Associates, Inc., 1984.

Organization for Economic Cooperation and Development (OECD), "School and Community, Volume 2: The Consequences of Some Policy Choices". Paris: Center for Educational Research and Innovation (CERI), 1980.

Ovando, Carlos J., "School and Community Attitudes in an Athepaskan Bush Village". Educational Research Quarterly, volume 8, number 4, 1984.

Pomeroy, Wardell B. "The Reluctant Respondent". Public Opinion Quarterly, volume 27, 1963, pp. 287-293.

Prewitt, Kenneth and Heinz Eulau. "Political Matrix and Political Representation: Prologomenon to a New Departure From an Old Problem. The American Political Science Review, volume 63, 1969, pp. 427-444.

Ravitch, Diana, "Japan's Smart Schools". New Republic, volume 194, January 6, 1986, pp. 13-15.

Rice, Robert, Janet Near and Raymond Hunt, "The Job Satisfaction/Life Satisfaction Relationship: A Review of Empirical Research". Basic and Applied Social Psychology, volume 1, number 1, 1980, pp. 37-64.

Robins, Lee N. "The Reluctant Respondent". Public Opinion Quarterly, volume 27, Summer 1963, pp. 276-286.

Roll, Charles W. and Albert H. Cantril. Polls: Their Use and Misuse in Politics. Cabin John, MD: Seven Locks Press, 1980.

Rosen, Ned. "Employee Attitude Surveys: What Managers Should Know". Training and Development Journal, volume 41, number 11, 1987, pp. 50-52.

Russell, John Dale. "Faculty Satisfactions and Dissatisfactions". Journal of Applied Psychology, volume 31, number 2, 1962, pp. 135-139.

Saxe, Richard W., School Community Relations in Transition. Berkeley, CA: McCutchan Publishing Co., 1984.

Sequist, Robert G. A Study to Develop a Planning Base for the Association of Colombian-American Bi-National Schools. Unpublished Doctoral Dissertation, The University of Alabama, 1968.

Slezak, James, Odyssey to Excellence. San Francisco, CA: Merrit Publishing Co., 1984.

Smith, David C., "The Nature and Value of American Overseas Schools". Wingspan, volume 2, number 1, 1985, pp. 3-4.

Southern Association of Colleges and Schools, "Handbook: Overseas Schools in Latin America". Atlanta, GA: Southern Association of Colleges and Schools, 1987.

_____, "Standards for Unit Schools". Atlanta, GA: Southern Association of Colleges and Schools, 1987.

Spiers, Emmett, John and Mitsuo Ono. "Characteristics of Income Non-Respondents in the Current Population Survey". Proceedings of the Social Statistics Section of the American Statistical Association, 1971.

Washington, D.C.: The American Statistical Association, 1971, pp. 369-374.

Stevens, J., et. al., "Three Surveys of Staff and Parent Opinions About the LAUSD Instructional Program". Report of the Los Angeles Unified School District, ERIC Document ED 249233, Spring 1983.

Struggs, Callie Foster, "Marketing and Community Impact Assessment". New Directions for Community Colleges, 1981, number 36, 1981, pp. 23-30.

Suchman, Edward A. and Boyd McCandless. "Who Answers Questionnaires?" Journal of Applied Psychology, volume 24, 1940, pp. 758-769.

Sudman, Seymour and Norman Bradburn, Response Effects in Surveys: A Review and Synthesis. Chicago: Aldine Publishing Co., 1974.

Terry, Eleanor, Dimensionality of Management Tasks Performed by Department Heads of Emerging Universities. Unpublished Doctoral Dissertation, Virginia Polytechnic Institute and State University, 1984.

Tran, Xuan Lanh, "The Factors Hindering Indochinese Parent Participation in School Activities". San Diego State University Institute for Cultural Pluralism Technical Report, ERIC Document ED 245018, August 19, 1982.

Tucker, Harvey J. and L. Harmon Zeigler, Professional and the Public: Attitudes, Communication, and Response in School Districts. New York: Longman, 1980.

U.S. Department of Commerce. Statistical Abstract of the United States, 107th Edition. Washington, D.C.: GPO, 1986.

U.S. Department of Commerce. Statistical Abstract of the United States, 108th Edition. Washington, D.C.: GPO, 1987.

U.S. Department of Labor - Bureau of Labor Statistics. U.S. Department of State Indexes of Living Costs Abroad, Quarters Allowances, and Hardship Differentials. Washington, D.C.: GPO, Jan. 1985.

_____. U.S. Department of State Indexes of Living Costs Abroad, Quarters Allowances, and Hardship Differentials. Washington, D.C.: GPO, Jan. 1986.

_____. U.S. Department of State Indexes of Living Costs Abroad, Quarters Allowances, and Hardship Differentials. Washington, D.C.: GPO, Jan. 1987.

Udell, Jon G. and Gene R. Laczniak. Marketing in an Age of Change: An Introduction. New York: John Wiley and Sons, Inc., 1981.

Vargus, Brian S. "On Sociological Exploitation: Why the Guinea Pig Sometimes Bites". Social Problems, volume 19, 1971, pp. 238-248.

Verba, Sidney and Norman Nie, Participation in America: Political Democracy and Social Equality. New York: Harper and Row, 1972.

Verba, Sidney and Gary R. Orren. Equality in America: The View from the Top. Cambridge, MA: Harvard University Press, 1985.

Verba, Sidney, et. al. Elites and the Idea of Equality: A Comparison of Japan, Sweden, and the United States. Cambridge, MA: Harvard University Press, 1987.

Vincent, Clark. "Socio-Economic Status and Familial Variables in Mail Questionnaire Responses". American Journal of Sociology., volume 69, number 6, 1964, pp. 647-653.

Webster, Loraine and Robert W. Wood, "Attitudes of South Dakota Elementary and Secondary Parents Toward the Public Schools". ERIC Document ED 258339, May 1985.

West, Philip T., Educational Public Relations. Beverly Hills, CA: Sage Publications, 1985.

White, Merri L., "Japanese Education: How Do They Do It?". Principal, volume 64, number 4, 1985, pp. 16-20.

Zelgler, L. Harmon and M. Kent Jennings with G. Wayne Peak. Governing American Schools: Political Interaction in Local School Districts. North Scituate, MA: Duxbury Press, 1974.

Appendix A: Questionnaire Response Frequencies

EDUCATIONAL GOALS/SCHOOL PERFORMANCE QUESTIONNAIRE

Many people today have different opinions about what is most important in education, and this is especially true in American Schools Overseas. When you think about the secondary education of your children, what aspects of their schooling do you feel are the most important?

Five groups representing various aspects of school programs are listed below. We would like to know which areas you feel are most important to your child's education, which you feel your child's school is addressing well, and those you feel are in need of further development.

Please read each statement, then mark the left scale to indicate your agreement with the comment made. After you have marked the left scale, please grade the school's performance in implementing the statement. As teachers grade your children, you will grade the school's performance by marking the right-hand scale from A to F.

IMPORTANCE TO YOU		SCHOOL PERFORMANCE	
1	DISAGREE	A	OUTSTANDING
2	TEND TO DISAGREE	B	VERY GOOD
3	INDIFFERENT	C	AVERAGE
4	TEND TO AGREE	D	POOR
5	AGREE	F	UNACCEPTABLE

The first section deals with the educational philosophy and orientation of the school.

How should the school view education?

PROGRAM ORIENTATION

1. The school should have a commitment to a United States-style educational program.

1.1	3.3	4.3	19.6	71.7	0.0	1.1	28.9	51.1	18.9
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

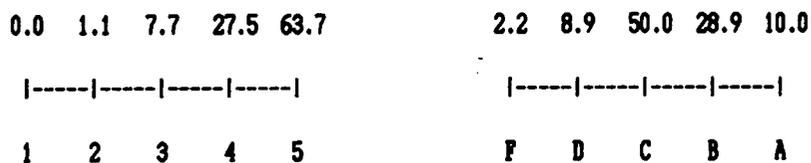
2. The school should have a strong officially-registered national program.

13.3	10.1	16.7	24.4	35.6	8.5	12.2	41.5	31.7	6.1
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

3. There should be a strong academic emphasis in the school, and preparation for college/university should be the major concern.

1.1	1.1	0.0	27.5	70.3	1.1	3.4	25.8	51.7	18.0
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

4. The school should work to take advantage of its special role as a multicultural school by highlighting awareness of various cultures through special assemblies and events such as an "International Night".



5. Competitive athletics should be as important as academics in the program.



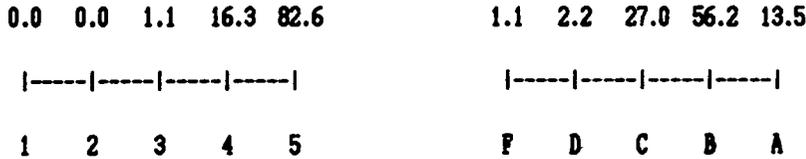
6. The school should have sufficient U.S. staff to maintain a U.S. style program.



7. The school should be able to attract and keep the highest quality teachers.



8. Good grades should not be given away, and students should really have to work for them.



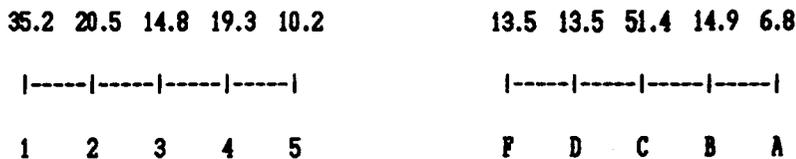
9. The school should require at least two hours of homework nightly.



10. The school should actively seek to teach students such basic traditional values such as honesty and respect.



11. The school's main objective should be to promote an officially-registered national program for all students.



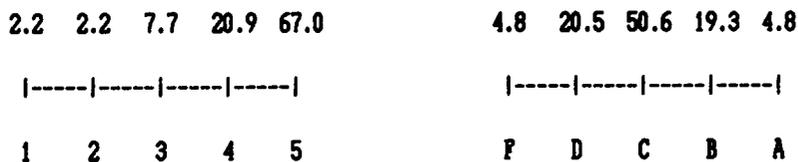
12. The school should respect the greater experience of the home and church for teaching values.



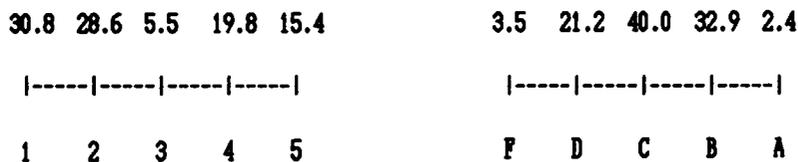
13. The basic skills in English, mathematics, science, and social studies should be the overriding priority in the school.



14. Sex education, including awareness of body parts and their functions and sexually transmitted diseases such as AIDS, should be part of the curriculum.



15. The school should recognize that local teachers can do as adequate a job as U.S.-hired staff and avoid large numbers of teachers from the U.S.A.



16. Art, music, and/or dance should be recognized as important parts of the school program.

2.2	3.3	17.4	32.6	44.6	2.2	13.3	45.6	34.4	4.4
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

17. Sex education is a family topic and should be taught in the home.

38.2	24.7	6.7	12.4	18.0	1.3	21.3	58.7	14.7	4.0
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

The next group of items involves the academic program, or the subjects taught in the school.

As before, please rate the importance of the items listed.

ACADEMIC PROGRAM

18. The school program should include computer awareness and/or programming.

0.0	1.1	1.1	10.9	87.0	3.4	5.7	27.3	54.5	9.1
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

19. Family life education (including topics such as raising children and family responsibility) should be part of the curriculum.

5.5	6.6	20.9	34.1	33.0		8.6	37.0	43.2	11.1	0.0
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

20. Birth control should be a part of the family life and responsibility curriculum.

17.8	12.2	10.0	22.2	37.8		13.9	29.2	43.1	12.5	1.4
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

21. Instruction in languages other than Spanish and English should be available.

2.2	2.2	10.9	16.6	65.2		14.0	15.1	34.9	27.9	8.1
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

22. The English program should require demonstration of the mastery of basic grammar and composition skills.

0.0	0.0	2.2	12.0	85.9		0.0	4.5	30.3	47.2	18.0
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

23. Literature study and analysis skills should form a major part of the English program.

0.0 2.2 5.5 18.7 73.6

|-----|-----|-----|-----|

1 2 3 4 5

0.0 2.3 38.6 40.9 18.2

|-----|-----|-----|-----|

F D C B A

24. All students should be expected to be able to show computational skills in addition, subtraction, multiplication, and division.

0.0 2.2 2.2 4.3 91.3

|-----|-----|-----|-----|

1 2 3 4 5

0.0 2.2 24.7 48.3 24.7

|-----|-----|-----|-----|

F D C B A

25. Students should be expected to be able to solve theoretical problems in mathematics.

2.2 0.0 3.3 22.2 72.5

|-----|-----|-----|-----|

1 2 3 4 5

0.0 3.4 41.4 44.8 10.3

|-----|-----|-----|-----|

F D C B A

26. Students should be expected to be able to solve practical problems in mathematics.

1.1 0.0 0.0 11.0 83.3

|-----|-----|-----|-----|

1 2 3 4 5

0.0 3.5 33.7 50.0 12.8

|-----|-----|-----|-----|

F D C B A

27. The science program should emphasize experimentation and the scientific method.

0.0	2.2	1.1	11.1	85.6		2.3	5.7	36.8	42.5	12.6
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

28. Students should be required to master the basic concepts of geography.

0.0	0.0	4.4	16.7	74.0		3.4	8.04	47.7	30.7	10.2
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

29. Students should be expected to show knowledge of the impact of major events in history.

0.0	0.0	0.0	16.5	83.5		1.1	6.9	41.4	44.8	5.7
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

30. Students should be expected to be knowledgeable about current events around the world.

0.0	0.0	5.5	15.4	79.1		1.1	14.8	38.6	36.4	9.1
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

31. Students should be schooled in the history of the arts (music, painting, sculpture, drama, etc.)

2.2	5.5	12.1	38.5	41.8		3.4	21.6	52.3	20.5	2.3
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

32. Arts appreciation should be considered an important subject area in the school.

3.3	9.9	16.5	40.7	29.7		3.4	21.6	55.7	18.2	1.1
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

33. The performing arts (drama, dance, band, chorus) should be considered as important to the school program.

4.4	7.7	14.3	36.3	37.4		2.3	20.9	44.2	26.7	5.8
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

34. Teaching the local national language and literature should be a priority in the school.

7.8	6.7	16.7	26.7	42.2		3.5	15.1	36.0	34.9	10.5
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

35. The program should include the opportunity for students to choose from a broad selection of academic elective offerings.

5.6	12.2	4.4	30.0	47.8	1.2	14.0	54.7	25.6	4.7
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
1	2	3	4	5	F	D	C	B	A

36. Health education, including substance abuse study (drugs, tobacco, alcohol) should be part of the curriculum.

0.0	1.1	5.5	23.1	70.3	3.4	17.0	44.3	27.3	8.0
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
1	2	3	4	5	F	D	C	B	A

37. U.S. History and Government (citizenship education for a democratic society) should be an important part of the school program.

0.0	5.5	9.9	31.9	52.7	0.0	3.5	44.2	47.7	4.7
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
1	2	3	4	5	F	D	C	B	A

Next, we would like you to rate the importance of areas connected with student life and outcomes in the school. Mark the scale to indicate how important the item is to you as part of your child's education.

STUDENTS

38. Graduates should be able to enter college/university in countries other than the United States.

4.4	2.2	5.5	13.2	74.7	11.8	11.8	29.4	40.0	7.1
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

39. The school should provide career counseling for students.

0.0	0.0	0.0	14.3	81.3	3.5	15.1	40.7	30.2	10.5
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

40. The school should promote social activities for students to help them develop interpersonal and social skills.

1.1	2.2	9.9	13.2	73.6	2.3	6.8	45.5	33.0	12.5
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

41. Clubs and other non-athletic activities should be available to the students.

0.0	1.1	11.1	25.6	62.2	4.5	15.9	50.0	23.9	5.7
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

42. The school should have access to special psychological counseling services, either on staff or through professional referral.

6.7	3.3	6.7	24.4	58.9		3.6	19.0	47.6	20.2	9.5
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

43. Counseling to help students with personal problems should be available in the school.

3.3	2.2	5.6	28.9	60.0		4.8	15.5	47.6	22.6	9.5
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

44. The school should have a program of college placement counseling whose main goal is to help students enter higher education in the United States.

2.2	0.0	2.2	24.2	71.4		0.0	15.5	33.3	31.0	20.2
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

45. The school dress code should be liberal enough to permit individual expression.

9.9	14.3	4.4	34.1	37.4		2.3	5.7	34.1	36.4	21.6
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

46. Discipline should be strictly enforced, up to and including corporal punishment.

59.3	19.8	3.3	11.0	6.6	14.5	7.9	42.1	28.9	6.6
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

47. Special activities or coursework for advanced students should be available.

0.0	1.1	1.1	20.7	77.2	1.2	11.0	35.4	40.2	12.2
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

48. School discipline needs to be maintained, but staff should not be permitted to spank or otherwise physically punish students.

2.2	7.6	1.1	7.6	81.5	3.5	4.7	22.4	49.4	20.0
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

49. Staff should be able, and expected, to identify emotional adjustment problems early.

0.0	0.0	7.7	23.1	69.2	2.4	9.4	57.6	25.9	4.7
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

50. Staff should be able, and expected, to identify student learning problems early.

0.0	0.0	3.3	15.2	81.5		2.4	5.9	47.1	35.3	9.4
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

51. Services for students requiring special remedial or learning disabled instruction (including English as a Second Language) should be available.

2.2	1.1	5.5	14.3	76.9		0.0	9.3	27.9	43.0	19.8
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

52. There should be a school uniform so that all children dress the same.

46.7	13.0	16.3	14.1	9.8		19.2	11.0	30.1	20.5	19.2
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

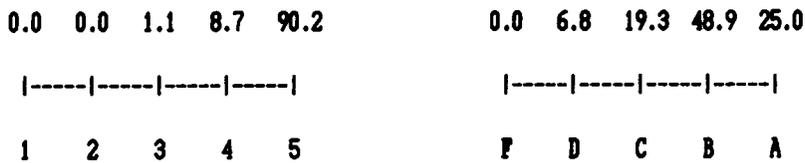
53. Teachers should do more than just teach; they should be expected to be involved in helping students adjust socially and psychologically to the school.

1.1	2.2	6.5	25.2	65.2		1.1	10.1	47.2	31.5	10.1
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

All schools need a place to function, and the physical facilities available will impact on the program the school offers. What do you feel are the school facilities and characteristics which are most important?

SCHOOL FACILITIES

54. Outdoor play and athletic facilities should be safe.



55. Outdoor play and athletic facilities should be spacious.



56. The schools buildings and grounds should be well maintained and kept "new" looking.



57. Indoor play and athletic facilities should be safe.

0.0	0.0	0.0	7.6	92.4	0.0	5.6	19.1	51.7	23.6
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

58. Indoor play and athletic facilities should be spacious.

0.0	0.0	5.4	25.0	69.6	3.4	10.1	32.6	38.2	15.7
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

59. The school should have a fully equipped computer facility.

0.0	0.0	2.2	19.6	78.3	2.3	8.0	33.3	39.1	17.2
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

60. The laboratory facilities for the physical and biological sciences should be modern and well equipped.

0.0	0.0	0.0	12.0	88.0	3.5	19.8	37.2	32.6	7.0
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

61. The laboratory facilities for the physical and biological sciences should be safe places for students to work.

0.0	0.0	0.0	4.3	95.7		1.2	11.6	37.2	40.7	9.3
-----	-----	-----	-----	-----		-----	-----	-----	-----	-----
1	2	3	4	5		F	D	C	B	A

62. There should be adequate eating/cafeteria facilities.

0.0	1.1	2.2	7.6	89.1		1.1	10.1	28.1	36.0	24.7
-----	-----	-----	-----	-----		-----	-----	-----	-----	-----
1	2	3	4	5		F	D	C	B	A

63. School security, in terms of entry and exit controls, emergency plans and drills, and the like, should be well maintained.

0.0	0.0	1.1	5.4	93.5		2.2	2.2	20.0	48.9	26.7
-----	-----	-----	-----	-----		-----	-----	-----	-----	-----
1	2	3	4	5		F	D	C	B	A

64. The library facility should have a reasonably large collection of books for both student research and for leisure reading.

0.0	0.0	0.0	4.4	95.6		1.1	4.6	29.9	44.8	19.5
-----	-----	-----	-----	-----		-----	-----	-----	-----	-----
1	2	3	4	5		F	D	C	B	A

65. The library facility should have a reasonably large collection of books in languages other than English.

2.2	6.5	14.1	25.0	52.2	2.5	18.5	59.3	16.0	3.7
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

66. The school should have an auditorium or similar facility for musical or dramatic presentations, meetings, and the like.

0.0	0.0	5.4	17.4	77.2	4.5	9.1	21.6	33.0	31.8
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

The last part of this section deals with the school administration and the way you feel schools should be run.

SCHOOL ADMINISTRATION

67. School officials should be relatively easy to contact, and problems should be handled in a pleasant, effective manner.

0.0	0.0	0.0	6.5	93.5	1.1	6.7	24.7	42.7	24.7
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

68. Once adjusted for the cost of living, the school's per pupil expenditures should be at least equal to the average for public schools in the United States.

9.3	4.7	10.5	25.6	50.0		10.0	14.3	45.7	24.3	5.7
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

69. Parents should have a good chance to participate in school decision making by attending meetings, serving on committees and/or the School Board, and the like.

0.0	0.0	4.4	18.7	76.9		3.4	6.7	27.0	43.8	19.1
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

70. The school should be respected by important families in the community.

1.1	3.4	18.4	16.1	60.9		2.4	4.9	35.4	36.6	20.7
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

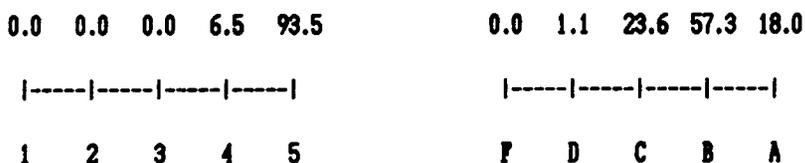
71. The school should have an open admissions policy and accept children in the order in which their parents apply.

16.5	20.9	5.5	20.9	36.3		3.6	6.0	31.0	47.6	11.9
-----	-----	-----	-----			-----	-----	-----	-----	
1	2	3	4	5		F	D	C	B	A

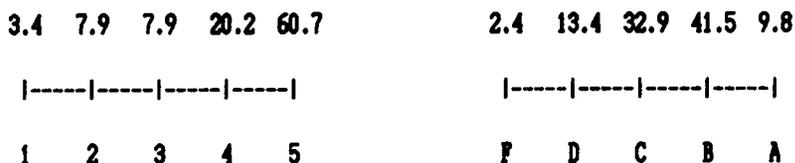
72. Teachers should call parents before students are in academic trouble.



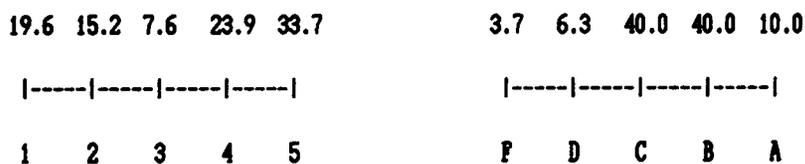
73. The atmosphere in the school should be warm and pleasant.



74. The school should actively encourage the community to participate in the decision-making process.



75. The school should have a preferential admissions policy for Americans to help maintain the U.S. style program.



76. The counselor should be readily available for conferences with students.

0.0	0.0	0.0	7.6	92.4	0.0	9.1	25.0	38.6	23.9
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
1	2	3	4	5	F	D	C	B	A

77. The counselor should be readily available for conferences with parents.

0.0	0.0	0.0	7.6	92.4	2.3	6.8	29.5	37.5	23.9
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
1	2	3	4	5	F	D	C	B	A

78. The administrative head of the school should be an American trained in the United States as an educational administrator.

3.3	1.1	7.6	12.0	76.1	0.0	1.2	11.6	46.5	40.7
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
1	2	3	4	5	F	D	C	B	A

79. The School Board should listen and respond constructively to community concerns.

0.0	2.2	5.6	18.9	73.3	8.2	5.9	35.3	41.2	9.4
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
1	2	3	4	5	F	D	C	B	A

80. Teachers should be readily available for conferences to discuss student progress.

2.2	0.0	0.0	4.3	93.5	1.1	0.0	23.6	49.4	25.8
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

81. The school should have a preferential admissions policy for local citizens to assure that the local culture is represented in, and supportive of, the school.

28.3	27.2	25.0	13.0	6.5	5.3	10.5	57.9	21.1	5.3
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

82. Teachers should be available outside regular class time to help students, including staying after normal working hours.

9.9	11.0	6.6	33.0	39.6	3.5	11.8	40.0	34.1	10.6
-----	-----	-----	-----		-----	-----	-----	-----	
1	2	3	4	5	F	D	C	B	A

Please complete the following statement as the last mark you would give the school.

83. If I were to describe my OVERALL feelings about the school, I would say that I am

25.3 VERY SATISFIED

56.0 SATISFIED

12.1 SOMEWHAT SATISFIED

1.1 NEUTRAL

4.4 SOMEWHAT DISSATISFIED

1.1 DISSATISFIED

0.0 VERY DISSATISFIED

The last questions ask you to supply information about yourself in order for us to process the ratings you have noted.

84. School: Argentina 17.7; Chile 20.8; Brazil 25.0; Uruguay 36.5

85. Children in Grades _____

86. Marital Status

6.5 SINGLE PARENT

93.5 MARRIED

87. Parent completing the questionnaire:

40.2 MOTHER

40.2 FATHER

19.6 BOTH TOGETHER

88. What is your date of birth? Mean: 44 years old

16.7 under 40

54.2 40-49

29.2 50+

89. Of what country are you a citizen? U.S 46.7; Host 31.5; Other 21.7

90. What language do you speak at home? English 53.8; Spanish 69.2; Portuguese 9.9; Other

20.9

91. Counting this school year as 1, how many years has your family lived outside your home country?

16.3: 0

7.6: 1-2

13.0: 3-4

5.4: 5-6

57.6: MORE THAN 6

92. Counting this school year as 1, how many years has your child been attending this school?

37.4: 1-2

23.1: 3-4

39.6: MORE THAN 4

93. What is YOUR ultimate goal for your child's education?

72.5: UNIVERSITY IN THE U.S.A.

7.7 :THE LOCAL NATIONAL UNIVERSITY

15.4 :UNIVERSITY IN ANOTHER COUNTRY

0.0 :FINISH HIGH SCHOOL TO START WORKING

4.4 :OTHER (PLEASE SPECIFY) _____

94. Including this school, how many schools has your child attended in the last five years?

30.4: 1

39.1: 2

30.4: 3 OR MORE

95. What is your highest level of schooling?

0.0 :PRIMARY SCHOOL

15.2 :SECONDARY SCHOOL

52.2 :COMPLETED 4-YEAR UNIVERSITY

32.6 :POST GRADUATE UNIVERSITY DEGREE

96. What is your husband's (or wife's) highest level of schooling?

0.0: PRIMARY SCHOOL

35.6: SECONDARY SCHOOL

38.9: COMPLETED 4-YEAR UNIVERSITY

22.2: POST GRADUATE UNIVERSITY DEGREE

3.3: NOT APPLICABLE

97. By whom is the main wage earner in your family employed?

23.9: A UNITED STATES BASED BUSINESS

31.5: ANOTHER BUSINESS

14.1: THE UNITED STATES GOVERNMENT

31.4: OTHER (PLEASE SPECIFY) _____

98. What is your current annual family income (Please include overseas benefits if applicable)?

31.8: UNDER US\$ 45,000

17.6: US\$ 45,001-US\$ 55,000

16.5: US\$ 55,001-US\$ 65,000

34.1: OVER US\$ 65,000

If you would like to make any further comments, please feel free to do so, continuing onto the back cover if necessary. Thank you very much for your help!

Appendix B: Descriptive Statistics for Questionnaire Responses

The first section deals with the educational philosophy and orientation of the school. How should the school view education?

PROGRAM ORIENTATION

1. The school should have a commitment to a United States-style educational program.

IMPORTANCE			PERFORMANCE		
mean	s	n	mean	s	n
4.576	.815	92	3.878	.716	90

2. The school should have a strong officially-registered national program.

mean	s	n	mean	s	n
3.589	1.405	90	3.146	1.008	82

3. There should be a strong academic emphasis in the school, and preparation for college/university should be the major concern.

IMPORTANCE			PERFORMANCE		
mean	s	n	mean	s	n
4.648	.656	91	3.820	.806	89

4. The school should work to take advantage of its special role as a multicultural school by highlighting awareness of various cultures through special assemblies and events such as an "International Night".

mean	s	n	mean	s	n
4.538	.688	91	3.356	.865	90

5. Competitive athletics should be as important as academics in the program.

mean	s	n	mean	s	n
3.196	1.447	92	3.090	.887	89

6. The school should have sufficient U.S. staff to maintain a U.S. style program.

IMPORTANCE			PERFORMANCE		
mean	s	n	mean	s	n
4.489	.920	92	3.416	.850	89

7. The school should be able to attract and keep the highest quality teachers.

mean	s	n	mean	s	n
4.924	.305	92	3.236	.840	89

8. Good grades should not be given away, and students should really have to work for them.

mean	s	n	mean	s	n
4.815	.417	92	3.787	.746	89

9. The school should require at least two hours of homework nightly.

mean	s	n	mean	s	n
3.413	1.476	92	3.333	.802	87

10. The school should actively seek to teach students such basic traditional values such as honesty and respect.

IMPORTANCE			PERFORMANCE		
mean	s	n	mean	s	n
4.957	.205	92	3.568	.868	88

11. The school's main objective should be to promote an officially-registered national program for all students.

mean	s	n	mean	s	n
2.489	1.406	88	2.878	1.046	74

12. The school should respect the greater experience of the home and church for teaching values.

mean	s	n	mean	s	n
3.932	1.211	88	3.250	.848	84

13. The basic skills in English, mathematics, science, and social studies should be the overriding priority in the school.

mean	s	n	mean	s	n
4.533	.805	92	3.767	.750	90

14. Sex education, including awareness of body parts and their functions and sexually transmitted diseases such as AIDS, should be part of the curriculum.

IMPORTANCE			PERFORMANCE		
mean	s	n	mean	s	n
4.484	.899	91	2.988	.890	83

15. The school should recognize that local teachers can do as adequate a job as U.S.-hired staff and avoid large numbers of teachers from the U.S.A.

mean	s	n	mean	s	n
2.604	1.482	91	3.094	.881	85

16. Art, music, and/or dance should be recognized as important parts of the school program.

mean	s	n	mean	s	n
4.141	.967	92	3.256	.829	90

17. Sex education is a family topic and should be taught in the home.

mean	s	n	mean	s	n
2.472	1.538	89	2.987	.762	75

The next group of items involves the academic program, or the subjects taught in the school. As before, please rate the importance of the items listed.

ACADEMIC PROGRAM

18. The school program should include computer awareness and/or programming.

IMPORTANCE			PERFORMANCE		
mean	s	n	mean	s	n
4.837	.475	92	3.602	.865	88

19. Family life education (including topics such as raising children and family responsibility) should be part of the curriculum.

mean	s	n	mean	s	n
3.824	1.131	91	2.568	.805	81

20. Birth control should be a part of the family life and responsibility curriculum.

mean	s	n	mean	s	n
3.500	1.531	90	2.853	.931	72

21. Instruction in languages other than Spanish and English should be available.

IMPORTANCE			PERFORMANCE		
mean	s	n	mean	s	n
4.435	.929	92	3.012	1.153	86

22. The English program should require demonstration of the mastery of basic grammar and composition skills.

mean	s	n	mean	s	n
4.837	.427	92	3.787	.790	89

23. Literature study and analysis skills should form a major part of the English program.

mean	s	n	mean	s	n
4.647	.691	91	3.750	.777	88

24. All students should be expected to be able to show computational skills in addition, subtraction, multiplication, and division.

mean	s	n	mean	s	n
4.848	.553	92	3.955	.767	89

25. Students should be expected to be able to solve theoretical problems in mathematics.

IMPORTANCE			PERFORMANCE		
mean	s	n	mean	s	n
4.626	.755	91	3.621	.719	87

26. Students should be expected to be able to solve practical problems in mathematics.

mean	s	n	mean	s	n
4.846	.515	91	3.721	.730	86

27. The science program should emphasize experimentation and the scientific method.

mean	s	n	mean	s	n
4.800	.565	90	3.575	.871	87

28. Students should be required to master the basic concepts of geography.

mean	s	n	mean	s	n
4.736	.534	91	3.364	.899	88

29. Students should be expected to show knowledge of the impact of major events in history.

IMPORTANCE			PERFORMANCE		
mean	s	n	mean	s	n
4.835	.373	91	3.471	.760	87

30. Students should be expected to be knowledgeable about current events around the world.

mean	s	n	mean	s	n
4.736	.554	91	3.375	.888	88

31. Students should be schooled in the history of the arts (music, painting, sculpture, drama, etc.)

mean	s	n	mean	s	n
4.121	.976	91	2.966	.809	88

32. Arts appreciation should be considered an important subject area in the school.

mean	s	n	mean	s	n
3.835	1.067	91	3.128	.892	86

33. The performing arts (drama, dance, band, chorus) should be considered as important to the school program.

IMPORTANCE			PERFORMANCE		
mean	s	n	mean	s	n
3.945	1.109	91	3.128	.892	86

34. Teaching the local national language and literature should be a priority in the school.

mean	s	n	mean	s	n
3.889	1.249	90	3.337	.978	86

35. The program should include the opportunity for students to choose from a broad selection of academic elective offerings.

mean	s	n	mean	s	n
4.022	1.236	90	3.186	.775	86

36. Health education, including substance abuse study (drugs, tobacco, alcohol) should be part of the curriculum.

mean	s	n	mean	s	n
4.626	.644	91	3.193	.933	88

37. U.S. History and Government (citizenship education for a democratic society) should be an important part of the school program.

IMPORTANCE			PERFORMANCE		
mean	s	n	mean	s	n
4.319	.868	91	3.535	.645	86

Next, we would like you to rate the importance of areas connected with student life and outcomes in the school. Mark the scale to indicate how important the item is to you as part of your child's education.

STUDENTS

38. Graduates should be able to enter college/university in countries other than the United States.

mean	s	n	mean	s	n
4.516	1.018	91	3.291	.969	86

39. The school should provide career counseling for students.

IMPORTANCE			PERFORMANCE		
mean	s	n	mean	s	n
4.857	.352	91	3.291	.969	86

40. The school should promote social activities for students to help them develop interpersonal and social skills.

mean	s	n	mean	s	n
4.560	.846	91	3.466	.883	88

41. Clubs and other non-athletic activities should be available to the students.

mean	s	n	mean	s	n
4.489	.738	90	3.102	.898	88

42. The school should have access to special psychological counseling services, either on staff or through professional referral.

mean	s	n	mean	s	n
4.256	1.157	90	3.131	.954	84

43. Counseling to help students with personal problems should be available in the school.

IMPORTANCE			PERFORMANCE		
mean	s	n	mean	s	n
4.400	.946	90	3.167	.967	84

44. The school should have a program of college placement counseling whose main goal is to help students enter higher education in the United States.

mean	s	n	mean	s	n
4.626	.740	91	3.560	.986	84

45. The school dress code should be liberal enough to permit individual expression.

mean	s	n	mean	s	n
3.747	1.355	91	3.693	.951	88

46. Discipline should be strictly enforced, up to and including corporal punishment.

mean	s	n	mean	s	n
1.857	1.287	91	3.053	1.106	76

47. Special activities or coursework for advanced students should be available.

IMPORTANCE			PERFORMANCE		
mean	s	n	mean	s	n
4.739	.532	92	3.512	.892	82

48. School discipline needs to be maintained, but staff should not be permitted to spank or otherwise physically punish students.

mean	s	n	mean	s	n
4.587	.996	92	3.776	.943	85

49. Staff should be able, and expected, to identify emotional adjustment problems early.

mean	s	n	mean	s	n
4.615	.628	91	3.212	.773	85

50. Staff should be able, and expected, to identify student learning problems early.

mean	s	n	mean	s	n
4.783	.488	92	3.435	.837	85

51. Services for students requiring special remedial or learning disabled instruction (including English as a Second Language) should be available.

IMPORTANCE			PERFORMANCE		
mean	s	n	mean	s	n
4.626	.825	91	3.733	.887	86

52. There should be a school uniform so that all children dress the same.

mean	s	n	mean	s	n
2.272	1.423	92	3.393	.848	73

53. Teachers should do more than just teach; they should be expected to be involved in helping students adjust socially and psychologically to the school.

mean	s	n	mean	s	n
4.511	.805	92	3.393	.848	89

All schools need a place to function, and the physical facilities available will impact on the program the school offers. What do you feel are the school facilities and characteristics which are most important?

SCHOOL FACILITIES

54. Outdoor play and athletic facilities should be safe.

IMPORTANCE			PERFORMANCE		
mean	s	n	mean	s	n
4.891	.346	92	3.920	.847	88

55. Outdoor play and athletic facilities should be spacious.

mean	s	n	mean	s	n
4.728	.557	92	3.659	1.016	88

56. The schools buildings and grounds should be well maintained and kept "new" looking.

mean	s	n	mean	s	n
4.641	.673	92	4.135	.772	89

57. Indoor play and athletic facilities should be safe.

mean	s	n	mean	s	n
4.924	.267	92	3.933	.809	89

58. Indoor play and athletic facilities should be spacious.

mean	s	n	mean	s	n
4.641	.585	92	3.528	.990	89

59. The school should have a fully equipped computer facility.

IMPORTANCE			PERFORMANCE		
mean	s	n	mean	s	n
4.761	.477	92	3.609	.944	87

60. The laboratory facilities for the physical and biological sciences should be modern and well equipped.

mean	s	n	mean	s	n
4.880	.326	92	3.198	.956	86

61. The laboratory facilities for the physical and biological sciences should be safe places for students to work.

mean	s	n	mean	s	n
4.957	.205	92	3.198	.956	86

62. There should be adequate eating/cafeteria facilities.

mean	s	n	mean	s	n
4.848	.490	92	3.453	.863	86

63. School security, in terms of entry and exit controls, emergency plans and drills, and the like, should be well maintained.

IMPORTANCE			PERFORMANCE		
mean	s	n	mean	s	n
4.924	.305	92	3.956	.873	90

64. The library facility should have a reasonably large collection of books for both student research and for leisure reading.

mean	s	n	mean	s	n
4.956	.206	91	3.770	.859	87

65. The library facility should have a reasonably large collection of books in languages other than English.

mean	s	n	mean	s	n
4.185	1.048	92	3.000	.775	81

66. The school should have an auditorium or similar facility for musical or dramatic presentations, meetings, and the like.

mean	s	n	mean	s	n
4.717	.561	92	3.784	1.129	88

The last part of this section deals with the school administration and the way you feel schools should be run.

SCHOOL ADMINISTRATION

67. School officials should be relatively easy to contact, and problems should be handled in a pleasant, effective manner.

IMPORTANCE			PERFORMANCE		
mean	s	n	mean	s	n
4.935	.248	92	3.831	.920	89

68. Once adjusted for the cost of living, the school's per pupil expenditures should be at least equal to the average for public schools in the United States.

mean	s	n	mean	s	n
4.023	1.283	86	3.014	1.014	70

69. Parents should have a good chance to participate in school decision making by attending meetings, serving on committees and/or the School Board, and the like.

mean	s	n	mean	s	n
4.725	.539	91	3.683	.972	89

70. The school should be respected by important families in the community.

IMPORTANCE			PERFORMANCE		
mean	s	n	mean	s	n
4.322	.970	87	3.683	.941	82

71. The school should have an open admissions policy and accept children in the order in which their parents apply.

mean	s	n	mean	s	n
3.396	1.548	91	3.583	.908	84

72. Teachers should call parents before students are in academic trouble.

mean	s	n	mean	s	n
4.859	.505	92	3.541	.867	85

73. The atmosphere in the school should be warm and pleasant.

mean	s	n	mean	s	n
4.935	.248	92	3.921	.678	89

74. The school should actively encourage the community to participate in the decision-making process.

IMPORTANCE			PERFORMANCE		
mean	s	n	mean	s	n
4.270	1.116	89	3.427	.930	82

75. The school should have a preferential admissions policy for Americans to help maintain the U.S. style program.

mean	s	n	mean	s	n
3.370	1.553	92	3.462	.899	80

76. The counselor should be readily available for conferences with students.

mean	s	n	mean	s	n
4.924	.267	92	3.705	1.041	88

77. The counselor should be readily available for conferences with parents.

mean	s	n	mean	s	n
4.924	.267	92	3.739	.977	88

78. The administrative head of the school should be an American trained in the United States as an educational administrator.

IMPORTANCE			PERFORMANCE		
mean	s	n	mean	s	n
4.565	.929	92	4.267	.710	86

79. The School Board should listen and respond constructively to community concerns.

mean	s	n	mean	s	n
4.633	.694	90	3.376	1.023	85

80. Teachers should be readily available for conferences to discuss student progress.

mean	s	n	mean	s	n
4.870	.615	92	3.989	.776	89

81. The school should have a preferential admissions policy for local citizens to assure that the local culture is represented in, and supportive of, the school.

mean	s	n	mean	s	n
2.424	1.216	92	3.105	.858	76

82. Teachers should be available outside regular class time to help students, including staying after normal working hours.

mean	s	n	mean	s	n
3.813	1.333	91	3.365	.949	85

Please complete the following statement as the last mark you would give the school.

83. If I were to describe my OVERALL feelings about the school, I would say that I am

__1__ VERY SATISFIED

__2__ SATISFIED mean 1.934

__3__ SOMEWHAT SATISFIED s .519

__4__ NEUTRAL n 90

__5__ SOMEWHAT DISSATISFIED

__6__ DISSATISFIED

__7__ VERY DISSATISFIED

Appendix C: Discrepancy Scores

PROGRAM ORIENTATION

1. The school should have a commitment to a United States-style educational program.

mean: 0.733 standard deviation: 0.909

2. The school should have a strong officially-registered national program.

mean: 0.561 standard deviation: 1.603

3. There should be a strong academic emphasis in the school, and preparation for college/university should be the major concern.

mean: 0.807 standard deviation: 0.969

4. The school should work to take advantage of its special role as a multicultural school by highlighting awareness of various cultures through special assemblies and events such as an "International Night".

mean: 1.191 standard deviation: 0.928

5. Competitive athletics should be as important as academics in the program.

mean: 0.124 standard deviation: 1.536

6. The school should have sufficient U.S. staff to maintain a U.S. style program.

mean: 1.079 standard deviation: 1.180

7. The school should be able to attract and keep the highest quality teachers.

mean: 1.685 standard deviation: 0.899

8. Good grades should not be given away, and students should really have to work for them.

mean: 1.034 standard deviation: 0.832

9. The school should require at least two hours of homework nightly.

mean: 0.172 standard deviation: 1.159

10. The school should actively seek to teach students such basic traditional values such as honesty and respect.

mean: 1.386 standard deviation: 0.928

11. The school's main objective should be to promote an officially-registered national program for all students.

mean: -0.270 standard deviation: 1.520

12. The school should respect the greater experience of the home and church for teaching values.

mean: 0.702 standard deviation: 1.200

13. The basic skills in English, mathematics, science, and social studies should be the overriding priority in the school.

mean: 0.756 standard deviation: 0.964

14. Sex education, including awareness of body parts and their functions and sexually transmitted diseases such as AIDS, should be part of the curriculum.

mean: 1.578 standard deviation: 1.221

15. The school should recognize that local teachers can do as adequate a job as U.S.-hired staff and avoid large numbers of teachers from the U.S.A.

mean: -0.482 standard deviation: 1.571

16. Art, music, and/or dance should be recognized as important parts of the school program.

mean: 0.889 standard deviation: 1.043

17. Sex education is a family topic and should be taught in the home.

mean: -0.535 standard deviation: 1.417

ACADEMIC PROGRAM

18. The school program should include computer awareness and/or programming.

mean: 1.227 standard deviation: 1.417

19. Family life education (including topics such as raising children and family responsibility) should be part of the curriculum.

mean: 1.383 standard deviation: 1.328

20. Birth control should be a part of the family life and responsibility curriculum.

mean: 1.028 standard deviation: 1.670

21. Instruction in languages other than Spanish and English should be available.

mean: 1.453 standard deviation: 1.386

22. The English program should require demonstration of the mastery of basic grammar and composition skills.

mean: 1.056 standard deviation: 0.884

23. Literature study and analysis skills should form a major part of the English program.

mean: 0.875 standard deviation: 0.842

24. All students should be expected to be able to show computational skills in addition, subtraction, multiplication, and division.

mean: 0.910 standard deviation: 0.834

25. Students should be expected to be able to solve theoretical problems in mathematics.

mean: 0.989 standard deviation: 0.883

26. Students should be expected to be able to solve practical problems in mathematics.

mean: 1.116 standard deviation: 0.860

27. The science program should emphasize experimentation and the scientific method.

mean: 1.230 standard deviation: 0.997

28. Students should be required to master the basic concepts of geography.

mean: 1.364 standard deviation: 0.985

29. Students should be expected to show knowledge of the impact of major events in history.

mean: 1.356 standard deviation: 0.849

30. Students should be expected to be knowledgeable about current events around the world.

mean: 1.375 standard deviation: 1.021

31. Students should be schooled in the history of the arts (music, painting, sculpture, drama, etc.)

mean: 1.159 standard deviation: 1.277

32. Arts appreciation should be considered an important subject area in the school.

mean: 0.932 standard deviation: 1.239

33. The performing arts (drama, dance, band, chorus) should be considered as important to the school program.

mean: 0.826 standard deviation: 1.257

34. Teaching the local national language and literature should be a priority in the school.

mean: 0.581 standard deviation: 1.459

35. The program should include the opportunity for students to choose from a broad selection of academic elective offerings.

mean: 0.826 standard deviation: 1.441

36. Health education, including substance abuse study (drugs, tobacco, alcohol) should be part of the curriculum.

mean: 1.455 standard deviation: 1.082

37. U.S. History and Government (citizenship education for a democratic society) should be an important part of the school program.

mean: 0.802 standard deviation: 0.905

STUDENTS

38. Graduates should be able to enter college/university in countries other than the United States.

mean: 1.388 standard deviation: 1.473

39. The school should provide career counseling for students.

mean: 1.570 standard deviation: 1.024

40. The school should promote social activities for students to help them develop interpersonal and social skills.

mean: 1.125 standard deviation: 1.143

41. Clubs and other non-athletic activities should be available to the students.

mean: 1.386 standard deviation: 1.198

42. The school should have access to special psychological counseling services, either on staff or through professional referral.

mean: 1.262 standard deviation: 1.300

43. Counseling to help students with personal problems should be available in the school.

mean: 1.286 standard deviation: 1.218

44. The school should have a program of college placement counseling whose main goal is to help students enter higher education in the United States.

mean: 1.048 standard deviation: 1.334

45. The school dress code should be liberal enough to permit individual expression.

mean: 0.057 standard deviation: 1.272

46. Discipline should be strictly enforced, up to and including corporal punishment.

mean: -1.171 standard deviation: 1.700

47. Special activities or coursework for advanced students should be available.

mean: 1.232 standard deviation: 1.010

48. School discipline needs to be maintained, but staff should not be permitted to spank or otherwise physically punish students.

mean: 0.824 standard deviation: 1.424

49. Staff should be able, and expected, to identify emotional adjustment problems early.

mean: 1.412 standard deviation: 0.979

50. Staff should be able, and expected, to identify student learning problems early.

mean: 1.365 standard deviation: 0.962

51. Services for students requiring special remedial or learning disabled instruction (including English as a Second Language) should be available.

mean: 0.907 standard deviation: 1.025

52. There should be a school uniform so that all children dress the same.

mean: -0.822 standard deviation: 2.329

53. Teachers should do more than just teach; they should be expected to be involved in helping students adjust socially and psychologically to the school.

mean: 1.101 standard deviation: 1.158

SCHOOL FACILITIES

54. Outdoor play and athletic facilities should be safe.

mean: 0.977 standard deviation: 0.897

55. Outdoor play and athletic facilities should be spacious.

mean: 1.080 standard deviation: 1.008

56. The schools buildings and grounds should be well maintained and kept "new" looking.

mean: 0.539 standard deviation: 0.893

57. Indoor play and athletic facilities should be safe.

mean: 1.000 standard deviation: 0.839

58. Indoor play and athletic facilities should be spacious.

mean: 1.124 standard deviation: 1.075

59. The school should have a fully equipped computer facility.

mean: 1.161 standard deviation: 1.055

60. The laboratory facilities for the physical and biological sciences should be modern and well equipped.

mean: 1.698 standard deviation: 1.018

61. The laboratory facilities for the physical and biological sciences should be safe places for students to work.

mean: 1.523 standard deviation: 0.878

62. There should be adequate eating/cafeteria facilities.

mean: 1.146 standard deviation: 0.995

63. School security, in terms of entry and exit controls, emergency plans and drills, and the like, should be well maintained.

mean: 0.978 standard deviation: 0.936

64. The library facility should have a reasonably large collection of books for both student research and for leisure reading.

mean: 1.195 standard deviation: 0.887

65. The library facility should have a reasonably large collection of books in languages other than English.

mean: 1.259 standard deviation: 1.243

66. The school should have an auditorium or similar facility for musical or dramatic presentations, meetings, and the like.

mean: 0.989 standard deviation: 1.140

SCHOOL ADMINISTRATION

67. School officials should be relatively easy to contact, and problems should be handled in a pleasant, effective manner.

mean: 1.112 standard deviation: 0.970

68. Once adjusted for the cost of living, the school's per pupil expenditures should be at least equal to the average for public schools in the United States.

mean: 1.000 standard deviation: 1.274

69. Parents should have a good chance to participate in school decision making by attending meetings, serving on committees and/or the School Board, and the like.

mean: 1.045 standard deviation: 1.097

70. The school should be respected by important families in the community.

mean: 0.695 standard deviation: 1.108

71. The school should have an open admissions policy and accept children in the order in which their parents apply.

mean: -0.190 standard deviation: 1.632

72. Teachers should call parents before students are in academic trouble.

mean: 1.318 standard deviation: 0.991

73. The atmosphere in the school should be warm and pleasant.

mean: 1.022 standard deviation: 0.690

74. The school should actively encourage the community to participate in the decision-making process.

mean: 0.915 standard deviation: 1.425

75. The school should have a preferential admissions policy for Americans to help maintain the U.S. style program.

mean: -0.037 standard deviation: 1.382

76. The counselor should be readily available for conferences with students.

mean: 1.227 standard deviation: 1.069

77. The counselor should be readily available for conferences with parents.

mean: 1.193 standard deviation: 0.981

78. The administrative head of the school should be an American trained in the United States as an educational administrator.

mean: 0.349 standard deviation: 0.917

79. The School Board should listen and respond constructively to community concerns.

mean: 1.282 standard deviation: 1.191

80. Teachers should be readily available for conferences to discuss student progress.

mean: 0.888 standard deviation: 0.994

81. The school should have a preferential admissions policy for local citizens to assure that the local culture is represented in, and supportive of, the school.

mean: 0.720 standard deviation: 1.547

82. Teachers should be available outside regular class time to help students, including staying after normal working hours.

mean: 0.424 standard deviation: 1.499

Appendix E: Parent Letter in English

November 15, 1987

^1 ^2
^3
^4

Dear Mr. and Mrs. ^2,

American and international schools around the world are striving to provide the best education possible for children. What you, as a parent, expect from the school and how well you feel the school is doing in meeting those expectations are important as schools work to meet the educational needs of the families they serve.

^5 has agreed to participate in a study of the educational priorities and opinions of parents of students in grades 7 through 12 in American Schools in South America. The results of this study will be presented to the school for communication to the community.

Your responses will be kept confidential. Please do not put your name on the questionnaire, but do complete it and return it to the school office at your earliest possible convenience. The number on the questionnaire is to permit us to mark your name off the mailing list when your form is received.

Should you have any questions regarding this study, I would be happy to answer them for you. I can be reached at the Uruguayan American School, Dublin 1785, Carrasco, Montevideo, Uruguay (please call collect: 50 63 16/50 76 81).

Thank you for your time and your assistance with the study.

Sincerely,

William F. Johnston
Director

Appendix F: Parent Letter in Spanish

15 de noviembre de 1987

^1 ^2

^3

^4

Estimados Sr. y Sra. ^2,

Los colegios americanos e internacionales de todo el mundo se esfuerzan en brindar la mejor educacion posible para sus hijos. Lo que Usted, como padre, espera del colegio y sus sentimientos hacia el alcance de esas expectativas son muy importantes para poder asi cumplir con las necesidades educacionales que requieren las familias que asisten al colegio.

^5 ha aceptado participar en un estudio que determinara las prioridades y opiniones educacionales de los padres de alumnos de 7mo a 12vo grado en los colegios americanos de America del Sur. Los resultados de esta encuesta seran presentados a los colegios para ser distribuidos a la comunidad.

Sus respuestas seran confidenciales. Por favor no le ponga su nombre al cuestionario, pero sirvase completarlo y devolverlo a la oficina de ^5 a la mayor brevedad. El numero impreso en el cuestionario nos permitira tachar su nombre de la lista de envios tan pronto lo recibamos.

Si tiene alguna pregunta sobre este estudio, me sera un placer contestarlas. Me pueden ubicar en el Uruguayan American School, Dublin 1785, Carrasco, Montevideo, Uruguay (sirvase llamar a cobrar a los numeros: 50 63 16/50 76 81).

Gracias por su tiempo y su ayuda con este estudio.

Atentamente,

William F. Johnston
Director

**The three page vita has been
removed from the scanned
document. Page 1 of 3**

**The three page vita has been
removed from the scanned
document. Page 2 of 3**

**The three page vita has been
removed from the scanned
document. Page 3 of 3**