AN EXAMINATION OF THE PROBLEMS ASSOCIATED WITH THE RECRUITMENT AND RETENTION OF AMERICAN EXPATRIATE TEACHERS IN THE NEAR EAST-SOUTH ASIA COUNCIL OF INTERNATIONAL SCHOOLS

By

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ABSTRACT

AN EXAMINATION OF THE PROBLEMS ASSOCIATED WITH THE RECRUITMENT AND RETENTION OF AMERICAN EXPATRIATE TEACHERS IN THE NEAR EAST-SOUTH ASIA COUNCIL OF INTERNATIONAL SCHOOLS

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Population

The population of the study was confined to the superintendents of the American-sponsored overseas schools, the international schools, and the company-operated schools within the Near East-South Asia Council of International Schools (referred to as NESA).

Purpose

The purpose of the study was to acquire information on the recruiting procedures used by NESA school superintendents and to identify the problems they face in the recruitment and retention of American expatriate teachers for the NESA schools. Specifically, the purposes of the study were:

1. To acquire information on the experience and qualification of the chief executive officers of the NESA schools and how this relates to teacher recruitment.
2. To gain a perspective on how the recruitment of American expatriate teachers is conducted.

3. To obtain information on certain characteristics of the employing institutions in the NESA geographical area.
4. To obtain information on teacher turnover and the retention of American expatriate teachers.
5. To obtain information on the remuneration program of the NESA institutions and to ascertain how this might affect teacher retention.
6. To explore the orientation programs devised by the institutions for newly recruited expatriate teachers.

Procedures

A survey questionnaire was sent to the superintendents of the NESA schools, to gather information on the problems associated with the recruitment and retention of American expatriate teachers. Information obtained from the instrument was presented in tabular and narrative form. These data were analyzed and provided the basis for the findings and recommendations of the study.

Recommendations

Based on the findings and the observations of this study, the following recommendations were made:

1. A pre-arrival orientation program should be developed and implemented to assist the newly hired American expatriate teacher in adjusting to his new environment.
2. The NESA schools should explore a retirement scheme, which might assist in the retention of teachers.

3. More graduate-level courses should be taught on NESA school campuses, to keep the teachers current and abreast of innovations in their field.
4. The NESA Center should be active in providing information to teachers in the United States about NESA schools, so that they will be aware of vacancies in these schools.
5. The NESA Center should be made aware of all consultants, professors, and textbook representatives coming to the area. The Center should then be responsible for advising the NESA schools of the visits so that the visitors' expertise can be shared with other schools.

ACKNOWLEDGMENTS

One goes through life continuously touching all that surrounds him, and from this touching one learns.

Francis Bacon said: "We see then how far the monuments of wit and learning are more durable than the monuments of power, or of the hands. For have not the verses of Homer continued twenty-five hundred years or more, without the loss of a syllable or letter; during which time infinite palaces, temples, castles, cities have been decayed and demolished?"

My deepest gratitude goes to all of those men and women who have touched my life and made me richer for it. Especially, I wish to thank Dr. Van Johnson, who over a decade patiently guided me with his unique kindness and understanding toward the fulfillment of a dream. So as not to forget the other members of my guidance committee, I wish to thank Dr. Marvin Grandstaff for his perseverance and for exposing me to his keen awareness of life and society; Dr. Richard Featherstone for his positive outlook on life and its effect on others; and Dr. Louis Romano for his genial and joyous attitude toward those around him. These men made the writing of a doctoral dissertation a positive and human event, and from the bottom of my heart I want them to know that my gratitude goes much further than the written word.

My sincere appreciation goes to a special lady who works with me as my secretary. Mrs. Pamela Rollins, who daily must live with my moods, cannot be offered enough thanks for not only bearing with me over the months of preparing the dissertation but also for the countless hours spent in working with me toward this goal.

The men and women who have given so much of themselves to insure that children living away from their home country are guaranteed a quality education can never be given full credit for their efforts. I especially wish to acknowledge and offer my thanks to three men who have assisted me in my career in overseas education: Dr. John Sly for offering me the opportunity to go abroad and for taking a chance on my success; Mr. C. William Schultheis for guiding me in the initial years as an expatriate American educator; and Dr. Frank Cockrell for providing the model, the latitude, and the freedom to grow professionally while overseas.

It is the guidance, the love, the sacrifices, and the faith of my parents and my wife that have enabled me to achieve. Therefore, I wish to dedicate this work to the loving memory of my mother, Helen Oklad Rushcamp, and her challenge for me to succeed; to my father, John Rushcamp; and to the woman who has made it all possible through her faith in mankind, her love for life, and her vision of hope--my loving wife, Sharon.

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CHAPTER I

INTRODUCTION

When an American goes abroad to assume a new position with his corporation, branch of government, charitable organization, or simply as an entrepreneur, he carries a set of values that is deeply embedded in the American tradition. A part of the heritage that an American citizen carries with him overseas is the concept of a free and public education. He will also carry an emphasis on self-realization, the separation of church and state, and a belief in community institutions (5:7).*

In a study conducted by Cleveland, Mangone, and Adams, it was found that the three areas in which American families have the greatest amount of adjustment in an overseas setting are (1) the fear of disease, (2) the chronic worry about schooling, and (3) the frustrations associated with crossing the cultural barrier (3:50).

Many overseas Americans feel "if it is not American, it is not good enough." Cleveland, Mangone, and Adams found that many of these Americans believe that the United States should maintain an around-the-world "education PX" from kindergarten to grade twelve (3:52). Their study further indicated that American government agencies and

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*In this and succeeding references, the first number in the parentheses refers to the numbered references found in the Bibliography; the number after the colon is the page number(s).

companies find it extremely difficult to recruit and retain American employees for foreign assignments unless there is an adequate American school in the community to which they are assigned (3:52).

Americans living abroad constitute approximately 1 percent of the total American population, or the equivalent of those living in the metropolitan Washington, D.C., area (8:1). Were these pupils grouped into a single school district, the system would be among the four or five largest in the United States (18:1). This population can be classified into three general categories: (1) military personnel and their dependents, (2) U.S. government civilian personnel and their dependents, and (3) private-sector civilians and their dependents (8:1).

Engleman and Luebke found in their study that as the number of professional employees overseas increased, the representative sample of overseas American citizens was above average in both education and training (8:3-5). These parents, who often hold positions of leadership and responsibility, expect their children to have educational opportunities superior or equal to their own. Engleman and Luebke stated:

> Wherever Americans live they demand facilities for the education of their children. Just as the early American pioneers who moved westward conquering the land, digging wells, building bridges, and establishing homes saw the great need for establishing schools and hiring teachers for their children, so also have the overseas Americans throughout the world in more recent years selected school boards, rented or constructed school facilities, and put their children to the task of acquiring an education. The American tradition of family life and of keeping the school near the home and under local supervision has also prevailed against heavy odds in every continent of the world (8:5).

Several different types of schools serve Americans overseas; they can be grouped into several categories:

1. Missionary or church-related schools: These are the oldest of the overseas schools, and were designed to serve the local children of the overseas area, the children of the mission, or both. The mission schools represent all Christian denominations and can be found throughout the world.

2. Proprietary schools: These schools are profit-making in nature and are owned and operated by an individual or small group of individuals. For the most part, proprietary schools are found in Europe.

3. Company schools: These schools are organized by companies for their dependents in areas where educational facilities are either inadequate or nonexistent. Company executives normally view such schools as "necessary evils," which must be provided if the company is to attract and retain qualified personnel in remote areas.

4. International schools: These schools are important because they were established by and are composed of multinational groups. The curriculum normally has multinational aspects and is intended to meet the needs of the multinational student body.

5. U.S. Department of Defense overseas dependent schools: This group of schools constitutes the largest overseas school system. The students are exclusively the dependents of overseas-based U.S. military personnel.

6. The American-sponsored overseas schools: These schools, often called "community schools," are the most common and consistent. This category also includes the "international schools."

Generally these schools have had a similar pattern of development. Americans living abroad traditionally tie together the family life and the school. In the event that educational facilities have been either inadequate or nonexistent, parents have undertaken the task of providing the necessary facilities. Basically, their primary motivation stemmed from a keen desire to have their children prepared to enter a U.S. institution of higher education and to avoid sending them to a boarding school.

At the outset, a group of parents would work out a cooperative tutoring program, which normally evolved into a more comprehensive program usually involving correspondence courses. As the group of children grew, a semi-permanent plant was found and a teaching staff would be organized from the number of overseas wives. Generally, the school was managed by a board elected from among the parents. At a later stage, as the school outgrew the knowledge and experience of the community, a professional administrator would be employed and a general institutionalization of the facility would take place.

Most of these parent-cooperative schools were founded by American parents, but as the schools grew and improved, many of the local citizens and "third-country" families recognized the values of an American education for their children, particularly as an advantage to entering U.S. colleges and universities. With the admission of children of the host-country and third-national families, and these

families' inclusion in the governing of the schools, the foundations for the present parent-cooperative, multinational overseas schools were complete (25:7-8).

This study deals with the American-sponsored schools, the international schools, and the company schools of the Near East-South Asia Council of Overseas Schools (NESA). In December 1978 there were 20 member schools in these categories (24).

To generalize or describe the typical American-sponsored overseas school is difficult. The schools vary from a diminutive one with fewer than ten children and a teacher, located in the Amazon basin, to a complex educational institution with several thousand students in a multi-million-dollar plant (8:10-11).

However, as evidenced by the reports of the regional education officers of the Office of Overseas Schools, almost all of the American-sponsored overseas schools do share certain problems and characteristics.

1. The schools are privately controlled, nonprofit, nonsectarian schools basically American or binational in character.

2. The schools are controlled by local school boards drawn from the local parent group, including in many instances citizens of the local country and third countries in addition to Americans.

3. The schools are financed primarily by tuition payments, with additional support from a variety of sources including business and industrial firms, churches, foundations, and government agencies whose dependent children attend the schools; in many instances there is substantial support from local private and government groups.

4. The schools enroll children of Americans and other foreign nationals residing at the post, and wherever local laws permit, children from the host country as well.

5. The language of instruction is English, supplemented in most instances with the language of the host country.

6. The curriculums and methods of instruction are based upon American patterns, with special attention to the language, literature, and social studies of the host country.

7. The administrators and most of the teachers are Americans or American-trained, with a large proportion of staff hired locally from among American dependent wives and qualified local personnel.

8. There is a rapid turnover of personnel in nearly all schools, which tends to weaken stability and continuity in the school program.

9. The student body in nearly every school is constantly changing, thus further emphasizing instability.

10. Distance from the United States makes it difficult, time-consuming, and costly for schools to obtain instructional materials and to keep abreast of developments in American education.

11. Lack of funds, and in many instances, difficult living conditions make recruitment and retention of professional personnel from the United States difficult.

12. Small enrollments in many schools, particularly at the secondary level, make it most difficult and costly for schools to offer comprehensive school programs, and isolation from other American-sponsored schools almost precludes consolidation or cooperation in employing supervisors and specialists (8:11-12).

Need for the Study

Overseas school administrators face basically the same types of problems as their colleagues in the United States. A problem very common to all administrators is the recruitment and retention of top-quality teachers. Not only are the schools of the Near East-South Asia Council of International Schools (NESA) far from recruiting centers, but they also span a large geographical area, stretching from Kathmandu to Athens, from Sana to Kabul. This, in itself,

constitutes a grave problem for the NESA schools in that they are a great distance from a source of teachers.

Once teachers are located and are offered a position, it is then imperative that they be retained beyond their initial contract. Cockrell (31) stated that one of his greatest problems as an overseas school administrator was retaining top-quality teachers on his staff after their initial contract had expired.

The problem of turnover in the overseas school is a critical one. In his study, Mannino stated,

> . . . The turnover among qualified administrators and teachers approaches 50 percent annually. No systematic program of institutional reform or instruction innovation can be built on that soft a personnel base (19:114).

With a high turnover rate in the overseas American school, the recruitment of teachers has become a continuous process. Each year the overseas school administrator must locate, persuade, and transport to the school a high percentage of new faculty members (25:83).

The very essence of a successful school in any setting is the competency of the faculty that interacts daily with children. Because of the inherent problems in recruiting and retaining qualified teachers in American-sponsored schools in the Middle East and South Asia, there seemed to be a pressing need to conduct an examination of this problem. In the present study, an attempt was made to identify the problems in teacher recruitment and retention and to seek ways to eliminate such problems.

Statement of the Problem

The problem was to identify the areas of concern in the Near East-South Asia Council of Overseas Schools (NESA) and further to recommend procedures for eliminating or alleviating some of these areas of concern.

Special attention was given to each of the following categories:

1. The administrator--his experience and qualifications that enable him to select staff.
2. The school--its composition.
3. Recruitment--the overall perspective of how it takes place, with a view toward the background and teaching experiences of the personnel.
4. Teacher orientation--pre-arrival and on-site orientation.
5. Salary and fringe benefits.

The challenges that face overseas schools are often very similar to those faced by schools in the United States. Finance, curriculum development, and recruitment of top-quality teachers, to name a few, are common to both systems. However, the American overseas school faces many problems its counterpart in the United States does not face: It is the focal point of the American community, thus serving as the transition for children and parents alike; it faces the complexities of a diverse and very different cultural setting; and it must deal with a constantly changing student population.

The focus of the study was on the preparation and experience of the administrators selecting teachers for their schools, the

recruitment of American expatriate teachers, the remuneration of the faculty, and the orientation process.

Purpose of the Study

The purpose of the study was to find solutions to many of the problems related to the recruitment of quality teachers and to assist the NESA administrators in their quest for excellence in staffing their schools.

A secondary purpose was to examine the following concerns:

1. The qualifications and experience of the superintendents of the NESA schools and their role in the recruitment and retention of overseas teachers.
2. The role of outside agencies in the recruitment of American expatriate teachers.
3. The development of a teacher-orientation program.
4. The salary and fringe benefits of the American expatriate teachers.
5. The role of the NESA Center in the recruitment of personnel.
6. The role of the school-to-school partner in the recruitment of personnel.

Delimitations and Limitations

This research was delimited to schools in NESA; a further delimitation was the researcher's concentration on only the problems of staff recruitment for these schools.

The study was limited by the amount of available related literature and by the items contained in the measuring instrument sent to the superintendents of NESA schools. A further limitation on the study stemmed from the fact that the instrument was sent to NESA schools in Iran at a time of great internal turmoil in that country; only two of the seven school superintendents in Iran at the time of the study responded to the questionnaire.

Theoretical Basis for the Study

The overseas American school has as its major objective the obligation of providing an American education for the dependents of Americans assigned to overseas posts. Other roles can also be assigned to these schools, depending on the composition of the student body and the school's geographical location.

Theoretically, the overseas school should serve as a showcase of American education; it should exemplify the merits of a democratic educational system. The overseas school should be an example of American community democracy in a foreign environment. The successful operation of the overseas school should directly support American agencies and companies as they recruit personnel for their overseas posts. It is obvious that American agencies and firms will not be able to recruit effectively if there are not adequate overseas schools to educate American children (25:10). Thus American firms and agencies are directly affected by the quality of the school at the overseas post. Likewise, the quality of the school directly depends on the quality of the American expatriate teachers who constitute its faculty.

Methodology

The methodology for the study included (1) a review of the pertinent literature related to the recruitment of teachers for overseas schools and (2) the collection and analysis of data obtained from NESA superintendents on the topics of the administration, retention, orientation, salary, and fringe benefits of teachers at these schools. The data were collected by means of an instrument developed by Tucker (30) and King (16), which was sent to the superintendents of American-sponsored schools in the NESA area. The approach was nonhypothesized descriptive research. Frequencies and percentages were calculated from information provided on the instruments; these data are presented in tabular and narrative form in Chapter IV.

The study was a duplication of the work done by Tucker in 1974 with teacher recruitment in the Association of Colombian-Caribbean American Schools and the Association of American Schools in Central America. Dr. Tucker gave this researcher written permission to duplicate his work. (See Appendices A and B.)

Definition of Terms

The following terms are defined in the context in which they are used throughout the study.

American-sponsored overseas school: A school founded by Americans overseas in areas where local schools did not exist or did not meet the needs of the American community. The curriculum is similar to that in the United States.

ASOS: American-sponsored overseas schools.

Expatriate teacher: A teacher who is hired outside of the host country.

Host country: The country in which the American-sponsored school operates.

Host-country national: A citizen of the country in which the school is located.

Locally hired teacher: A teacher, regardless of nationality, who is hired within the host country.

Near East-South Asia Council of Overseas Schools (NESA): A confederation of 45 American and international schools located in the geographic areas of the world defined by the U.S. Department of State as Near East-South Asia. Included are the following countries:

Abu Dhabi	India	Oman
Afghanistan	Iran	Pakistan
Bahrain	Iraq	Saudi Arabia
Bangladesh	Israel	Sri Lanka
Cyprus	Jordan	Syria
Dubai	Kuwait	Turkey
Egypt	Lebanon	Yemen
Greece	Nepal	

NESA: Near East-South Asia Council of Overseas Schools.

Office of Overseas Schools: The office of the U.S. Department of State charged with the responsibility of coordinating the education for overseas Americans living at overseas posts where there is a State Department population.

School-to-School Project: The pairing of American-sponsored schools with school districts in the United States. This project often is coordinated by the Associate Secretary for International Education of the American Association of School Administrators (AASA)

under a contract with the Office of Overseas Schools. The project is intended to assist the overseas schools in improving their educational progress and in fostering good will between the countries involved in the program (26:15-16).

Superintendent: The duly certified chief school officer of a school or school system.

Third-country national: A citizen of a country other than the host country or the United States.

Organization of the Dissertation

The study is divided into five chapters. Chapter I provides the rationale for the study, which includes an overview of American-sponsored schools in an overseas setting; the need for the study; and a statement of the problem, depicting the challenges of recruiting and retaining quality educators for schools in the Near East-South Asia Council of Overseas Schools. Also contained in Chapter I are the purpose of the study, the limitations placed on it by design as well as by chance, a theoretical basis for the study, and the methodology used in securing the data. Finally, definitions of terms are included to assist the reader in understanding key words and phrases used in the dissertation.

The literature related to American-sponsored overseas schools, with an emphasis on the recruitment and retention of expatriate American teachers, is reviewed in Chapter II.

Described in Chapter III are the setting of the study, the schools of NESA, the methodology, and pertinent information about the questionnaire.

Chapter IV contains an analysis of the data collected by means of the research instrument.

A summary of the study, the findings, implications, and recommendations are included in Chapter V.

CHAPTER II

REVIEW OF RELATED LITERATURE

The Overseas American

Americans who choose to go abroad to work come from all types of families and from every region of the United States. They mature like all other Americans: They are taken to church, are bussed to school, play football, have dates, go to war, get married, and have children. At some time during that maturation process, they decide to go overseas to work and live. At what stage in their lives do they make such a decision and why? (3:8).

According to Cleveland, Mangone, and Adams, 32.5 percent of the respondents in their study stated they chose overseas positions to improve themselves professionally or because they believed they could be of more service than would be possible in America. Another 32.1 percent said they wished to resume contacts with friends or family abroad. Most of these respondents were people who remembered stories told by family friends returning from far-off places or who could directly trace their heritage to another continent. Respondents also frequently cited three other motives for choosing overseas positions: wartime experience abroad, previous travel or a special love for travel, and the lure of other countries that had been gained through studying or reading. Less-often-mentioned reasons, but often

implicit in other responses, were financial gain, escape, and mere accident (3:9).

Cleveland and his associates concluded that the most common motives that draw people overseas seem to be a sense of vocation, the desire to leave an incompatible environment, and the lure of financial rewards (3:14). The authors went on to state:

> An equally compelling motive is the desire of many Americans, apparently frustrated in their drive to make a contribution at home, to feel that they are needed. In many countries the very environment which repels some Americans--poverty, dirt, disease, ignorance, misunderstanding of America, primitive methods of work--calls others to a mission of uplift and reform. The greater the need, the more intense can be the desire to bring modern techniques, better explanations of United States foreign policy, better schools and hospitals, more food for the starving. The greater the odds against success, the more noble the effort to overcome them. We are accustomed to this paradox in the case of churchmen. What is less commonly known is the existence of a similar sense of service among the practitioners of such worldly professions as private investment, military training, and public administration. The advertising copy writer who first suggested that recruitments for national service could be publicized under the slogan "The U.S. Needs YOU" was tugging at a universal heartstring (3:14-15).

In another study, conducted by Gonzalez and Negandi (cited in Miller and Cheng, n.d.), it was found that the following motives were influential in subjects' decisions to accept an overseas assignment: the opportunity for advancement and recognition, the desire to travel and live abroad, and the desire for an international business (23:4).

Engleman and Luebke found that the occupational classifications for both government and private-sector civilian employees overseas represent a select group of individuals, who are above average in terms of education and training and who are primarily in positions

of responsibility and leadership. These researchers found that there were practically no laborers, farm workers, or service workers and only a few operatives among these overseas employees. It should be noted that these occupational designations constitute a large percentage of the typical American population (8:5).

In 1970, it was found that approximately half of the overseas employees, in both government and the private sector, held college degrees; in addition, 25 percent of the government employees and 33 percent of the private-sector employees held advanced degrees (17:9).

The education that these Americans seek for their children is not unlike that demanded by similar population groups in the United States. According to Luebke,

> Americans living at home have come to take it for granted that free, public education should be available for their children, but that portion of the American population which lives abroad--nearly one percent of the total--cannot take American-style educational opportunities for granted (17:10).

Historical Perspective of Overseas Schools

When looking back at the history of American education, one learns that the early colonial methods of education were replicas of those practiced in English schools. Even though education was mandated, few colonial children attended school at all, or at the most for only a very few years.

Following the birth of the United States of America, the states, realizing that separate, private, and religious schools could not provide for a new democracy, organized systems of public schools

that would be open and free to everyone. A system was organized whereby elementary schools taught fundamentals, high schools offered a comprehensive program for vocational or further academic development, and state universities emphasized the development of leaders in a wide variety of disciplines.

Hence the United States, once a follower in evolving educational programs, became a leader in establishing educational technology and methodology. The new nation placed its emphasis on mass education, financed by taxing its citizens, and sought to develop educated people who would contribute directly to the progress of the country. Throughout America's relatively short history, educators have continued to pursue these basic ideals (25:1).

What, then, does America owe her young citizen who happens to live abroad and must compete educationally with his peers at home? What type of educational system is in operation overseas?

The first overseas American school was established in Mexico City, where in 1888 the American School Foundation opened its doors to American students (1:3). This cooperative effort has continued to grow; in the 1977/78 academic year, the American School Foundation provided staff, facilities, and a curriculum program for 1,268 U.S. citizens, 1,313 Mexican citizens, and 140 children of other nationalities (18).

After the European colonial empires disintegrated, the newly founded independent nations arose, each seeking diplomatic recognition. As a result, the U.S. Department of State, through its diplomatic corps, established many embassies throughout these former colonies.

The presence of a large number of Americans living abroad created a need for more overseas schools. Along with this trend came new foreign policies, established to assist developing nations with financial aid and the expertise to run the financial assistance programs. Of considerable importance were U.S. government agencies, such as the Agency for International Development (AID) and the U.S. Information Agency, which added to the swelling numbers of American families overseas (9:1).

Even though American overseas schools had an early beginning, of the 140 schools assisted by the Department of State in 1975, only 17 existed before World War II and of these, only 7 were outside the Western Hemisphere. (See Table 2.1). Eight schools, all in the American republics,* were established during the war; the remainder were founded after the war (17:15). In 1977/78, 148 schools in 88 countries were assisted by the Office of Overseas Schools, with a combined operating budget of $135 million (18:1-2).

The Office of Overseas Schools (A/OS) is an outgrowth of a joint venture in 1964 by the Department of State and the Agency for International Development. In July of that year, A/OS was officially founded and it was located organizationally within the administrative branch of the Department of State. Dr. Ernest Mannino was named as the first Director, a position he still holds (8:37).

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*An in-depth study on these eight schools can be found in J. Manual Espinosa, Inter-American Beginnings of U.S. Cultural Diplomacy, 1936-1948 (Washington, D.C.: Bureau of Educational and Cultural Affairs, U.S. Department of State).

Table 1.--Number of American-sponsored overseas schools, by region, established during various periods.

Region	Number of Schools	Date of Establishment						
		Before 1900	1900-1919	1920-1939	1940-1949	1950-1959	1960-1969	1970-1975
American Republics	48	1	1	8	13	18	6	1
Europe	37	1	1	..	5	9	19	2
Africa	20	..	..	..	1	3	14	2
Near East/ South Asia	18	..	2	..	..	9	5	2
East Asia	17	..	1	2	1	7	4	2
All regions	140 (100.0%)	2 (1.4%)	5 (3.6%)	10 (7.1%)	20 (14.3%)	46 (32.9%)	48 (34.3%)	9 (6.4%)

The schools assisted by the A/OS are not operated or controlled by the U.S. government.

> Ownership and policy control are typically in the hands of associations of parents of the children enrolled, who elect a school board to supervise the superintendent or headmaster whom the board chooses to administer the school. . . . All schools are subject in varying degrees and with varying effects to host-country laws and regulations pertaining to educational practices and the like (18:2).

According to Orr, some of the common characteristics of the American-sponsored overseas schools are as follows:

1. The ASOS are non-profit, non-sectarian institutions.

2. Most of them are urbanly located, in the capitals or major cities.

3. A system of local control and management is maintained. Three main types of governance are found:

   a. a self-perpetuating association composed of share- or stock-holders, such as a board of trustees or foundation

   b. a school board elected by the local patrons of the school or by the trustees or foundation

   c. a school board composed of parents elected by the parents who are members of a parent-cooperative

   In these cases, the governing boards are usually composed of both U.S. citizens and nationals of the host-country. U.S. members are usually in the majority and other nationality groups sometimes participate.

4. The schools have a binational or multi-national composition. The student body is composed of Americans, host country nationals, and third country nationals. (A few countries exclude nationals, a few also exclude anyone except U.S. citizens.)

5. The schools are financed mainly by tuition and fees. Additional support may come from:

   a. business and industrial concerns

   b. foundations

   c. U.S. government agencies

   d. local, private, and government groups

   e. individual donations

The increasing costs of operating a school have necessitated that tuition rates be at such a level that they make nearly impossible the attendance of children from middle or lower socio-economic groups. This has caused the student body to be composed of children coming mainly from the upper socio-economic classes. However, scholarships are offered by some schools, often through U.S. government grants or as required by national law.

6. The curricula of the schools are American with attention given to the language, social studies, and culture of the host country. Often, this attention is minimal. American methods of instruction are used as well as American textbooks and instructional materials. English is the language of instruction, but courses or special classes are offered in the language of the host country. Many schools offer the national curriculum in addition to the American curriculum, especially in Latin America.

7. Most of the teachers are American or American-trained, but a large proportion of staff is hired locally from American dependent wives and local qualified personnel (25:8-9).

Young (cited in Orr, 1974) stated that the American abroad has the potential to promote international understanding in a variety of ways. American overseas schools have the potential to:

. make classmates and close friends out of future international leaders

. serve as an important agency for local community activity and improvement

. promote programs designed to facilitate the achievement of international objectives and serve as a laboratory for multi-cultural curriculum development

. provide the United States with a large corps of American youth who have knowledge of the languages and cultures of the homes abroad, and who thus represent a youth group with the potential for international service and leadership

. provide the U.S. culture with teachers who have had peacetime overseas teaching experience and multi-cultural orientation

. serve as an ideal overseas assignment center for teachers in American school systems who would benefit from international experience and who would greatly enrich their schools upon their return

. serve as a training ground for student teachers of American colleges and universities to provide multi-cultural experiences for prospective teachers (25:10-11).

Orr (cited in Tucker, 1974) reported that in the beginning the teachers in American schools overseas were housewives who felt they could better spend their time teaching children in the community. Sometimes these women held degrees and were certified teachers with stateside teaching experience. More often than not, however, they were inexperienced and had little if any professional training (30:22).

Compensation and Benefits

Salaries and fringe benefits offered educators going abroad to teach vary greatly and are directly dependent upon the financial position of the various schools. Although a salary schedule can be obtained from each overseas school, it very often is not a meaningful tool with which to work. Other data such as the local cost of living, local rate of inflation, and local tax status must be taken into account when studying the various salary scales (17:21).

Table 2.2, taken from Leubke's work, offers a mean distribution of salaries paid to U.S.-recruited teachers in 1974-75 (17:24-25). It must be emphasized that only base salary data are presented in this table. Most overseas schools offer some additional benefits such as housing, utilities, international travel, air or surface shipment of personal effects, local tax relief, insurance program, and free tuition for dependent children. There is no semblance of uniformity to the fringe benefits, however. As Luebke stated, "It is evident from examination of the statistical reports from the schools

Table 2.--Percent distribution of means of salaries[a] paid to U.S.-recruited teachers[b] in American-sponsored overseas schools with enrollments of 300 and above which have U.S.-recruited chief administrators, and of mean of salaries paid to teachers in a random sampling of U.S. public school systems with enrollments from 300 to 2,499; 1974-75.[c]

Salary Class	Region							
	Overseas							
	American Republics	Europe	Africa	Near East/ South Asia	East Asia	Total Overseas	Total Overseas Except American Republics[d]	United States
Less than $ 8,000	76.7	8.3	28.6	25.0	14.3	45.3	17.6	7.8
$ 8,000 to $ 8,499	3.3	8.3	..	25.0	..	6.2	8.8	10.2
$ 8,500 to $ 8,999	10.0	..	28.6	12.5	28.6	12.5	14.7	8.6
$ 9,000 to $ 9,499	6.7	25.0	..	..	..	7.8	8.8	10.2
$ 9,500 to $ 9,999	..	..	14.3	..	14.3	3.1	5.9	10.9
$10,000 to $10,499	..	..	14.3	..	..	1.6	2.9	12.5
$10,500 to $10,999	..	25.0	..	..	14.3	6.2	11.8	16.4
$11,000 to $11,499	..	8.3	..	..	..	1.6	2.9	8.6
$11,500 to $11,999	..	..	..	..	..	..	..	3.1
$12,000 to $12,499	..	..	..	12.5	14.3	3.1	5.9	3.9
$12,500 to $12,999	..	16.7	..	12.5	..	4.7	8.8	1.6
$13,000 to $13,999	..	..	..	..	..	..	..	1.6
$14,000 to $14,999	3.3	8.3	..	12.5	..	4.7	5.9	1.6
$15,000 to $15,999	..	..	14.3	..	14.3	3.1	5.9	2.3
$16,000 to $16,999	..	..	..	..	..	..	..	.8
$17,000 or more	..	..	..	..	..	..	..	..
Total	100.0	99.9	100.1	100.0	100.1	99.9	99.9	100.1
Number of Schools	30	12	7	8	7	64	34	128
Mean	$ 6,381	$10,572	$ 9,629	$ 9,826	$10,493	$ 8,402	$10,186	$10,156
Median	$ 6,230	$10,735	$ 8,794	$ 8,406	$ 9,805	$ 8,245	$ 9,611	$10,100
Range--Low	$ 3,198	$ 6,500	$ 6,789	$ 6,419	$ 7,790	$ 3,198	$ 6,419	$ 6,875
High	$14,700	$14,570	$15,178	$14,691	$15,316	$15,316	$15,316	$16,065

[a]Data include base salary amounts only. Such perquisites as housing, international travel, and the like are provided in addition to base salary in most cases, adding substantially to costs of staff recruitment. In an extreme example, a teacher receiving a base salary of $10,698 received housing, international travel, free tuition for dependents, and the like, which cost the school an additional $17,452 or 163 percent of base salary.

[b]Includes counsellors, librarians, and department heads.

[c]Data drawn from Educational Research Service, Salaries Paid Professional Personnel in Public Schools, 1974-75. Arlington, Virginia: Educational Research Service, Inc., 1975, p. 24.

[d]Because the data show the salaries in the American Republics as a region to be low when compared to the other regions, this column has been added to facilitate comparison of the other regions with schools in the United States.

offering the lowest base salaries also offer little or nothing in terms of 'extras'" (17:27).

The 1969 edition of Luebke's work included the following passage, which he quoted in a more recent edition to point out that, in general, there has been considerable improvement in the compensation of U.S.-recruited teachers:

> The salary data suggest, however, that average salaries in overseas schools are low when compared to the average salaries in the United States. Unweighted salary figures for 1968-69 indicate an average annual salary for professional staff (including the costs of international travel, housing differentials, and the like) of $6,749, a figure which ranks somewhat below the national U.S. average figure of $7,908. That salaries in overseas schools are increasing, however, would seem to be suggested by an Office of Overseas Schools study of financial data provided by 26 selected overseas schools in all regions of the world. The data indicate that in these schools the average increase in expenditures for instructional staff salaries from 1967-68 to 1968-69 was 20.9 percent as compared to a U.S. average increase for these expenditures of only 6.8 percent. Recent experience indicates that even though the numerous attractions of overseas service compensate in many ways for lower salary levels, overseas schools, particularly at "hardship posts," must continue to increase salary levels if they hope to remain competitive in the U.S. teacher market (17:26).

Despite the fact that a great many overseas schools are far from being "competitive in the U.S. teacher market," the data gathered by Leubke suggest that the salary issue is not as great a problem in the recruitment of U.S.-trained teachers as it once was (17:26).

Orr stated that "Many of the problems of recruiting and retaining overseas personnel find their source in the salary schedule of the overseas schools" (25:85).

Mannino studied the compensation of overseas teachers, according to geographic region and nationality. He commented on his findings:

> Clearly, U.S. teachers in the ASOS are under-compensated in relation to their peers in the United States. Moreover, they were compensated at different levels depending on the size of the institution in which they taught and the region of the globe in which they resided (18:85).

Additionally, in 65 percent of the American schools the reported salaries were lower than those of other American employees in the host country (19:69).

As a result of his study of binational schools in Venezuela and Colombia, McWhorter (cited in Orr, 1974) stated:

> There are many teachers and administrators who will accept small salaries so that they may have the experience of living abroad. In general however, the employment and retention of efficient teachers must be accomplished by salaries that are commensurate with the services they render, adequate to maintain a satisfactory standard of living and comparable to salaries paid employees in other occupations and professions in the area (25:86).

McGugan (cited in Orr, 1974) found that financial support to attract and retain teachers varied widely from school to school. As one of the guidelines for judging the "adequacy" of overseas schools, he suggested that:

> . . . the school should provide for such conditions of employment as will make possible the employment and retention of the professional personnel necessary to its program. This implies the responsibility for providing a good teaching environment, adequate compensation, community status as a professional and opportunities for professional advancement (25:87).

Orr and Sequist (cited in Orr, 1974) asserted:

> . . . The need to raise all salaries to a reasonable level, in addition to meeting rising living costs, poses substantial financial responsibilities for the schools. Moreover, the decision to provide quality education must result in the determination to support adequate faculty salaries. In the search for excellence, provision of satisfactory salaries at the staff as well as the administrative level is imperative.

> Benefits to teachers must be viewed as another means of achieving faculty quality. Benefits which provide additional reasons for accepting appointment to the staff promote effective recruiting. In addition, benefits may help teachers to adapt to a new living environment effectively and result in a more productive staff.
>
> . . . It must be remembered that staff members may have forfeited insurance, pension, social security, and similar benefits to work in the binational schools (25:91).

NESA and Its Schools

"Perhaps the most accurate generalization regarding overseas schools is that it is not possible to generalize about them" (17:28). This statement certainly is true with regard to size: Overseas schools range from tiny schools such as the one in Peking with four students, to the Tehran American school with 3,170 children attending class at one time (18:1). The schools of the NESA area enrolled 12,977 students in the 1977/78 academic year, which represented 15.9 percent of the total enrollment for schools receiving assistance from the Department of State (18:4). However, these figures do not represent all NESA schools, as several are not listed in the State Department Fact Sheets. For example, in Saudi Arabia, the Riyadh International School has approximately 1,600 (33) students and the Aramco School has approximately 2,400 (32) students, and neither receives State Department assistance.

The curriculum in overseas schools is basically American, with a core of subjects intended to prepare students to enter American institutions of higher learning. A notable characteristic of overseas schools is that they have made use of their location abroad to provide an excellent program of foreign language instruction, the study of local mores and folkways, and an avenue for a wider world view (18:2).

Upon formal establishment of the Office of Overseas Schools in 1964, the world was divided into eight administrative regions, one of which was the Near East-South Asia area. In 1965, the Office of Overseas Schools appointed a regional education officer to the NESA area, who served as a link with American education in the United States. The NESA schools at that time embraced a variety of difficulties. Accessible materials were limited, and faculty members' qualifications were widely varied.

In 1968, the Near East-South Asia Council of Overseas Schools (NESA) was founded, under the direction of its regional education officer, Dr. Gordon Parsons (4:2-3). Cockrell stated:

> From a simple beginning, with seven or eight chief school officers sitting around a table in Tehran, Iran, NESA has evolved into a sophisticated, complex structure. . . . The annual NESA administrative conference has become an integral part of the organization.
>
> Two hundred NESA chief school officers, support administrators, educators, and interested stateside friends of overseas education attend the fall conference. Each March, a NESA teachers' conference draws an attendance of five hundred. The organization of NESA has expanded to such proportions that a full-time executive secretary has been employed to administer the affairs of the association.
>
> In 1976, Dr. Gordon Parsons challenged the NESA chief school officers to step forward and make NESA a truly viable international leadership organization in education. He suggested that a permanent center be established to carry out the present activities and also to respond to the increased demands of quality education in overseas schools. In 1977, the NESA chief school officers accepted the challenge, and located the executive secretary and offices in Athens, Greece to coordinate the conferences and newsletters for the NESA member schools (4:3-4).

Since moving to Athens and under the direction of the new Executive Director, Dr. Stanley Haas, the NESA Center has broadened its scope to sponsor teacher workshops and establish a professional

library to be used by member schools. Plans for the future are being concentrated on the following specific goals:

1. The coordination of consultant sharing.
2. High-quality conferences for teachers and administrators.
3. Seminars and workshops.
4. The exchange of information between member schools.
5. In-service programs (13:23).

School-to-School Program

The Association for the Advancement of International Education (AAIE) grew out of the involvement of administrators from overseas schools with their school-to-school partners. Composed of American school administrators, AAIE serves as the advisory board to school-to-school projects throughout the world. Through the work of AAIE, the needs of American schools abroad were brought to the attention of the American Association of School Administrators (AASA). As a result, the AASA entered into a contract with the Office of Overseas Schools for the development of the School-to-School Program (30:26). The aim of the program was to pair a stateside school district with an American-sponsored overseas school. Patterson pointed out that:

> . . . The rationale for such pairings pointed toward transcending the gap between the host country's culture and that of the United States, promoting mutual respect and understanding between the citizens of the host country and citizens of the United States, especially the children, and providing a vehicle for the international exchange of educational and cultural ideas (27:27).

The first of these relationships began in 1964 at the annual meeting of the AASA. Twenty-five school-to-school projects were

initiated as a means of assisting American overseas schools. The emphasis was on providing services for the overseas schools, with the stateside partner receiving secondary benefits that might accrue from the international involvement of its administrators and teachers (30:25-26).

During 1965, after the AAIE Conference in Atlantic City, the following school-to-school pairings were arranged and the program moved ahead at a fast pace (27:28-30):

Abroad	U.S.A.
Africa	
Tunis, Tunisia	Glen Falls, New York
Monrovia, Liberia	Ithaca, New York
Lagos, Nigeria	Tacoma, Washington
Cairo, U.A.R.	Austin, Texas
Near East-South Asia	
Tel Aviv, Israel	St. Claire Shores, Michigan
Tehran, Iran	Tucson, Arizona
Kabul, Afghanistan	Cheyenne, Wyoming
New Delhi, India	Bucks County, Pennsylvania
Far East	
Tokyo, Japan	Portland, Oregon
Manila, Philippines	St. Louis, Missouri
Bangkok, Thailand	Fontana, California
Singapore, Singapore	Montgomery County, Maryland
Caribbean Areas	
Mexico City, Mexico	Flint, Michigan
Guatemala City, Guatemala	Memphis, Tennessee
San Salvador, El Salvador	Boston, Massachusetts
San Jose, Costa Rica	Grand Forks, North Dakota

Abroad	U.S.A.
South America	
Lima, Peru	Webster Groves, Missouri
La Paz, Bolivia	Little Rock, Arkansas
Cochabamba, Bolivia	Bucks County, Pennsylvania
Buenos Aires, Argentina	Bucks County, Pennsylvania
Sao Paulo, Brazil	Westchester County, New York
Rio de Janeiro, Brazil	Corpus Christi, Texas
Recife, Brazil	Pasadena, California
Baranquilla, Colombia	Huntsville, Alabama
Bogota, Colombia	Newton, Massachusetts
Guayaquil, Ecuador	Chalmette, Louisiana
Europe	
Stockholm, Sweden	St. Paul, Minnesota
Rotterdam, Netherlands	Holland, Michigan
Madrid, Spain	Roanoke, Virginia
Rome, Italy	Chattanooga, Tennessee
Bucharest, Rumania	Whiteland, Indiana
Belgrade, Yugoslavia	Pittsford, New York
Vienna, Austria	Baltimore County, Maryland
Warsaw, Poland	Lexington, Massachusetts
Athens, Greece	Wilmington, North Carolina

The AASA hired an associate secretary to administer the activities listed in the contract. Counce (cited in Tucker, 1974) stated the following objectives were established for the U.S.-based schools:

1. To assist the overseas schools in developing and operating adequate programs of in-service education.
2. To assist overseas schools with recruitment of faculty.
3. To assist overseas schools in planning and implementing programs for international exchange of teachers and students.
4. To provide leadership opportunities that will contribute to the in-service growth of individual administrative, supervisory and teacher personnel. . . .
5. To provide leadership opportunities for classroom teachers through their involvement in consultative services, curriculum development, development of student activities, and their contribution to local and regional in-service education programs. . . .

6. To provide opportunities for professional growth through the utilization of curriculum and personnel resources evolving from participation in the program (30:26-27).

On the other hand, the objectives for the American-sponsored overseas schools were to:

1. Promote mutual respect and understanding between the citizens of the host country and citizens of the United States.
2. Provide educational experiences for young people and adults which help interpret one another's culture.
3. Provide broad, bilingual educational programs which may lead the students into business and commercial activities meaningful to United States interests both in the host country, as well as in the United States.
4. Provide leadership in educational practices by utilizing and demonstrating modern methods of educational instruction, and through democratic organization, operation, and administration of the schools.
5. Contribute to civic, cultural and recreational needs of the community through adult and special educational programs.
6. Teach English to non-English speaking children.
7. Teach a second language to children from the United States.
8. Provide adequate preparation for students entering institutions of higher learning in the United States.
9. Promote professional relationships between educators of the United States and the host country where the school is located.
10. Provide an image of the best aspects of the culture of the United States.
11. Provide research in education pertinent to the host country where the school is located.
12. Provide a vehicle for the exchange of educational ideas locally, nationally, and internationally (27:14-15).

Kelly (cited in Thomas, 1974) stated that, if administered properly, the American school overseas can become an extension of its partner in the United States. Personnel can be interchanged without concern about tenure; purchasing arrangements for the overseas school can be established; and teaching materials can be exchanged with

cross-cultural experiences. The overseas school, however, must be careful to maintain its own identity and guard against becoming an administrative unit of its stateside partner. Each has a unique character, with individual goals and needs (29:88).

Recruitment of Personnel

"Go overseas, young teacher" has become a modern paraphrase of some American advice from a time gone by. Combining the shrinking employment opportunities for teachers with the broadening horizons of travel, teachers are seeking positions in schools overseas (28:18).

When the American educator signs his contract to go abroad to teach, he suddenly must face one of the most challenging periods of his career. At the outset he is keen to advance the cause of education for children living in a foreign land. However, like any traveler, he will experience a variety of unforeseen challenges.

Mathies (cited in Mathies & Thomas, 1971) wrote that the new teacher arriving at his post may find an abundance of "red tape," currency-exchange predicaments, gastro-intestinal problems, a "foreign" language, and an unfamiliar local attitude toward tipping. In addition, he may face problems at his new school. Perhaps the library or laboratory is ill equipped. For most overseas schools there are long delays in receiving teaching supplies and books. The isolation from professional colleagues and resources in the teacher's area of specialization can also cause frustration (20:5-6).

What makes educators want to go abroad? Spaulding (cited in Mathies & Thomas, 1971) stated that a few individuals seek to conduct

research and study in their own fields or explore educational problems in other countries. Others wish to offer their training and skills to other nations by working in bilateral or multilateral assistance programs. However, most American educators are looking for opportunities to go abroad simply to travel and teach in another country in order to learn something of the rest of the world--its peoples and customs (20:8).

Miller and Cheng, in their research on decision-making processes guiding Americans to accept positions overseas, found that:

> . . . American expatriates who had never worked overseas before accepted their assignments because the overseas post represented an opportunity to meet professional and personal needs. . . . An overseas assignment provides an individual with an opportunity to display one's technical competence in a different set of circumstances and the rewards and advantages coming to the expatriate are perceived to be desirable (23:10).

Thomas (cited in Mathies & Thomas, 1971) reported that the recruitment, employment, and displacement of teachers coming abroad presents a difficult and expensive problem to the overseas school (21:31). According to E. W. Miller (cited in E. L. Miller, 1975), the cost of turnover, calculated by the 1960 cost index, reaches over $59,000 for selecting, training, and transporting an American expatriate businessman and his family abroad before he begins to "pay off" in his international assignment. This also applies to the population of the present study (22:72).

Torre (cited in Tucker, 1974) stated in his work on personality adjustment in an overseas setting:

> Recruitment and training of potentially successful American personnel for overseas service is a problem not only for the

> professional schools, but for high schools as well. In selecting students for the professional schools more attention should be paid to the total personality structure rather than to mere technical competence (30:30).

Fox (cited in Orr, 1974) maintained that, when recruiting, the overseas school must make known to the prospective teacher all the details concerning the position if the term of employment is to be satisfactory. The school must take the initiative and volunteer the necessary information, because in many cases the new teacher will not have sufficient background to ask the most pertinent types of questions. Full and frank communication is of vital importance (25:90).

In his work on overseas teacher recruitment in 1968, King found very little literature on the topic that would be of value to an administrator seeking answers to the problems related to the staffing of overseas schools. If it were not for the sound background in educational administration that an experienced school administrator takes with him into the field, the overseas schools would face a serious problem. King stated that "an inexperienced administrator could read everything available and remain comparatively helpless" (16:12).

Miller believed that the selection of personnel for international assignments does not greatly differ in principle from choosing individuals for domestic positions. He felt that the essential element is the relationship among the characteristics of the individual, the environment, and the job demands. He went on to state:

> . . . The peculiar problem of overseas selection is that the crucial variables in the man in the situation become increasingly difficult to identify and measure. The person assigned abroad is faced with environmental factors surrounding his

> job and style of life that are not applicable to his domestic counterpart, and these factors can be pivotal in determining the person's success or failure (21:24).

Masland (cited in Tucker, 1974), in his work on "Factor X"--that quality or qualities one must possess to make him successful abroad--stated that the "X Factor" is "not a function of the technical information a man has acquired, but rather of his personal attitudes and his understanding of the institutional environment in which he works" (30:31). Masland further explained:

> The effective American overseas must be a "human being." He must see the field problem through the other fellow's eyes, and possess the understanding to appreciate the special problems inherent in working in a different cultural environment. Above all he must be able to communicate effectively--to transmit his feelings and technology to others (30:27).

Masland also reported that Dean Rusk, former Secretary of State, affirmed that the "X Factor" is often connected with the individual and the willingness of his family to spend time outside of the United States. If an overseas employee is not happy in his new environment, it can safely be assumed that he will not have professional competence or skillful human relations in his job (30:98).

Chichester cited a study conducted by Carl Dickinson, a former placement director at the University of Washington. Dickinson surveyed employees and asked them to rate certain characteristics of college graduates. The employers in the fields of education and social work ranked the factors in the following order:

1. Sociality (ability to get along with others).
2. Intelligence (ability to learn and think).
3. Training (education, technical knowledge).
4. Judgment (common sense).

5. Conscientiousness (sense of duty).
6. Physical traits (looks, bearing, manner, speech).
7. Drive (willingness to work hard to get ahead) (2:245-47).

Other studies have listed such qualities as general interest in children, ability to instruct, professional attributes, and the ability to maintain good human relationships (7:47). In his study on recruiting teachers for the overseas Department of Defense schools, Downing asserted, "Whether or not we are conscious of the fact, most of us are very likely more affected by the sociality of the applicant than by any other single factor. . . " (7:47).

Cleveland, Mangone, and Adams (cited in Tucker, 1974) showed that many organizations with employees in overseas settings attempt to identify or create preselection tests to help eliminate potential employees who may have a difficult time adjusting to their new way of life and to assure the identification and selection of congenial and effective employees. However, no formula has yet been created that can effectively be used to identify such employees (30:32). As Downing wrote,

> The review of literature shows that there is no one way which has been devised to make the proper selection of a teacher. Many factors are considered and there are differences in importance by different selectors (7:50).

In their work on Americans who live and work overseas, Cleveland, Mangone, and Adams stated:

> . . . The fact remains that little systematic effort has been made to define the qualities . . . organizations should seek in the personnel hired to implement their policies. It may well be that some of the very motives that prompt Americans to enter overseas service constitute a kind of preliminary natural

> selection of individuals potentially qualified for such service. But, unfortunately, this factor is by no means enough (3:123).

Many individuals believe the screening of personnel is more of an art than a science. Cleveland, Mangone, and Adams supported this theory in the following statement:

> Where specific abilities or qualities are required, specific tests may prove quite useful. But where an indefinable range of human attitudes and behavior must be explored, the instrument for appraisal must be highly flexible. Application forms, letters of recommendation, psychological tests, even photographs--all have merit when skillfully used. But when it comes to recruiting for overseas service, nothing is likely to replace an interview except a longer interview or multiple interviews by different interviewers. Face-to-face discussion makes it possible to judge an individual's manner or attitude far more accurately than any other method; the good interviewer can probe with questions, uniquely relevant to the respondent, in a way that no pre-arranged test can do (3:172).

Of equal importance is the screening of families. Carl Essfeldt, International Personnel Manager of Xerox Corporation, advised companies to examine a family's devotion to church or community organizations, as well as children's attachment to such activities as sports and music. If these are high-priority items in the family circle and unavailable abroad, the family may not be happy overseas (11:127).

In addition, families must have the ability, patience, and desire to learn a new culture. The family must be cohesive and work together to give each other the support required to meet the challenges of living abroad. James Secor, Director of Corporate Transfers at Dow Chemical Company, stated:

> We find that a marriage that is strong to begin with is likely to become even stronger during an overseas assignment, while one that is shaky is likely to become shakier and could fall apart (11:130).

Hays (cited in Downing, 1971) made some interesting observations about interviewing potential teachers:

> Is he courteous? I do not mean surface politeness. That is good too, but very few people are rude to the man from whom they hope to get a job. I want to know whether he has the inherent courtesy that is on duty twenty-four hours a day, the kind that comes from a genuine love for young people and a sincere desire to help them. I want to know whether he is the kind of man of whom his students think, "No matter what I have done, what kind of a fool I've made of myself, I can go talk to him about it. He may make my punishment pretty stiff, but he won't throw a fit and refuse to listen.
>
> Is he the kind of man whom his fellow teachers can trust to be considerate? In short, is he the kind of man whom I can introduce to the waiting boys and girls with a mental wish for them to follow his example? I shall never be able to understand how we teachers can expect courtesy and consideration and truth from boys and girls unless we have first been courteous to them, considerate to them, truthful to them.
>
> Does he know what is going on in the world? Is he so well aware of social problems that he can help his students to find their place in this changing world? Has he faith in young people? I want no cynic's or tragedian's influence.
>
> Does he understand psychology so that he can make allowance for and help boys and girls who are laboring under adverse home conditions to adjust themselves? Has he enough humor and genuine love for young people to be an understanding companion as well as director of knowledge?
>
> Our Lord had a difficult time teaching His disciples that the Sabbath was made for man and not man for the Sabbath. We need to remember that teachers are made for boys and girls and not boys and girls for teachers. The product of our schools should be well-informed young people with characters strengthened for courageous, honest living.
>
> The final yardstick by which I measure each teacher, then, is: "Has he a vital, absorbing interest in the success of our product, boys and girls?" (7:37).

With respect to psychological tests as a diagnostic tool, Mangelsdorf (cited in Tucker, 1974) found that:

> . . . We ought to keep in mind that these psychological tests, personality inventories and such, probably have a greater chance in helping us determine some minimum level below which you should avoid sending the man abroad at all. But they may not help very much in predicting the relative success abroad of qualified individuals you do send (30:32).

In discussing the recruitment sieve, Cleveland, Mangone, and Adams were adamant about the use of tests in predicting success for Americans going overseas. They maintained that the testmakers have normally failed in their search for the types of elements that create an effective overseas experience. This, for the most part, is a result of the lack of understanding of overseas life and all the demands placed upon each family member. They also maintained that tests are generally overrated as a device to choose the right person for the proper position (3:171).

The job of recruiter is to screen out those applicants who will not make the grade. At the same time, he is seeking highly competent men and women who will adjust to overseas living. If he were recruiting for a position in the United States, he would have two essential aids: (1) a generally accepted theory about what types of people will best fit into a specific job assignment, and (2) decades of work by the entire American educational system to prepare people for that system. However, the largely unanalyzed experiences of overseas Americans have yielded very little guidance for the recruiting officer. In addition, very few Americans are being psychologically prepared to go overseas by the institution training them for their professional life (3:169).

There appears to be very little that the recruiting officer can use as a framework from which to recruit for an overseas position. Unfortunately, most of the "weeding out" and the orientation of personnel must take place in the overseas setting (3:169).

Companies sending families overseas generally take into account two factors in measuring their suitability for life abroad: how those families handle similar domestic transfers in the United States and their reaction to the stresses that life in a foreign environment will entail (11:127).

Cleveland, Mangone, and Adams stated that after the candidate is interviewed and his application is thoroughly examined, the following qualities should be sought:

1. In assessing personality, give preference to the person who seems more than usually resourceful and buoyant, whose emotional gyroscope enables him to snap back rapidly from discouragement and frustration.
2. In examining a person's background, look for environmental mobility, for the information that early in life he has been exposed to many kinds of people at different levels of society.
3. In a person's education, look for evidence of intellectual curiosity beyond minimum requirements of academic duty.
4. In a person's work experience, look for signs of a talent for building institutions (3:172-73).

These authors described three types of change that they felt must occur in order to have a more effective recruiting process:

1. The people who select overseas personnel must be better prepared for their important function.
2. More time and money will have to be invested by the government agencies, business firms, mission boards, and foundations in the process of identifying and preparing those Americans who seem best suited for particular foreign assignments.

3. The selection of overseas staff will have to become the primary responsibility of the educational system itself (3:186).

The literature provided very little information on the evaluation of recruitment practices; however, Elan (cited in Downing, 1971) stated that:

> . . . (a) an organized recruitment program is more effective than none, (b) a personal program is more effective than an impersonal program, (c) a combination of personal and impersonal techniques is more effective than either technique used alone, and (d) commonly employed recruitment techniques have no differential effect (7:51).

How does one find the teachers who wish to serve overseas? According to Thomas,

> . . . the recruitment of overseas educators is one of the most undernourished, diseased and neglected spheres of educational personnel identification and development; yet one of the most important (29:141).

With regard to teacher recruitment, there is normally a great distance between supply and demand. Kelly (cited in Thomas, 1974) believed that a comprehensive teacher recruitment program must be undertaken a year before the new school year begins. If estimates are wrong and the number of children who enroll in September is below the projection, the school may have a surplus of teachers and not enough money with which to pay them. On the other hand, because of an unexpected resignation or a teacher's failure to meet his contractual commitment, there may be an unanticipated vacancy. The superintendent will first attempt to fill this position with a locally hired teacher. If a teacher is required from outside of the country, the superintendent will check the files for a teacher who may have

been considered but not offered a position. He might also contact placement offices in the United States or in Europe (30:36).

Some of the American schools overseas turn to International Schools Services (ISS) in Princeton, New Jersey, to assist in the recruitment of personnel. ISS is a private, nonprofit service agency founded in 1955 to support the education of children in American-sponsored schools outside of the United States. Its basic services include:

1. Recruit teachers and administrators from the United States.
2. Establish and/or operate schools for dependent children of American companies.
3. Order and ship curriculum materials and supplies for its contract schools (14:3).

Each year the Educational Staffing Program of ISS fills over 300 teaching, specialist, and administrative openings that are listed by overseas schools. To do this, ISS registers, interviews, and maintains professional files on thousands of applicants. The professional staff of ISS identifies, notifies, and nominates personnel through thousands of forms, references, and professional resumes (13:7). Figure 2.1 illustrates the procedures through which ISS recruits and places teachers overseas (15:4).

Another source to which overseas administrators turn is Overseas Schools Services (OSS), situated in The Hague, Netherlands. OSS was founded in 1972 and is a private, nonprofit educational consulting and recruiting service for overseas schools. Its basic services are the recruiting, screening, and recommending of teachers,

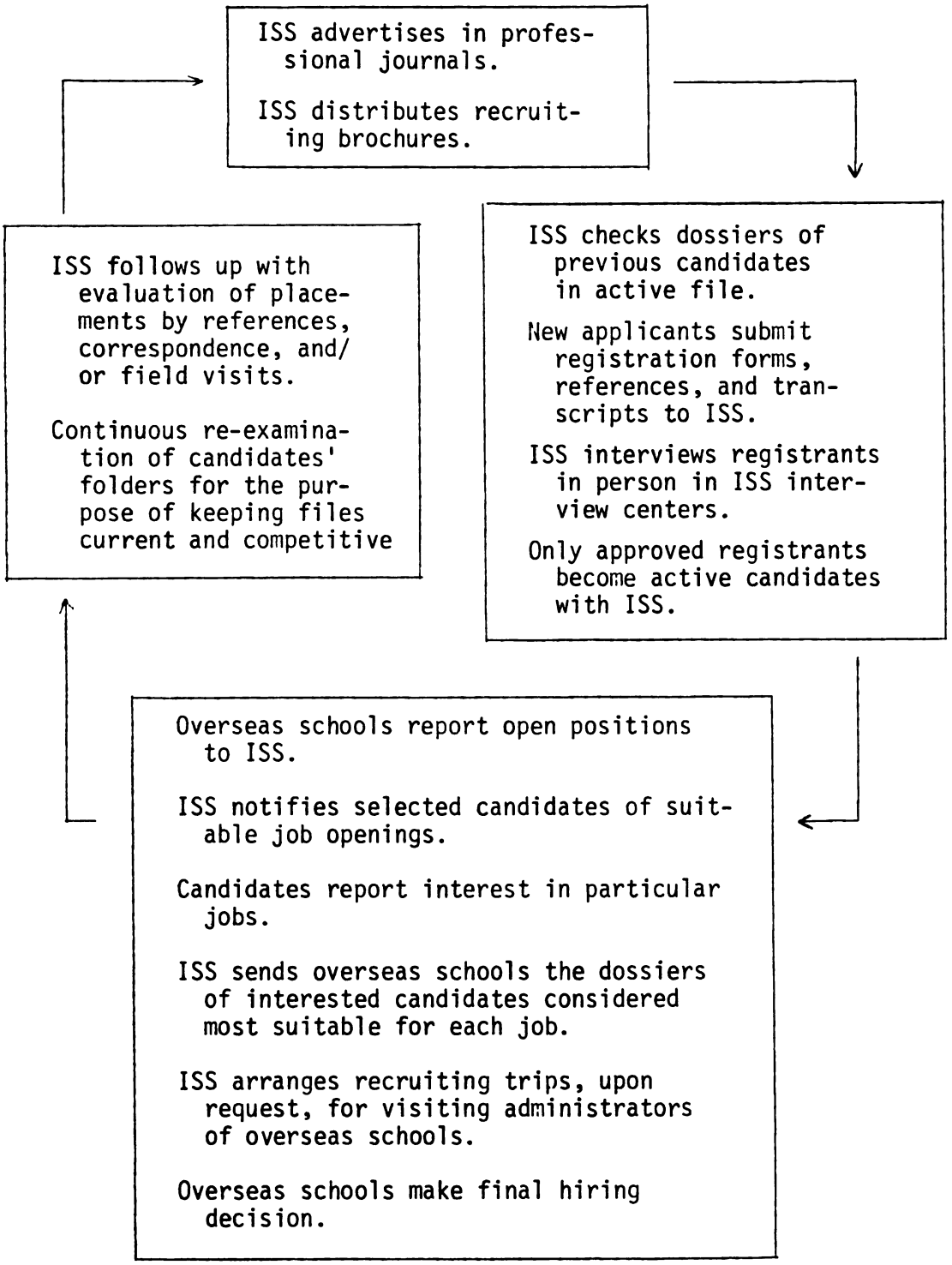

Figure 1.--The overall ISS recruitment and placement picture.

specialists, and administrators for overseas schools. On commission for a school board, it also conducts a "headmaster search" (26:5-6).

In its publication for overseas educators, OSS pointed out that positions are available for those who seek them:

> Combined professional staffs of some 300 overseas schools total about 12,000 people on 1-2-3 year contracts. Of these, some come for one contract or two; some outstandingly able educators make a lifetime career in the overseas international school world. Staff turnover may vary from 5% to 10% or to as high as 30% depending on when contracts end and on other variables. It tends to average 20% producing some 2,000 changes of position each year. Of these there tend to be 20-30 Chief School officer jobs, 20-50 other administrative posts, 20-50 librarian or counselor jobs, 20-30 remedial or special education openings, most of which latter are NOT in Europe (26:3).

In his work, Thomas illustrated the parallel steps taken by the prospective employer and the prospective employee in seeking each other. Both paths are problem-laden. (See Figure 2.2 [29: 146]).

Step 1 indicates that the true personnel need is not universally recognized or may become a need for the wrong reason (i.e., escape).

In Step 2, the majority of job titles are not adequate because they do not provide enough information (i.e., Why the job? What qualifications are required? What is the compensation program?). Thomas believed that in this phase a fully detailed position description would eliminate "shoppers" from the serious job-seekers. The educator's résumé should provide more information than the job description. It must sell the candidate through the information it provides.

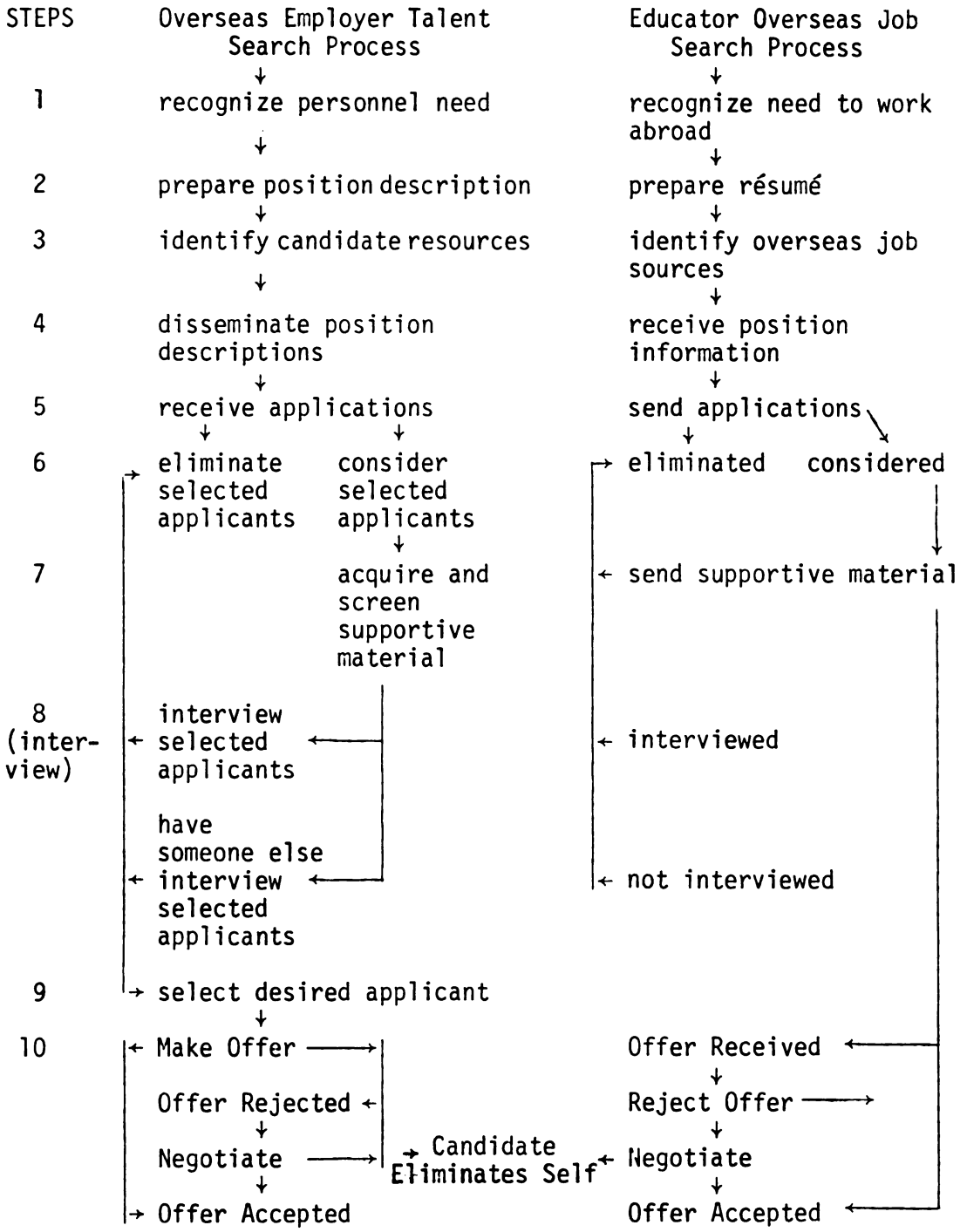

Figure 2.--Parallel tracks of recruiter and recruitee.

Step 3 is best illustrated by the phrase, "being in the right place at the right time." Thomas believed that the college and university placement office is the best-equipped and best-staffed as well as the least-expensive means through which personnel can be found.

Step 4 depends in great part on step 3. The school and the job-seeker should contact not only the placement agencies already mentioned in this chapter, but also former teachers, school alumni, and professional organizations.

Steps 5 and 6 stress that the applicant will be judged on the basis of a well-developed résumé and a sincere and logical introductory letter. The overseas administrator will quickly eliminate those applicants who do not immediately "sell" themselves through their correspondence. Far too many letters cross his desk for him to consider a poorly worded letter or unimpressive résumé.

Unfortunately for both employer and prospective employee, many fail to follow through on supportive documentation (step 7). The employer must not rely solely on the teacher's résumé and the solicited letters of recommendation; he must go further in learning more about the candidate. Conversely, the applicant should prepare accurate documentation of his accomplishments.

Step 8 implies an interview. Because of the great distances involved, the new teacher may not meet the administrator until he emerges from the immigration hall at the port of entry. Overseas education is one of the very few professional fields in which there may be no initial interview.

In step 9, the employer has already chosen the teacher. However, before the new employee arrives, the employment situation or the employer's ideas about who can best do the job might have changed (29:145-49).

The majority of teachers in American-sponsored overseas schools come from the United States. The statistics reported by the Department of State for 1977/78 indicated that 3,802 American teachers, 2,122 host-country teachers, and 979 third-country teachers in the sample of 148 schools received assistance from the State Department. In the NESA schools receiving State Department aid, the report indicated that there were 877 American, 189 host-country, and 142 third-country teachers (18:4).

The practice of employing host-country nationals is almost universal among overseas American schools. These teachers provide an invaluable link between the school and the host country. In most cases these teachers are employed to teach either the local language or a social studies course encompassing the history, geography, and social/cultural values of the country.

The schools also employ a great many third-country nationals. "Thus we find elements of the British nursery school program, Japanese proficiency in mathematics, the Nufield science program, the vitality of the Australians, and the scholarship of the Europeans affecting the curriculum both formally and informally" (5:23).

Mannino (cited in Orr, 1974) suggested the following as qualifications of teachers for American schools overseas:

1. A graduate of a U.S. university teacher training program with full credentials for teaching in a public school in the United States.
2. A graduate of a U.S. university in an area of teaching who has obtained appropriate professional training at the fifth year level and who meets typical certification requirements, although not necessarily certified in any state and who would typically meet employment requirements of accredited private schools in the United States.
3. A host country (or third country) national with host country credentials for teaching in the national schools of that country who has successfully completed a one to three year training program in the United States especially designed to qualify that teacher for a leadership position in the American-sponsored schools overseas (25:84).

A strong argument can be made for hiring local teachers. McWhorter (cited in Orr, 1974) stated:

> . . . Some schools prefer to hire local teachers because they have already adjusted to living abroad, require no difficult travel and living arrangements, tend to remain on the staff longer, cost far less than imported teachers, and if they have children in the school, are vitally concerned with the success of the school (25:83).

Phillips (cited in Thomas, 1974) believed that there may be a correlation between the quality of education and the degree of performance and length of tenure of a professional staff in an overseas school (29:9). A statement by Rowland Egger, quoted by Roth (cited in Orr, 1974), described the problem:

> . . . At the present time our overseas operations are gravely burdened by the necessity of coping with ten and twenty year problems with four or five year projects manned by one or two year personnel. Part of this difficulty derives from our unwillingness to admit, even to ourselves, that we are in the business of overseas operations for a long, long time. But even if policy and appropriations problems were solved, turnover would not be. We cannot keep repeating the first year of our programs; sometime we have to get on to the second and third and tenth and twentieth year. This can only be achieved if a substantial central core of the overseas labor force thinks and acts like a permanent professional organization (25:80).

In his study of 22 overseas schools, King found that there was a 47.3 percent turnover rate between the 1966/67 academic year and the 1967/68 school session (16:190). The breakdown by area was:

Africa	58.3%
American Republics	43.6%
Far East	45.9%
NESA	50.0%
Europe	48.1%

Likewise, Mannino (cited in Orr, 1974) found that the turnover rate of school personnel in the overseas school is often double that of its counterpart in the United States (25:81). He went on to state that:

> Since the overseas school depends largely upon the United States teachers in its faculty to attain and maintain excellence in instruction (by United States standards), such high rates of turnover among United States teachers can only have a destructive effect on the schools' programs. Fortunately, turnover among qualified local teachers is much less. These data have not been compiled systematically, but are consistent with verbal reports from regional education officers on the scene (25:71).

Personnel

Professional Preparation

Cleveland, Mangone, and Adams maintained that there is no guarantee that the person who is interested in going overseas is prepared for the challenge. Giving up a secure position, breaking family ties, and being uncertain about the future are all valid reasons for not going abroad. These reasons and others will keep many highly qualified personnel out of the overseas job market. On the other hand, some people who should not leave their roots are seeking overseas employment. The recruiting officer must be perceptive enough to refrain from hiring this type of applicant (3:186).

Masland (cited in Tucker, 1974) stated that an employee who fails in the United States will fail overseas as well. The employee seeking a "new way" to get away from the "old way" is motivated in such a way that, if hired, he can be a damaging influence on the institution. If, however, the applicant is highly motivated, has average ability, and possesses some talent, he will generally do well and will manage in his new environment. Masland went on to say that "success overseas depends to a very large extent upon a high degree of personal and administrative flexibility in adapting oneself to different organizational situations" (30:51). He concluded:

> In education for overseasmanship, competence is not specialization. Training for this purpose is not another form of professional education, or indeed a form of specialist education at all. It is in the educational history of the United States, the newest requirement for "generalist" education. It is likely to take the form not of a special discipline but of a better melding of the older ways of looking at society, through more effective interdisciplinary programs focused on the new fact of deep American involvement in world affairs (30:51).

A group of overseas Americans in the Carnegie Project (cited in Tucker, 1974) were asked to identify the type of person seeking employment overseas. The majority said creativity was the most valuable trait (30:50).

Grego listed ten qualifications that, in addition to the normal job requirements, help an employee obtain a position overseas:

1. Something special to offer the company through education or experience.
2. Willingness to travel extensively--sometimes as much as 50% of the time, in remote parts of the world, and often without one's family.
3. Emotional stability and readiness to adjust to different cultures, living conditions, climates, and socio-economic attitudes.

4. Familiarity with one or more languages, in addition to the native tongue.
5. Ability to make important decisions without proper referrals and under the most remote conditions.
6. Ability to function with the minimum amount of "the tools of the trade," to improvise where necessary.
7. A family that also must be able to accept and adjust to cultural shocks.
8. A sincere desire to cooperate, train, understand, and become part of the people and countries of one's assignment.
9. Plans to be a corporate career man or woman.
10. Willingness to accept vigorous training and orientation and to work relentlessly--often much more, and for longer hours, than the local personnel or the colleagues at the home office (12:66-68).

Tucker commented on work done by Cleveland, Mangone, and Adams as follows:

> To be successful abroad, one must have a belief in his mission, the ability to analyze power structures, maturity to tolerate many things, and an interest in instituting building. These are not innate gifts, but can be the results of training and experiences (30:55).

The Office of Overseas Schools plays an important part in maintaining educational excellence in overseas schools. Through their offices, they attempt to assist the American overseas school in recruiting and retaining well-qualified personnel and in conducting an ongoing program of inservice education (8:38). This is done, in part, through grants received from funds available under the program of the Office of Overseas Schools. For the 1977/78 academic year, this funding amounted to approximately $5 million (13:2).

The Office of Overseas Schools maintains a close relationship with the schools abroad. In addition, the Office keeps in close contact with the stateside school-to-school partners, universities and

colleges, and professional organizations, thus acting as a bridge between the United States educational community and the overseas schools. This is of paramount importance to the schools abroad as they receive assistance in recruiting personnel, planning and implementing inservice educational programs, procuring instructional materials, planning and constructing new facilities, and providing general consultation (8:39).

Sending American teachers abroad is not a one-way street. They do return, and there is a growing recognition among educators that education in the United States will be strengthened as more teachers gain this invaluable international experience. The overseas school profits from the services and professional expertise of the American expatriate teacher. However, the benefits to the school district to which he returns should not be overlooked.

The American school in an overseas setting offers opportunities for teachers to live and work among people and in a culture with which they normally would not have contact. The setting provides a medium for gradual interchange between two or more educational systems. Each overseas school offers its own blend of "internationalism." These are rich resources that will enhance the teacher for life and will bring to American education the fresh perspective of a world view (8:40-43).

The educator abroad will learn as much as he teaches. Countless teachers returning home attest to the personal change that has resulted from their overseas experience. It is difficult to assess the full meaning of this change. It has been reported that:

> . . . The individual expresses his feelings in terms of a "Gestalt" and even he is unable to sort out all of the cues and elements. When queried, responses range from the generalization, "I have lost my provincialism"; to the statement, "I have a new appreciation of the term mankind"; to the observation, "I understand my own country better as a result of the experience" (5:24).

At the 1965 White House Conference on International Cooperation, the Committee on Education and Training recommended that the federal government, institutions of higher education, foundations, and others make a concerted effort to combine available resources to offer additional incentives to teachers who want to go abroad to teach (8:43). Efforts toward this goal have been made with the support of the Office of Overseas Schools in both the School-to-School Project and the University-to-School Project. The aim of both programs is "to acquaint the American educational community with overseas schools and to involve the American educators in mutually beneficial activities with the overseas schools" (8:44).

The central activities of the University-to-School Project are the provision of:

1. Curriculum materials.
2. Administrative and supervisory guides.
3. Consultant services.
4. Instructional equipment.
5. Assistance with recruiting and screening candidates (8:46).

The literature has shown an acute desire and need for further education for teachers overseas. More and more institutions of higher education are extending their services to the teachers abroad. Most noteworthy in this endeavor, and cited by the AASA, are Michigan State

University, the University of Alabama, the University of Maryland, and Peabody College (5:25).

Orr (cited in Tucker, 1974) found that under the sponsorship of ISS and later A/OS, various universities have held several workshops for overseas educators. Michigan State University, for example, initiated a program designated to provide consultive services to the American School in Mexico City (30:59).

With the establishment in 1979 of the NESA Telex Services, the NESA schools through the NESA Center were directly linked with the University of Arkansas (13:5). Direct communication with a major university provides NESA schools with help in matters relating to curriculum, recruitment, and a variety of other needs. Also, each summer several professors from the University of Arkansas conduct graduate-level classes at the NESA Center for Educators in the NESA region.

Orr and Seaquist (cited in Orr, 1974) suggested that since many overseas American teachers are at a beginning stage in their professional careers, an inservice program assisted by an American university not only would provide a means for the teacher to advance professionally, but could also serve as an attraction for longer tenure (30:59).

Orientation

Chudler (cited in Thomas, 1974) stated that orientation programs for new staff members are vital to the community as well as to the school. A program should be planned for the new teacher as well

as for his family. One can see that considering the family unit as an entity can only strengthen the tie the teacher has with the school (29:120).

William Holmes, a psychologist with Organization Resources Counselors, estimated that the expatriate attrition rate averages 40 percent among companies with neither orientation nor adaptability screening programs, 25 percent among companies with cultural orientation programs, and 5 to 10 percent among firms that use both types of programs (11:127).

Ideally, the orientation program should begin in the United States, before the teacher leaves for his new post. Many times a poorly oriented teacher is a source of bad public relations, thus becoming a school representative who disseminates great amounts of misinformation (30:61).

The new staff member would benefit greatly if, before departure, he received curriculum guidance, school policies, a school handbook, and a description of available housing. Each new faculty member must have a clear picture of what is before him (6:12-13).

In the initial stages of corresponding with the appointee, a returning staff member could give the new teacher suggestions about personal and household items to send abroad. Domidian put it so well:

> Since the person who best understands the problems of a classroom teacher is another classroom teacher, the overtures of help and friendship by correspondence from the faculty member who is actually serving abroad go far, indeed, to create an atmosphere of cordiality when the new teacher does arrive (6:13).

She also observed:

> No situation is more discouraging than the frustrations a new teacher encounters because he has not been informed about school matters or made to feel welcome. More tragic, perhaps, is the plight of the American teacher who finds himself in a strange country without friends, without a knowledge of the native language, and with little or no previous information about the actual position he is to hold. Whether he has arrived to serve in a company, missionary, or parent sponsored school, the misery is often the same. Suddenly, the enthusiasm dies; and the promises of the officials who hired him seem empty indeed (6:12).

Fox, Bowyer, and Link (cited in Tucker, 1974) stated that the new arrival has innumerable areas of concern: government formalities, banking procedures, medical facilities, shopping, security, entertainment, transportation, and housing, to name just a few (30:62).

Tucker said that in a preschool orientation program the new staff members should meet the returning teachers and the administration. The philosophy, policies, and regulations of the school, as expressed by the administration and the board, must also be explained to the new staff member (30:62).

Fox et al. (cited in Tucker, 1974) cautioned that the new teachers should guard against participating in too many social activities. Upon arrival, they have many things on their minds, such as preparing for their classes and for the new school year. In addition, some may just need time for themselves, to sort out their thoughts and first impressions (30:62).

Composition

Enrollment in the American-sponsored overseas schools in 1977/78 was 81,724 students, of whom 31,851 were U.S. citizens and 49,873 were students from the host country and from more than 90 other

nations worldwide. Of the American students, 7,909 were dependents of employees of the U.S. government, 14,478 were dependents of employees of U.S. business firms and foundations, and 9,464 were dependents of other private American citizens. Of the 6,903 teachers and administrators, 3,802 were U.S. citizens and the remaining 3,101 teachers represented 65 other nations (18:1).

The average student enrollment in NESA schools was 519 children, with a professional staff of 48 teachers and administrators. This average represented 25 schools located in 19 countries. These figures are somewhat lower than those for the average American-sponsored school overseas, as reported by the State Department (18:4).

Inservice Education

Bahner (cited in Thomas, 1974) observed that with the teacher turnover rate approaching 50 percent, there is an acute need for inservice education because new staff members must become familiar with the operation of the school and must become acquainted with the culture of the host country (29:165).

The diversity of an overseas faculty brings with it liabilities as well as advantages. As much as 50 percent of a staff might not be trained in the American system of higher education. This, in itself, makes an inservice program a necessity in teaching staff members the goals and methodologies used by American educators (29:165).

According to Bahner, overseas American teachers tend not to take university "refresher" courses in the summer, since they prefer

to use their time overseas to travel or visit family on a "home leave." He maintained that "teachers who make a career overseas tend to lack exposure to professional literature and current trends" (29:165).

Also, because of the distances involved, there is little chance for professional interaction overseas except among one's own colleagues. It is expensive to send journals overseas, and, because of travel expenses, teachers rarely attend conferences in the United States (29:166).

Fox, Bowyer, and Link (cited in Tucker, 1974) believed that an inservice program for an overseas school is extremely important in helping that school retain and upgrade faculty members. They said that the most common inservice-program needs of school personnel in overseas schools center on continuing professional improvement and earning credit beyond degree at a graduate level (30:65).

Bahner (cited in Thomas, 1974) maintained that:

> Together with a high percentage of staff turnover, the nature of the children in American-sponsored overseas schools ranks in the category of major problems. Only the highly transient, inner-urban school in the United States has the corresponding degree of pupil transiency, language difficulties, wide range of learning aptitude, and extreme diversity of educational background. Just as is true for the inner-city schools in metropolitan United States, nothing is more inappropriate for the students of American-sponsored schools overseas than a traditional graded curriculum with predetermined expectations and subject matter sequence and a pace determined by textbooks or system-wide curriculum guides. Any realistic program of staff development must assist the teachers in making learning opportunities more appropriate to the individual student (25:166).

The Challenge

American schools in the overseas setting serve a dual purpose: to offer a quality educational program to American children living with their families in a foreign land and to create goodwill between the Americans and their hosts (17:48).

These schools serve to "bridge the gap" in international understanding. They provide Americans with a wonderful opportunity to associate with people of other countries. Conversely, non-Americans learn American educational philosophy and practice (17:49). Salmon stated:

> . . . These schools have proved the adaptability of American education to new and diverse circumstances. They are developing accurate and realistic materials for the study of other countries, and are proving imaginative in finding methods to give these studies added impact. They are teaching young Americans languages seldom studied in American public schools. They are teaching English to children of many other nations. Any sound strategy for effective response to the realities we face in the world today requires the improved capacity to communicate with other societies which is achieved through such programs.
>
> Without being part of our official foreign policy, these schools contribute to it. Through exchange of personnel and students, through the School-to-School partnerships, and through other activities of the U.S. educational profession, the schools are exploring aspects of overseas programs which can be used profitably in stateside schools.
>
> These schools are important in convincing Americans to accept overseas positions. They are essential to meeting the nation's commitment to equality of educational opportunity for all its citizens. They are contributing toward the creation of a climate of mutual understanding and cooperation vital to the future of mankind. They are showing others how our schools function, and helping to develop ideas about education, democracy and freedom around the world. They are providing a pool of trained manpower for both the U.S. government and for U.S. firms overseas (5:41).

In its general literature, Overseas Schools Services summed up the challenge confronting the American teacher overseas:

To the true professional, the education of the young is always exciting. This is especially true in overseas schools, for in addition to the normal vicissitudes which can beset any school anywhere, it is here that culture shock, transplantation and transience of children and parents, occasionally limited facilities, and equipment, can make successful teaching and learning difficult.

Overseas teaching is NOT for the fearful or the timid, nor for the escapee from problems at home; it is for the real educator with eagerness in his spirit, openness in his mind, love in his heart for children and youth and the excitement of growth and learning (26:2).

CHAPTER III

DESIGN AND METHODOLOGY

Purpose

The purpose of the study was to analyze the problems associated with the recruitment and retention of American teachers serving the American schools located in the Near East and in South Asia. Furthermore, the researcher sought procedures to recommend to NESA superintendents for alleviating and/or eliminating some of the identifiable problem areas. The following concerns were also examined:

1. The qualifications and experience of the superintendents of the NESA schools and their role in the recruitment and retention of overseas teachers.
2. The role of outside agencies in the recruitment of American expatriate teachers.
3. The development of a teacher-orientation program.
4. The salary and fringe benefits of the American expatriate teachers.

The researcher has been an overseas school administrator for 11 years. For four of those years, he has been directly associated with the NESA area and its schools, and currently is the Director of Personnel of a NESA school that has a professional staff of 150. His concerns with the recruitment and retention of expatriate teachers tie directly into his position. Through this personal

experience and association with other NESA administrators with similar duties, and through the review of the literature, it was evident that there is a problem and therefore a need to examine its causes.

A Description of NESA Schools

The schools selected for the study came from the "Membership List of NESA Schools" (Appendix H) and from the "Fact Sheets on American-Sponsored Elementary and Secondary Schools Overseas" (18).

A general description of the American-sponsored and international schools appeared in Chapters I and II. The schools in the NESA area have similar goals as well as common problems. They are served by the NESA Center in Athens, Greece, which serves as a focal point for their concerns. Of the 25 schools identified by the State Department as "American-sponsored overseas schools," all were private, nonprofit, coeducational, and governed by a school board that in most cases was elected by the parents of enrolled children.

Sources of Information

The data gathered for the study came from a variety of sources, including:

1. Educational Resources Information Center (ERIC) at the University of Oregon.
2. Educational Resources Information Center (ERIC) at Michigan State University.
3. The resources available at the Michigan State University Library.

4. Information from the Office of Overseas Schools, Department of State.
5. Information from International Schools Services, Princeton, New Jersey.
6. Information from Overseas Schools Services, The Hague, Netherlands.
7. Information from the Center for International Education, Buzzards Bay, Massachusetts.
8. The dissertation by Dr. Gayle Tucker, which was used as the model for the present research.

Development of the Questionnaire

It was necessary to develop a questionnaire that would assist in the gathering of data on the recruitment and retention of American expatriate teachers. (See Appendix D for a copy of this instrument.) The questionnaire was developed from the work already done by Tucker and King, and was intended for the NESA schools and their superintendents.

Three members of the researcher's committee reviewed the questionnaire; in their opinion, the questions were clear and were germane to the problem at hand. The committee believed the instrument had face validity. It was assumed that the researcher and the NESA superintendents had a mutual understanding of the terms contained in the questionnaire.

The questionnaire comprised items related to six specific areas and one general area of concern with regard to the recruitment and retention of American expatriate teachers in NESA schools.

Nature of Data

The first section of the questionnaire dealt with the chief officer of the school--his background and training. The second part concerned the school--its composition of students, teachers, and curriculum. The next section had to do with the method used by the school superintendents in recruiting teachers. The fourth and fifth areas of concern were the orientation of teachers before and after their arrival at the new post. The sixth part of the instrument dealt with the salary and fringe benefits offered by each school. The final section contained some general questions, primarily directed at culture shock and reasons teachers choose to leave their jobs.

Administration of the Questionnaire

A personal letter (Appendix C), a self-addressed return envelope, money to cover postage, and the questionnaire were mailed to the superintendents of NESA-area schools. The letter stated the rationale for the study, and each superintendent was asked to complete and return the questionnaire as time permitted.

Eight weeks after the initial posting, a follow-up letter (Appendix E) and a duplicate questionnaire were mailed to those who had not returned the original instrument. Thirty NESA superintendents responded to the questionnaire by the deadline set for data tabulation.

Two questionnaires were returned after that deadline and were not used in the study.

Reliability of the Questionnaire

A pilot study was conducted to test the reliability of the questionnaire. Six NESA superintendents were once again requested by letter (Appendix F) to complete the questionnaire. The answers to each question were compared by an item analysis measuring the relationship between X and Y using the Pearson product-moment correlation coefficient. The formula is:

$$r_{xy} = \frac{n\Sigma X_i Y_i - (\Sigma X_i)(\Sigma Y_i)}{\sqrt{[n(\Sigma X_i^2) - (\Sigma X_i)^2]\,[n(\Sigma Y_i^2) - (\Sigma Y_i)^2]}}$$

Taking item 34 of the questionnaire as a sample problem, the formula would be as follows:

34.

	X	X^2	Y	Y^2	X·Y
1	2	4	2	4	4
2	4	16	2	4	8
3	2	4	2	4	4
4	1	1	1	1	1
5	4	16	3	9	12
6	2	4	1	1	2

$$\sum_{i=1}^{6} X_i = 15 \qquad \sum_{i=1}^{6} Y_i = 11$$

$$\sum_{i=1}^{6} X_i^2 = 45 \qquad \sum_{i=1}^{6} Y_i^2 = 23$$

$$\sum_{i=1}^{6} X_i Y_i = 31$$

$$\frac{6(31) - (15)(11)}{\sqrt{[6(45) - (15^2)]\,[6(23) - (11^2)]}}$$

$$\frac{186 - 165}{\sqrt{(270 - 225)\,(138 - 121)}}$$

$$\frac{21}{\sqrt{45 \times 17}}$$

$$\frac{21}{\sqrt{761}}$$

$$\frac{21}{27.6586}$$

$$r_{xy} = .76$$

Items 1 through 89 were tested by the correlation coefficient denoted by r_{xy}. A score of .93 was obtained as a final score for the instrument. Appendix H contains a complete report on the score for each question in the item analysis.

Analysis of Data

The questionnaire produced the data used in the study. Frequencies and percentages were found for each item presented in the questionnaire. The percentages were based on the number of responses to each item. All data are presented in tabular form in Chapter IV.

Conclusions were drawn from the comparison of means and frequencies, and are presented in Chapter V.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The basic purpose of this study was to examine the problem areas in the recruitment and retention of quality teachers in the schools of the Near East-South Asia Council of International Schools. The researcher also sought to make recommendations for the alleviation and/or elimination of some of these problems.

Presented in Chapter IV are the data gathered from the instrument sent to NESA superintendents concerning the recruitment and retention of American expatriate teachers. The format of this chapter follows the sequence in which the areas of concern are presented in the questionnaire: (1) the administration, (2) the school, (3) recruitment, (4) pre-arrival orientation, (5) on-site orientation, (6) salary and fringe benefits, and (7) general information.

The Population

The researcher identified 40 American-sponsored or international schools through the Office of Overseas Schools and the NESA Center. Thirty superintendents responded to the questionnaire. Of the ten superintendents who did not respond, five were from Iran, which at the time of the study was experiencing a great civil strife that closed all American-sponsored overseas schools in that nation.

General Information Regarding the NESA Superintendent

For this study to be meaningful, it is imperative to understand the chief school officer. He is endowed by his board to recruit and hire the faculty. His training and experience play a great part in the type of teacher he seeks and eventually employs.

Teaching and Educational Administration Experience

Table 3 shows the teaching and educational experience of the NESA superintendents. Of the 30 superintendents responding to this item, 1 of the superintendents indicated he had had 1 to 5 years of professional educational experience; 3 had had between 6 and 10 years of experience; 6 indicated 11 to 15 years of experience; 4 had had between 16 and 20 years of experience; and 16 superintendents stated they had had 21 or more years of experience in teaching or educational administration.

Table 3.--Teaching and educational administration experience.

Years of Experience	Number of Superintendents	Percentage of Superintendents
1 - 5 years	1	3.33
6 - 10 years	3	10.00
11 - 15 years	6	20.00
16 - 20 years	4	13.33
21 or more years	16	53.33
Totals	30	100.00

Teaching Experience
in Overseas Schools

The findings in Table 4 show that seven superintendents had had no experience teaching in an overseas school; nine indicated that they had taught one or two years overseas; six had taught three or four years; none of the superintendents had taught five or six years; three indicated they had had seven or eight years' experience; and five members of the sample said they had taught a minimum of nine years in a classroom overseas.

Table 4.--Years of experience teaching overseas.

Years of Experience	Number of Superintendents	Percentage of Superintendents
None	7	23.33
1 - 2 years	9	30.00
3 - 4 years	6	20.00
5 - 6 years	0	0.00
7 - 8 years	3	10.00
9 or more years	5	16.67
Totals	30	100.00

Number of Years' Experience in
Overseas Educational Administration

The data in Table 5 show that six of the superintendents had had one or two years of experience as overseas administrators; three members of the sample had had three or four years of experience; another three indicated that they had had five or six years of experience in the overseas schools; five superintendents reported that they had had seven or eight years of experience; and the greatest number

(13) stated that they had had nine or more years of administrative experience in overseas schools.

Table 5.--Years of experience in overseas educational administration.

Years of Experience	Number of Superintendents	Percentage of Superintendents
1 - 2 years	6	20.00
3 - 4 years	3	10.00
5 - 6 years	3	10.00
7 - 8 years	5	16.67
9 or more years	13	43.33
Totals	30	100.00

Experience of Superintendent in School Systems

Table 6 reports data from questions 4 and 5 of the survey instrument. Part A shows that four superintendents had served as a teacher in one school system; seven indicated they had taught in two systems; eleven of the superintendents had taught in three systems; two members of the sample had taught in four school systems; another two individuals had been teachers in five systems; and four of the NESA superintendents had taught in six or more school systems.

In Part B of Table 6, it is reported that eleven superintendents had served as administrators in one school system; two had been administrators in two systems; another seven had acted as administrators in three school systems; five superintendents had been administrators in four school systems; two reported that they had worked as administrators in five systems; and three of the NESA

Table 6.--Superintendent's experience in school systems.

Number of Systems	A. School Systems Served as a Teacher		B. School Systems Served as an Administrator	
	Number of Superintendents	Percentage of Superintendents	Number of Superintendents	Percentage of Superintendents
1 system	4	13.33	11	36.67
2 systems	7	23.33	2	6.67
3 systems	11	36.67	7	23.33
4 systems	2	6.67	5	16.67
5 systems	2	6.67	2	6.67
6 or more systems	4	13.33	3	10.00
Totals	30	100.00	30	100.00

chief administrators had served in six or more school systems as administrators.

Superintendent's Experience in Current Position

Table 7 relates the number of years the NESA superintendents had been in their present positions. Eight of the respondents reported that they were serving in their first year; seven were working in their second year; two were in their third year; three indicated they had been in their present position for four years; two individuals were in their fifth year; and eight superintendents had served in their present capacity for over five years, with an average of 13 years.

Table 7.--Superintendent's experience in current position.

Years in Current Position	Number of Superintendents	Percentage of Superintendents
1st year	8	26.67
2nd year	7	23.33
3rd year	2	6.67
4th year	3	10.00
5th year	2	6.67
6 or more years	8	26.67
Totals	30	100.00

Superintendent's Previous Overseas Experience

As reported in Table 8, 23 of the superintendents indicated that they had had overseas experience before accepting their present

position. Seven of those reporting stated they had had no previous experience in an overseas setting.

Table 8.--Superintendent's previous overseas experience.

Previous Overseas Experience	Number of Superintendents	Percentage of Superintendents
Yes	23	76.67
No	7	23.33
Totals	30	100.00

Superintendent's Previous Private School Experience

The data in Table 9 show that 20 of the superintendents had had private school experience before accepting their present position. A third of the sample (10 superintendents) reported they had had no previous experience in private schools.

Table 9.--Superintendent's previous private school experience.

Previous Work Experience: Private Schools	Number of Superintendents	Percentage of Superintendents
Yes	20	66.67
No	10	33.33
Totals	30	100.00

Superintendent's Previous Knowledge of Host-Country Customs and Culture

Table 10 shows that one superintendent reported he had had no knowledge of the host country's customs and culture before assuming his post there; 14 indicated that they had had a limited knowledge of the customs and culture of the host country; and 15 of the superintendents stated that their knowledge of the host country's customs and culture had been adequate.

Table 10.--Superintendent's previous knowledge of host country's customs and culture.

Previous Knowledge: Customs and Culture	Number of Superintendents	Percentage of Superintendents
Nonexistent	1	3.33
Limited	14	46.67
Adequate	15	50.00
Totals	30	100.00

Superintendent's Travel Before Present Position

One of the superintendents reported that he had had no travel experience before accepting his current position; nine indicated they had had limited travel experience, whereas a full two-thirds of the respondents (20 superintendents) said they had traveled extensively before accepting their present position. (See Table 11.)

Table 11.--Superintendent's travel before accepting present position.

Superintendent's Travel Before Present Position	Number of Superintendents	Percentage of Superintendents
None	1	3.33
Limited	9	30.00
Extensive	20	66.67
Totals	30	100.00

Superintendent's Highest Degree

The vast majority of NESA superintendents held degrees above a Bachelor's degree. Only three of the superintendents reported they had a Bachelor's degree. Sixteen held a Master's degree, and nine had obtained a Doctorate. Two of the respondents had an Educational Specialist's degree. (See Table 12.)

Table 12.--Highest degree held by superintendent.

Highest Degree	Number of Superintendents	Percentage of Superintendents
None	0	0.00
Bachelor's degree	3	10.00
Master's degree	16	53.55
Specialist's degree	2	6.67
Doctorate degree	9	30.00
Totals	30	100.00

Degree in Educational Administration

Table 13 shows that the majority (17) of the NESA superintendents held a degree in educational administration. Thirteen of

those responding to the questionnaire did not possess a degree in educational administration.

Table 13.--Degree in educational administration.

Degree in Educational Administration	Number of Superintendents	Percentage of Superintendents
Yes	17	56.67
No	13	43.33
Totals	30	100.00

Superintendent's Position Before Going Overseas

Shown in Table 14 are the school positions held by NESA superintendents before going abroad. It can be noted that two members of the sample had not held a school position; five had previously been employed as superintendents; one had served as an assistant superintendent; seven had been principals before going abroad; two individuals had held the position of assistant principal; eight had previously been employed as teachers; and two had acted as supervisors. The three superintendents who reported other school positions had been employed as a college director, a university lecturer, and a school psychologist.

Superintendent's Fluency in Host Country's Language

Nineteen of the superintendents stated that they had had no knowledge of the host country's language before going overseas;

eight reported a limited knowledge of the language of the country to which they were going. Of those reporting a degree of fluency, two superintendents stated they had been nearly fluent and one indicated he had been fluent in the host country's language before assuming the superintendency. (See Table 15.)

Table 14.--Superintendent's position before going overseas.

School Position Held Before Going Overseas	Number of Superintendents	Percentage of Superintendents
None	2	6.67
Superintendent	5	16.67
Assistant superintendent	1	3.33
Principal	7	23.33
Assistant principal	2	6.67
Teacher	8	26.67
Supervisor	2	6.67
Other[a]	3	10.00
Totals	30	100.00

[a]Three superintendents reported they had been a college director, a university lecturer, or a school psychologist.

Table 15.--Superintendent's fluency in host country's language.

Fluency Before Present Position	Number of Superintendents	Percentage of Superintendents
Nonexistent	19	63.33
Limited	8	26.67
Nearly fluent	2	6.67
Fluent	1	3.33
Totals	30	100.00

Age of Superintendents

None of the NESA superintendents responding to the questionnaire was under 30. The sample was distributed as follows: nine were in their thirties; eight were in their forties; eleven were in their fifties; and two reported they were over 60 years of age. (See Table 16.)

Table 16.--Age of superintendents.

Age	Number of Superintendents	Percentage of Superintendents
20 - 29	0	0.00
30 - 39	9	30.00
40 - 49	8	26.67
50 - 59	11	36.67
60+	2	6.67
Totals	30	100.00

General Information Regarding the School and Faculty

As in all parts of the world, NESA schools vary in size and in scope. They range from very small schools situated in a villa to schools sprawling over acres of landscaped campus. NESA schools also vary in the emphasis placed on curriculum development. So that the researcher could present the full scope of the identified problem, research was conducted on the schools and their faculties.

Approximate Student Enrollment

Table 17 shows that seven of the NESA schools in the survey had enrollments of fewer than 200 students; nine had enrollments of

201 to 400 students; three had enrollments of 401 to 600 students; two had an enrollment of 801 to 1,000 students; another two showed an enrollment of 1,001 to 1,200 students; and seven schools had an enrollment of more than 1,400 students.

Table 17.--Approximate student enrollment.

Approximate Enrollment	Number of Superintendents	Number of Superintendents
1 - 200	7	23.33
201 - 400	9	30.00
401 - 600	3	10.00
601 - 800	0	0.00
801 - 1,000	2	6.67
1,001 - 1,200	2	6.67
1,201 - 1,400	0	0.00
1,401 +	7	23.33
Totals	30	100.00

Grade Levels Served

Four superintendents indicated that their schools went through the eighth grade, and eight of the schools served students through ninth grade. The majority (16) of the NESA schools surveyed went through twelfth grade. One superintendent reported that his school offered an educational program from nursery to the thirteenth grade, whereas another indicated that his school spanned kindergarten to seventh grade. (See Table 18.)

School Accreditation

Fourteen superintendents reported that their schools were not accredited by an accrediting agency. Six schools had U.S. accreditation;

five held local accreditation; and three held a combination of U.S. and local accreditation. The European Council of International Schools (ECIS) had accredited one of the NESA schools, whereas another had been accredited through a New York State Charter. (See Table 19.)

Table 18.--Grade levels served.

Grade Levels	Number of Superintendents	Percentage of Superintendents
Through grade 6	0	0.00
Through grade 8	4	13.33
Through grade 9	8	26.67
Through grade 12	16	53.33
Other[a]	2	6.67
Totals	30	100.00

[a]Two superintendents reported that their schools offered an educational program from nursery to grade 13 and from kindergarten to grade seven, respectively.

Table 19.--School accreditation.

Accreditation	Number of Superintendents	Percentage of Superintendents
No accreditation	14	46.67
U.S. accreditation	6	20.00
Local accreditation	5	16.67
U.S. & local accreditation	3	10.00
Other[a]	2	6.67
Totals	30	100.00

[a]One superintendent stated that his school was accredited through the European Council of International Schools (ECIS) and another reported New York State Charter accreditation.

Type of Curriculum

Table 20 shows that the majority (20) of NESA schools in the survey had a U.S. curriculum only. Six of the superintendents reported that they had a combined U.S. and local curriculum. One respondent stated that his school had a British curriculum; another indicated an international curriculum; one superintendent mentioned the International Baccalaureate; and the final respondent reported an Anglo-American curriculum.

Table 20.--Type of curriculum.

Type of Curriculum	Number of Superintendents	Percentage of Superintendents
U.S. curriculum	20	66.67
Local curriculum	0	0.00
Combined U.S. and local curriculum	6	20.00
Other[a]	4	13.33
Totals	30	100.00

[a]Four NESA superintendents reported that their schools followed the following curriculums: British, International, International Baccalaureate, and Anglo-American.

Number of Full-Time Teachers

As demonstrated in Table 21, nine of the superintendents reported that their schools employed fewer than 20 full-time teachers. Eight stated that their faculties comprised between 21 and 40 full-time teachers; two had between 41 and 60 on their faculties; one

employed 61 to 80 teachers; and one-third (10) of the survey respondents reported that their schools employed 81 or more full-time teachers.

Table 21.--Number of full-time teachers employed by the school.

Full-Time Teachers	Number of Superintendents	Percentage of Superintendents
1 - 20	9	30.00
21 - 40	8	26.67
41 - 60	2	6.67
61 - 80	1	3.33
81 +	10	33.33
Totals	30	100.00

Annual Average Number of American Expatriate Teachers Hired Over the Past Five Years

Thirteen of the superintendents reported that their schools had employed an average of 1 to 8 American expatriate teachers over the past five-year period; one of the schools had hired 9 to 16 teachers; six had hired 17 to 24 teachers; four had employed 25 to 32 teachers; two had hired 33 to 40 teachers; and four indicated that their schools had hired more than 41 American expatriate teachers during that period. (See Table 22.)

Table 22.--Annual average number of American expatriate teachers hired over the past five years.

Expatriate Teachers Hired Annually	Number of Superintendents	Percentage of Superintendents
1 - 8	13	43.44
9 - 16	1	3.33
17 - 24	6	20.00
25 - 32	4	13.33
33 - 40	2	6.67
41 +	4	13.33
Totals	30	100.00

Analysis of Teachers' Contributions to School's Educational Program

Table 23 is divided into two sections. Part A shows which teachers, in the superintendents' view, exhibited the highest-quality and most effective teaching. One superintendent believed that the host-country teachers best met the criteria of Part A, and six indicated that locally hired, non-host-country teachers best met the criteria; however, the majority (18) of the superintendents felt that American expatriate teachers were the key to effectiveness in the school. Five superintendents made the following additional comments: "British teachers," "an individual matter," "the best from each group," and "it varied from year to year." One respondent found the question impossible to answer.

In Part B of this question, the superintendents were asked to report which group of teachers created the most problems. Twelve reported that host-country teachers created the most problems; eight said locally hired, non-host-country teachers; and five believed

Table 23.--Teachers' contributions to school's educational program.

Teacher Classification	A. Teachers Exhibiting Highest-Quality and Most Effective Teaching		B. Teachers Creating Most Problems	
	Number of Superintendents	Percentage of Superintendents	Number of Superintendents	Percentage of Superintendents
Host-country teachers	1	3.33	12	40.00
Locally hired, non-host-country teachers	6	20.00	8	26.67
Expatriate American teachers	18	60.00	5	16.67
Other	5[a]	16.67	5[b]	16.67
Totals	30	100.00	30	100.00

[a]One superintendent specified "British teachers"; one stated, "an individual matter"; one reported, "best from each group"; another specified, "it varies from year to year"; the final response was, "it was impossible to answer."

[b]Two superintendents felt that it was equal; one specified "an individual matter"; one reported, "worst from each group"; another stated, "short-term local or expatriate teacher."

the American expatriate teachers created the most problems in the educational program. Other responses were: "equal," "an individual matter," "worst from each group," and "the short-term local or expatriate teacher."

Type of School

Table 24 shows that 16 of the NESA schools were community sponsored. Five were company schools, two were proprietary schools, and three were operated by International Schools Services. Other types of schools reported by the NESA superintendents were: "local corporation" (two), and "private nonprofit," "Massachusetts Charter, nonprofit," and "nonprofit trust with community participation" (one each).

Table 24.--Type of school.

Type of School	Number of Superintendents	Percentage of Superintendents
Community sponsored	16	53.33
Company operated	5	16.67
Proprietary	2	6.67
International Schools Services	3	10.00
Other[a]	4	13.33
Totals	30	100.00

[a]One superintendent reported, "private, nonprofit"; two stated, "local corporations"; one said, "Massachusetts charter, nonprofit"; another stated, "nonprofit trust with community participation."

School Recipient of
State Department Grant

Half of the respondents (15) said their schools received financial assistance from the State Department. The other half of the respondents (15) indicated that their schools received no aid from the Department of State. (See Table 25.)

Table 25.--School recipient of State Department grant.

Recipient of Grant	Number of Superintendents	Percentage of Superintendents
Yes	15	50.00
No	15	50.00
Totals	30	100.00

Recruitment of American Expatriate Teachers

Overseas administrators face many problems when recruiting teachers for their schools. Assessing needs very early in the year for the forthcoming academic year; arranging interviews throughout various parts of the world; making time to be away from the campus in order to recruit; covering the cost of the recruitment trip; and seeing the reluctance of the American teacher to take that last big step, even though he had expressed an interest in teaching abroad--these are only a few of the difficulties that overseas administrators face (26:111-12).

As stated in the opening chapter, living far from the teacher market is, in itself, a major hurdle in the recruitment process. The

administrator cannot rely totally upon himself to survey the field of teachers. He must turn to a variety of sources for assistance in this most crucial part of administrating an overseas school.

Sources for Recruiting American Expatriate Teachers

The NESA superintendents were asked to indicate what sources they used when seeking American teachers for their schools. Table 26 reports that 23 used college or university placement services; 13 went to privately owned placement agencies; 23 used International Schools Services; 8 went to Overseas Schools Services; 6 used the Office of Overseas Schools; 9 consulted their school-to-school partner; and 3 individuals indicated they used no outside source for teacher recruitment. The vast majority of superintendents used more than one source for recruitment purposes--hence the variable totals. Other sources reported were: "other superintendents" (five respondents); "staff referrals" (three respondents); and "company," "Presbyterian Church," "direct hire," "European Council of International Schools," and "Near East-South Asia Council of International Schools" (one respondent each).

Superintendents' Recruiting Trips

Table 27 shows that four of the NESA superintendents had never taken a recruiting trip, whereas the majority (20 respondents) took at least one trip each year. Two superintendents reported that the recruiting was done by others. One superintendent stated that he "sometimes" went on a recruiting trip, and another reported that his

recruiting trips were restricted to the NESA area. Two respondents said that they went abroad every other year to recruit.

Table 26.--Sources for recruiting American expatriate teachers.

Sources	Number of Superintendents	Percentage of Superintendents
College or university placement services	23	76.67
Privately owned placement agencies	13	43.33
International Schools Services (ISS)	23	76.67
Overseas Schools Services (OSS)	8	26.67
Office of Overseas Schools (A/OS)	6	20.00
School-to-school partner	9	30.00
Other[a]	13	43.33
None	3	10.00

[a]The following "other" responses were reported: other superintendents--5; staff referrals--3; company--1; Presbyterian Church--1; media--3; direct--1; European Council of International Schools--1; Near East-South Asia Council of International Schools--1.

Personal Interview of Applicant Before Employment

Table 28 shows that 12 of the superintendents always conducted an interview with the applicant before employing him. Fourteen of the respondents reported that they would interview the candidate if at all possible. Four superintendents had others conduct the interview. All of the respondents reported that they believed an interview to be necessary.

Table 27.--Superintendents' recruiting trips.

Recruiting Trips	Number of Superintendents	Percentage of Superintendents
Never	4	13.33
Annually or more often	20	66.67
Done by others	2	6.67
Other[a]	4	13.33
Totals	30	100.00

[a]One superintendent reported "sometimes"; another stated that his recruiting was restricted to the NESA area; two said that they went abroad every two years to recruit.

Table 28.--Personal interview of applicant before employment.

Applicant Interviews	Number of Superintendents	Percentage of Superintendents
Always	12	40.00
If at all possible	14	46.67
Not if well recommended	0	0.00
Not necessary	0	0.00
Done by others	4	13.33
Totals	30	100.00

Length of Teaching Contract

As reported in Table 29, four of the NESA schools offered their teachers one-year contracts. The majority (23) offered two-year employment contracts in their schools. One superintendent reported that his school did not offer contracts. Another two individuals stated that their schools offered three-year employment contracts.

Table 29.--Length of teaching contract.

Contract Length	Number of Superintendents	Percentage of Superintendents
One year	4	13.33
Two years	23	76.67
Other[a]	3	10.00
Totals	30	100.00

[a]One superintendent stated that no contract was offered; two others reported that their schools offered three-year contracts.

American Expatriate Teachers' Most Effective Years

As shown in Table 30, only one of the superintendents believed that a teacher's first year of overseas teaching was the most effective year. Twenty respondents said the second year of teaching was the most effective year. Eight respondents reported the third year as most effective. Only one superintendent felt that the teacher was most effective in the fourth year or thereafter.

Table 30.--American expatriate teachers' most effective years.

Most Effective Year	Number of Superintendents	Percentage of Superintendents
First year	1	3.33
Second year	20	66.67
Third year	8	26.67
Fourth year or longer	1	3.33
Totals	30	100.00

Career Overseas Teachers

Table 31 shows the attitudes of the NESA superintendents toward hiring "career overseas teachers"--those American expatriate teachers who make a career out of teaching overseas and who travel from school to school during their professional careers. Five respondents believed that career overseas teachers were greatly to be preferred; 13 indicated they generally were to be preferred; 8 superintendents stated that they were about the same as teachers who chose to stay overseas for a specified time; and only 1 felt that the career overseas teacher was generally a little poorer. None responded that the career overseas teacher should not be hired. Three superintendents did not answer this question.

Table 31.--Career overseas teachers.

Career Overseas Teachers	Number of Superintendents	Percentage of Superintendents
Greatly to be preferred	5	16.67
Generally to be preferred	13	43.33
About the same	8	26.67
Generally a little poorer	1	3.33
Should not be hired	0	0.00
Totals[a]	27	90.00

[a]Three superintendents did not submit a response to this question.

Teacher With Marital Problems
Leaving After One Year

Fifteen of the respondents indicated that a teacher with a marital problem generally would leave after serving one year of his contract. Eleven felt the teacher would carry on in the job beyond the first year, in spite of marital problems. Two superintendents did not answer the question, and two others felt the question did not apply to their hiring situation. (See Table 32.)

Table 32.--Teacher with marital problems leaving after one year.

Teacher's Leaving	Number of Superintendents	Percentage of Superintendents
Yes	15	50.00
No	11	36.67
Other[a]	4	13.33
Totals	30	100.00

[a]Two respondents reported that they did not know the answer to the question; two others stated the question did not apply to their hiring situation.

Teacher Leaving Because of Spouse's
Opposition to Living Overseas

As shown in Table 33, over half of the superintendents (16) stated that the teacher would return home if the spouse was opposed to remaining overseas. Seven respondents believed that the teacher would not return home under those conditions. Four respondents said the question was not applicable to their school, and three did not answer the question.

Table 33.--Teacher leaving because of spouse's opposition to living overseas.

Teacher Leaving	Number of Superintendents	Percentage of Superintendents
Yes	16	53.33
No	7	23.33
Other[a]	7	23.33
Totals	30	100.00

[a]Four superintendents reported that the question did not apply to their school, and three superintendents did not answer the question.

Person Responsible for Employing New Teachers

Table 34 is divided into two parts: Part A, which shows who employed the American expatriate teachers, and Part B, which indicates who should have employed the new teachers.

As seen in Part A, 7 of the superintendents had the responsibility for hiring new teachers; 18 reported that their immediate predecessor had hired the teaching staff; 4 indicated that a school board member did the hiring; and 1 said an outside consultant was used to hire staff members.

Part B shows that 13 of the superintendents felt they should have had the responsibility to hire staff members; 11 believed that the former superintendent should have hired the teachers; and 3 indicated that a school board member should have done the hiring. One superintendent stated that, with his approval, the former superintendent should have done the hiring; another indicated that the

Table 34.--Person responsible for employing new teachers.

Person Responsible	A. Employed Teachers		B. Should Have Employed Teachers	
	Number of Superintendents	Percentage of Superintendents	Number of Superintendents	Percentage of Superintendents
Current superintendent	7	23.33	13	43.33
Former superintendent	18	60.00	11	36.67
School board member	4	13.33	3	10.00
Other	1[a]	3.33	3[b]	10.00
Totals	30	100.00	30	100.00

[a]One superintendent stated that an outside consultant hired the faculty.

[b]One superintendent believed that the former superintendent should have hired the teachers with his approval; another stated that his principal should have done the hiring; one superintendent felt that an outside consultant should have the responsibility of hiring new teachers.

principal should have done the hiring; and one respondent believed an outside consultant should have been called in to hire the teachers for the school board.

Effect of Teaching Experience, Language Facility, and Previous Overseas Experience on the Retention of American Expatriate Teachers

Part A of Table 35 reports that 19 of the NESA superintendents believed that teachers with previous experience tended to remain longer overseas; 8 stated that those with experience did not remain overseas longer; 2 felt there was no meaningful difference; and 1 did not state an opinion.

Part B shows that 21 respondents reported that teachers with the ability to communicate in the host country's language tended to stay abroad longer; 8 superintendents did not feel that teachers having a facility in the language remained overseas longer; and 1 did not know the answer to this question.

In Part C, 22 individuals stated that teachers having previous overseas experience tended to remain longer in a specific school abroad, whereas 7 of the superintendents indicated those with previous overseas experience did not remain abroad longer than those with no previous overseas experience. One respondent felt there was little difference between teachers with and without previous overseas experience.

Table 35.--Effect of teaching experience, language facility, and previous overseas experience on the retention of American expatriate teachers.

Effect on Retention	A. Teaching Experience Remain Longer		B. Language Facility Remain Longer		C. Experience Overseas Remain Longer	
	Number of Supts.	Percentage of Supts.	Number of Supts.	Percentage of Supts.	Number of Supts.	Percentage of Supts.
Yes	19	63.33	21	70.00	22	73.33
No	8	26.67	8	26.67	7	23.33
Other	3[a]	10.00	1[b]	3.33	1[c]	3.33
Totals	30	100.00	30	100.00	30	100.00

[a]Two superintendents felt there was little difference, and one did not have an opinion.

[b]One superintendent did not know the answer to this question.

[c]One superintendent felt there was little difference.

Superintendent Requiring Confidential File

As shown in Table 36, 11 of the superintendents always required a confidential placement file. The majority (16) indicated that they would require a file if one was available, and three said that the file was not necessary if the teacher applicant completed the proper school application, as it would provide adequate information with which to assess the candidate.

Table 36.--Superintendent requiring confidential file.

Requiring File	Number of Superintendents	Percentage of Superintendents
Always	11	36.67
When available	16	53.33
Not necessary if school application completed	3	10.00
Totals	30	100.00

Contributions of U.S. University Placement Office

The data in Table 37 describe the assistance that U.S. college and university placement offices provided the NESA superintendents in locating and recruiting potential teachers. All of the respondents reported that the placement offices were helpful. Seven superintendents indicated placement offices were of limited help; ten thought they were of moderate help; and three reported that they were of extensive help. Eight superintendents stated that they did not use

college or university placement offices, and two superintendents did not respond to the question.

Table 37.--Contributions of U.S. university placement offices.

Assistance With Recruitment	Number of Superintendents	Percentage of Superintendents
No help	0	0.00
Limited help	7	23.33
Moderate help	10	33.33
Extensive help	3	10.00
Do not use	8	26.67
Other[a]	2	6.67
Totals	30	100.00

[a]Two individuals did not answer this question.

Assistance of University Professors, Department Heads, or Deans in the Recruitment Process

The NESA superintendents were asked how professors, department heads, or deans were helpful to them in recruiting teachers for their schools. One superintendent stated that they were of no help; ten reported that they were of limited assistance; four respondents believed them to be moderately helpful; and two found them to be of extensive assistance. Eleven respondents reported that they never went to professors, department heads, or deans when recruiting, and two superintendents did not answer the question. (See Table 38.)

Table 38.--Assistance of university professors, department heads, or deans in the recruitment process.

Assistance With Recruitment	Number of Superintendents	Percentage of Superintendents
No help	1	3.33
Limited help	10	33.33
Moderate help	4	13.33
Extensive help	2	6.67
Never used	11	36.67
Other[a]	2	6.67
Totals	30	100.00

[a]Two superintendents did not answer this question.

Number of Teachers With Overseas Student-Teaching Experience Hired in Past Three Years

The majority of superintendents (19) reported that they had hired no teachers with overseas student-teaching experience in the past three years. Five respondents indicated they had hired one; three superintendents had hired two; one reported that he had hired three; and two superintendents had hired more than four teachers with overseas student-teaching experience in the past three years. (See Table 39.)

Influence of Overseas Student-Teaching Experience

As reported in Table 40, concerning the influence of the overseas student-teaching experience on teachers hired for their overseas schools, seven of the superintendents felt that the student-teaching experience had helped teachers make a better adjustment overseas than those with a "stateside" student-teaching experience.

Two superintendents did not feel that the overseas student-teaching experience had helped teachers adjust; five of the respondents stated that it had made little difference; and the majority (16) stated that they did not know if student teaching abroad had contributed to a teacher's adjustment to living and working overseas.

Table 39.--Teachers with overseas student-teaching experience hired in past three years.

Overseas Student-Teaching Experience	Number of Superintendents	Percentage of Superintendents
None	19	63.33
One teacher	5	16.67
Two teachers	3	10.00
Three teachers	1	3.33
More than four teachers	2	6.67
Totals	30	100.00

Table 40.--Influence of overseas student-teaching experience.

Student-Teaching Overseas Helps Adjustment	Number of Superintendents	Percentage of Superintendents
Yes	7	23.33
No	2	6.67
Makes no difference	5	16.67
Do not know	16	53.33
Totals	30	100.00

Schools Receiving Teachers From School-to-School Partner or Exchange Program

The data in Table 41 show that six of the NESA schools received teachers directly from their school-to-school partner or from a teacher exchange program. Twenty-four of the schools did not receive teachers from either their school-to-school partner or from an exchange program.

Table 41.--Schools receiving teachers from school-to-school partner or exchange program.

Teachers From Partner or Exchange Program	Number of Superintendents	Percentage of Superintendents
Yes	6	20.00
No	24	80.00
Totals	30	100.00

Assistance Provided by the School-to-School Partner

Table 42 reports that seven of the NESA schools had not contracted American expatriate teachers from their school-to-school partner. Five superintendents reported that 1 to 10 percent of their faculty had been recruited as a direct result of the assistance of the school-to-school partner. Two superintendents indicated that they had recruited 11 to 20 percent of their American expatriate teachers from their school-to-school partner. The remainder of the superintendents (16) indicated that they did not currently have a school-to-school partner.

Table 42.--Assistance provided by the school-to-school partner.

Percentage of Teachers Contracted Annually	Number of Superintendents	Percentage of Superintendents
None	7	23.33
1-10 percent	5	16.67
11-20 percent	2	6.67
21 percent or more	0	0.00
Do not have partner	16	53.33
Totals	30	100.00

Recruitment Program Could Be Better Assisted by School-to-School Partner

As reported in Table 42, 16 of the NESA superintendents responded that they had no current school-to-school partner. Table 43 shows that of the 14 superintendents who did report that they had an active partnership, 10 believed that their stateside partner could be of more assistance, whereas 4 did not feel the partner could be of more help.

Table 43.--Recruitment program could be better assisted by school-to-school partner.

Could Assist More	Number of Superintendents	Percentage of Superintendents
Yes	10	33.33
No	4	13.33
Do not have partner	16	53.33
Totals	30	100.00

Extent to Which the Office of Overseas Schools (A/OS) Assists in Recruitment Program

An analysis of the data in Table 44 shows that the largest number of respondents (20) felt that the Office of Overseas Schools provided no assistance in recruiting American expatriate teachers. Five superintendents reported that A/OS was of some help, whereas three stated that the A/OS offered moderate assistance. No respondents said that the Office of Overseas Schools was of great or extensive help in the recruitment process. Two superintendents did not respond to this question.

Table 44.--Extent to which the Office of Overseas Schools (A/OS) assists in recruitment program.

Help by A/OS	Number of Superintendents	Percentage of Superintendents
None	20	66.67
Some	5	16.67
Moderate	3	10.00
Great	0	0.00
Extensive	0	0.00
Other[a]	2	6.67
Totals	30	100.00

[a]Two superintendents did not respond to this question.

Extent to Which International Schools Services (ISS) Assists in Recruitment Program

Table 45 shows that seven of the respondents received no assistance from International Schools Services (ISS) in recruiting

teachers. Eight of the NESA superintendents stated ISS was of some help, and four indicated ISS was moderately helpful. Six of the superintendents reported that they found ISS of great help, and five felt their schools received extensive help from ISS in recruiting American expatriate teachers.

Table 45.--Extent to which International Schools Services (ISS) assists in recruitment program.

Help by ISS	Number of Superintendents	Percentage of Superintendents
None	7	23.33
Some	8	26.67
Moderate	4	13.33
Great	6	20.00
Extensive	5	16.67
Totals	30	100.00

Extent to Which Overseas Schools Services (OSS) Assists in Recruitment Program

The data in Table 46 show that the majority of respondents (20) received no assistance in their recruitment program from Overseas Schools Services (OSS). Six superintendents reported that OSS provided some assistance in recruiting American expatriate teachers, whereas four indicated moderate assistance was provided. No superintendents reported great or extensive assistance by OSS.

Table 46.--Extent to which Overseas Schools Services (OSS) assists in recruitment program.

Help by OSS	Number of Superintendents	Percentage of Superintendents
None	20	66.67
Some	6	20.00
Moderate	4	13.33
Great	0	0.00
Extensive	0	0.00
Totals	30	100.00

Extent to Which the NESA Center Assists in Recruitment Program

Table 47 shows that 18 of the NESA superintendents found the NESA Center to be of no help in their teacher recruitment programs. Eleven respondents claimed that the Center was of some assistance, and one superintendent indicated that his recruitment program was given extensive help. No respondents reported either moderate or great help from the NESA Center in recruiting American expatriate teachers for their schools.

Table 47.--Extent to which the NESA Center assists in recruitment program.

Help by NESA Center	Number of Superintendents	Percentage of Superintendents
None	18	60.00
Some	11	36.67
Moderate	0	0.00
Great	0	0.00
Extensive	1	3.33
Totals	30	100.00

Preferred Marital Status of American Expatriate Teacher

As shown in Table 48, seven of the superintendents preferred single teachers. Four of the respondents believed that married teachers with a nonworking spouse were preferable in an overseas setting. The majority of the respondents (19) indicated a preference for hiring husband and wife teaching teams for their schools.

Table 48.--Preferred marital status of American expatriate teacher.

Preferred Marital Status	Number of Superintendents	Percentage of Superintendents
Single teachers	7	23.33
Married teacher with nonworking spouse	4	13.33
Husband and wife team	19	63.33
Totals	30	100.00

Retention Record of American Expatriate Teachers

The data presented in Table 49 portray what type of American expatriate teacher remains longer than the initial contract. Eight of the superintendents felt that a single teacher tended to remain longer. Three individuals indicated the tenure of a married teacher with a nonworking spouse was longer. The majority of the sample (18) stated that a husband and wife teaching team tended to remain overseas longer than the term stipulated in the contract.

Table 49.--Retention record of American expatriate teachers.

Remain Over Contract	Number of Superintendents	Percentage of Superintendents
Single teacher	8	26.67
Married teacher with nonworking spouse	3	10.00
Husband-wife team	18	60.00
Other[a]	1	3.33
Totals	30	100.00

[a]One superintendent responded that all three categories were equal.

Pre-Arrival Orientation of American Expatriate Teachers

Before going abroad, all new teachers face many problems and questions that have never before confronted them. It becomes imperative that the school prepare new teachers by providing them with accurate information on where they will live and work over perhaps the next several years. The successful orientation of the new employee will create a smooth transition for the teacher as he learns about the school, the community, and the country to which he is moving.

Attempt Made to Meet With Teacher Before His Arrival at the Post

Table 50 presents data concerning whether the superintendents met with the new teacher before his departure for the overseas post. This meeting would be in addition to the initial job interview. Five superintendents always conducted such a meeting. Eighteen met with the new teacher if at all possible; two had others meet with the teacher before his departure from the United States; and five

superintendents reported that they never met with the teacher after the initial interview.

Table 50.--Attempt made to meet with teacher before his arrival at the post.

Meeting Held	Number of Superintendents	Percentage of Superintendents
Always	5	16.67
Whenever possible	18	60.00
Never	5	16.67
Done by others	2	6.67
Totals	30	100.00

Attempt Made to Meet With Spouses Before Their Arrival at the Post

As shown in Table 51, seven of the superintendents always met with the spouses before they arrived in the host country. Seventeen respondents met with the spouses whenever possible, and two reported that a third party met with the spouses. Four superintendents said no attempt was made to interview the spouses before they arrived at the overseas post.

Table 51.--Attempt made to meet with spouses before their arrival at the post.

Meeting Held	Number of Superintendents	Percentage of Superintendents
Always	7	23.33
Whenever possible	17	56.67
Never	4	13.33
Done by others	2	6.67
Totals	30	100.00

Information Brochure for American Expatriate Teachers

As reported in Table 52, 17 of the superintendents stated that the American expatriate teacher believed the school's information brochure was accurate and complete. Five respondents indicated that the expatriate teachers did not feel the brochure was adequate. Eight members of the sample reported that their school did not have an information brochure for American expatriate teachers.

Table 52.--Information brochure for American expatriate teachers.

Teachers Believe Brochure Adequate	Number of Superintendents	Percentage of Superintendents
Yes	17	56.67
No	5	16.67
Do not have brochure	8	26.67
Totals	30	100.00

Benefit of Pre-Arrival Orientation for American Expatriate Teachers

As depicted in Table 53, 21 superintendents thought that a pre-arrival orientation and workshop would be beneficial to their newly hired American expatriate teachers. Three superintendents responded negatively to the question about a pre-arrival orientation being beneficial. Five respondents felt the orientation would make no difference, and one did not know whether it would be beneficial or not.

Table 53.--Benefit of pre-arrival orientation for American expatriate teachers.

Beneficial for Teachers	Number of Superintendents	Percentage of Superintendents
Yes	21	70.00
No	3	10.00
No difference	5	16.67
Do not know	1	3.33
Totals	30	100.00

Location of Pre-Arrival Orientation

The superintendents' preference of a location for a pre-arrival orientation and workshop is addressed in Table 54. The majority of the superintendents (16) stated that they would prefer holding such a meeting in the United States; five felt that Europe would be the best location; and six thought that an orientation program would best be held in the Middle East. Three individuals felt that no pre-arrival orientation and workshop would be best.

Table 54.--Preferred location of pre-arrival orientation.

Location	Number of Superintendents	Percentage of Superintendents
United States	16	53.33
Europe	5	16.67
Middle East	6	20.00
None	3	10.00
Totals	30	100.00

Organization Responsible for Conducting Pre-Arrival Orientation and Workshop

Table 55 shows that half of the NESA superintendents (15) felt that each individual school should conduct its own pre-arrival orientation and workshop for newly hired American expatriate teachers. Five superintendents endorsed having the NESA schools combine their efforts and hold a joint program for orienting new teachers. Nine respondents stated that the NESA Center in Athens, Greece, should be responsible for conducting an orientation program. One superintendent said the question was not applicable to his school situation.

Table 55.--Organization responsible for conducting pre-arrival orientation and workshop.

Organization	Number of Superintendents	Percentage of Superintendents
Each individual should	15	50.00
Combined NESA schools	5	16.67
NESA Center	9	30.00
Other[a]	1	3.33
Totals	30	100.00

[a]One superintendent reported that the question was not applicable to his school situation.

Teachers Participating in Pre-Arrival Orientation Make Better Adjustments to Overseas Living

The data in Table 56 represent the feelings of NESA superintendents regarding whether a pre-arrival orientation and workshop

would have a positive effect on newly hired American expatriate teachers. The majority of those responding (18) believed that teachers going through the orientation program would make a better adjustment to living and working abroad than those teachers not participating in such a program. Three individuals stated that the orientation program would not help the teachers adjust. Eight superintendents did not know, and one stated that the question was not applicable to his school and recruitment program.

Table 56.--Teachers participating in pre-arrival orientation make better adjustments to overseas living.

Pre-Arrival Orientation Helps Adjustment	Number of Superintendents	Percentage of Superintendents
Yes	18	60.00
No	3	10.00
Do not know	8	26.67
Other[a]	1	3.33
Totals	30	100.00

[a]One superintendent felt the question was not applicable to his school and recruitment program.

Invite Teachers to Send Questions Before Departure

Table 57 shows that 29 of the 30 superintendents extended an invitation to their new American expatriate teachers, asking them to send questions to be answered before they left the United States. One superintendent did not invite such questions.

Table 57.--Invite teachers to send questions before departure.

Invitation Extended	Number of Superintendents	Percentage of Superintendents
Yes	29	96.67
No	1	3.33
Totals	30	100.00

Female Teachers Corresponding With Newly Employed Females

As shown in Table 58, 27 superintendents reported that female staff members corresponded with newly employed female teachers, informing them of the types of clothing they should bring, the local customs regarding women, and items of interest to a woman about to set up a new home. Only three superintendents indicated female faculty members did not write to new female teachers.

Table 58.--Female teachers corresponding with newly employed females.

Female Teachers Corresponding	Number of Superintendents	Percentage of Superintendents
Yes	27	90.00
No	3	10.00
Totals	30	100.00

Single Teachers' Satisfaction With Social Life Overseas

The superintendents were asked to report their interpretation of single American expatriate teachers' satisfaction with the social

life in their new home overseas. The vast majority of the respondents (22) felt the single teacher could lead a satisfactory social life overseas. Seven superintendents reported that the social life in the host country was unsatisfactory for their single teachers. One respondent did not know the answer to this question. (See Table 59.)

Table 59.--Single teachers' satisfaction with social life overseas.

Single Teacher Can Lead Satisfactory Social Life	Number of Superintendents	Percentage of Superintendents
Yes	22	73.33
No	7	23.33
Do not know	1	3.33
Totals	30	100.00

School Assisting in Locating Housing

An overwhelming majority of NESA schools (26) assisted their American expatriate teachers with locating housing. Only one superintendent stated that his school did not assist with housing. Three respondents reported that it was not necessary for the school to locate housing. Their schools were company operated, and the firm provided housing for the teachers because they were company employees. (See Table 60.)

Table 60.--School assisting in locating housing.

School Assists	Number of Superintendents	Percentage of Superintendents
Yes	26	86.67
No	1	3.33
Not necessary	3	10.00
Totals	30	100.00

On-Site Orientation Program for American Expatriate Teachers

Upon arrival in a new country, a newly hired teacher faces an overwhelming number of new challenges. Very often this is the first overseas assignment for the teacher; therefore, a great amount of caution must be exercised in assisting him in his new home. First impressions are lasting, and great care must be taken to help him with his initial period of adjustment.

To help the teacher who has chosen to live and work abroad, it is necessary to have ready an on-site orientation program that will answer the innumerable questions that arise during the teacher's first days overseas.

Orientation Activities for New American Expatriate Teachers

Each NESA school operates an on-site orientation program for newly hired American expatriate teachers. Table 61 portrays the various activities that the schools incorporate into their on-site orientation programs. Twenty-six of the superintendents reported that their orientation program included a tour of the local area;

the same number of schools included an explanation of the local health problems; 28 provided an explanation of the host-country attitudes toward foreigners; 26 held at least one social activity in honor of the new teachers; 9 had a parent organization assisting in the teacher orientation program; 25 provided the teachers with a teacher manual or operations handbook; and 21 gave the new teachers a "care package," which might include linens, utensils, and food to help them get started in their new home.

Table 61.--Orientation activities for new American expatriate teachers.

Activity	Number of Superintendents	Percentage of Superintendents
No pre-school orientation	0	0.00
Tour of local area	26	86.67
Explanation of local health problems	26	86.67
Explanation of host-country attitude toward foreigners	28	93.33
Social occasion (e.g., party, reception, dinner)	26	86.67
Parent organization assisting in teacher orientation	9	30.00
Providing teachers with teacher manual or operating handbook	25	83.33
Providing "care-package" (e.g., food, linens, utensils)	21	70.00

Continuing Orientation for American Expatriate Teachers

Each NESA superintendent was asked to indicate which items among those listed in the questionnaire were included in a continuing orientation program for the new American expatriate teachers. Four schools did not hold a continuing orientation program; 8 indicated that "big brothers" were assigned to assist the new teachers; 10 helped the teachers learn the local language; 7 offered teachers an opportunity to visit the host-country schools; 26 reported that the school held periodic social events for the faculty; and 17 of the superintendents indicated that periodic meetings were scheduled with the new American expatriate teachers. (See Table 62.)

Table 62.--Continuing orientation for American expatriate teachers.

Program	Number of Superintendents	Percentage of Superintendents
No continuing orientation	4	13.33
Assignment of "big brothers"	8	26.67
Assistance in local language	10	33.33
Visits to host-country schools	7	23.33
Periodic social events	26	86.67
Periodic meetings with new American expatriate teachers	17	56.67

Salary and Fringe Benefits

Of primary concern to the teacher seeking a position overseas is the salary he will earn and the fringe benefits offered him. Both the salary and the benefits offered by overseas schools differ from

those in the United States, because there are variables to consider in an overseas setting that a stateside school district would not encounter. A contract offered an American expatriate teacher usually includes a transportation allowance, housing, utilities, medical care, insurance, the local income tax structure, and evacuation and liability due to school closure.

Published Salary Schedule

As shown in Table 63, 25 of the respondents reported that their schools did have a published salary scale. Five said their schools did not publish a salary schedule.

Table 63.--Published salary schedule.

Published	Number of Superintendents	Percentage of Superintendents
Yes	25	83.33
No	5	16.67
Totals	30	100.00

Single Salary Schedule

Twenty superintendents reported that their schools had a single salary scale. The remaining one-third of the sample (ten respondents) said their schools did not have a single salary schedule. (See Table 64.)

Table 64.--Single salary schedule.

Single Schedule	Number of Superintendents	Percentage of Superintendents
Yes	20	66.67
No	10	33.33
Totals	30	100.00

Average Annual Salary of American Expatriate Teachers

The data collected from the instrument and presented in Table 65 depict the average annual salary of American expatriate teachers in the NESA schools. Two superintendents indicated that their schools paid less than $6,000 per year to their American expatriate teachers; one reported that the salary range was between $6,001 and $8,000; nine indicated the range was $8,001 to $10,000; six said the salary was between $10,001 and $12,000; and four stated the range was between $12,001 and $14,000. Six NESA school superintendents reported a salary of more than $14,000 for American expatriate teachers, with an average annual figure of $18,000. Two superintendents did not respond to this question.

Teacher's Salary Compared to That of Other American Expatriate Employees in Community

Table 66 shows a salary comparison between American expatriate teachers and other American expatriate employees in the community. Only one superintendent indicated that the faculty of his school had

higher comparative salaries; seven reported the salaries were about the same; and the great majority (22) stated that the salaries of their teachers were considerably lower than those of other American expatriates working in the community. None of the superintendents felt the salaries were so low as to create problems.

Table 65.--Average annual salary of American expatriate teachers.

Average Salary	Number of Superintendents	Percentage of Superintendents
Below $6,000	2	6.67
$6,000-$ 8,000	1	3.33
$8,001-$10,000	9	30.00
$10,001-$12,000	6	20.00
$12,001-$14,000	4	13.33
Above $14,000	6[a]	20.00
Totals	28[b]	93.33

[a]The average of this figure is $18,000.

[b]Two superintendents did not answer this question.

Table 66.--Teacher's salary compared to that of other American expatriate employees in community.

Teacher's Salary Comparison	Number of Superintendents	Percentage of Superintendents
Higher	1	3.33
About the same	7	23.33
Considerably less	22	73.33
So low that problems arise	0	0.00
Totals	30	100.00

Incentive Bonus Offered to American Expatriate Teachers for Extending Contract

As reported in Table 67, 14 of the responding NESA superintendents stated that they offered an incentive bonus for their American expatriate hires to stay beyond the length of the original contract. Sixteen superintendents indicated that there were no additional incentives to encourage their teachers to continue at the school for a longer period of time.

Table 67.--Incentive bonus offered to American expatriate teachers for extending contract.

Bonus Offered	Number of Superintendents	Percentage of Superintendents
Yes	14	46.67
No	16	53.33
Totals	30	100.00

Housing Provided for American Expatriate Teachers

Only one NESA school official reported that his school did not provide housing for newly hired American expatriate teachers. The majority (19) indicated that housing was provided and that it was free of charge. Three schools provided the housing but charged a nominal fee for its use, and seven provided a rental allowance for their American expatriate teachers. (See Table 68.)

Table 68.--Housing provided for American expatriate teachers.

Housing Provided	Number of Superintendents	Percentage of Superintendents
Yes, free of charge	19	63.33
Yes, for nominal charge	3	10.00
Rental allowance only	7	23.33
No	1	3.33
Totals	30	100.00

Furniture Provided for American Expatriate Teachers

Almost two-thirds of the superintendents (19) reported that the school completely provided the furniture for the teacher's house; six supplied the essential furniture; and one paid the teachers to bring their own furniture from the United States. Four schools did not provide furniture for the expatriate teachers. (See Table 69.)

Table 69.--Furniture provided for American expatriate teachers.

Furniture Provided	Number of Superintendents	Percentage of Superintendents
Completely	19	63.33
Essentials	6	20.00
Teacher's furniture transported	1	3.33
No	4	13.33
Totals	30	100.00

Transportation Allowance Provided for American Expatriate Teachers

Only one superintendent reported that his school did not transport the American expatriate teachers to the host country. Nearly two-thirds of the sample (19) said the school provided a round-trip air ticket for a two-year contract. Four superintendents responded that a round-trip ticket was provided for a one-year contract. Other responses were: travel allowance supplied each year to provide for an annual home leave, a ticket home every other year and a ticket to London on the "off year," and a round-trip ticket at the end of three years (two responses each). (See Table 70.)

Table 70.--Transportation allowance provided for American expatriate teachers.

Transportation Allowance Provided	Number of Superintendents	Percentage of Superintendents
No allowance	1	3.33
One-way on one-year contract	0	0.00
Round-trip on one-year contract	4	13.33
One-way on two-year contract	0	0.00
Round trip on two-year contract	19	63.33
Other	6[a]	20.00
Totals	30	100.00

[a]Two respondents stated that a travel allowance was provided annually; two superintendents reported that their teachers were sent home every other year, with a trip to London on the "off year"; another two superintendents stated that a round-trip ticket was provided after completion of a three-year contract.

Number in Family for Whom Transportation Is Provided

As shown in Table 71, one NESA school provided no transportation allowance for family members. The majority (23) allowed the entire family to accompany the teacher at the expense of the school; four provided transportation for the teacher only; one would only pay for the transportation of the teacher and spouse; and one school provided transportation for four people per family.

Table 71.--Number in family for whom transportation is provided.

Transportation for Family	Number of Superintendents	Percentage of Superintendents
No allowance	1	3.33
Entire family	23	76.67
Teacher only	4	13.33
Teacher and spouse only	1	3.33
Other	1[a]	3.33
Totals	30	100.00

[a]One respondent stated that the school would provide for the transportation of four people per family.

Medical Insurance or Medical Care Offered to American Expatriate Teachers

Only two of the superintendents indicated that their schools provided no medical coverage to the American expatriate teachers. A large number of the schools (22) supplied Blue Cross or a similar type of coverage. One superintendent indicated that his school provided for emergency care only. Other responses were: one

superintendent reported the teachers were insured up to a maximum of $5,000 in any given year; another stated that the American expatriate teachers were provided for medically by the U.S. Embassy; yet another indicated that the teachers were totally insured at a local medical hospital; and two superintendents said that because the school was governed by a company, the teachers were taken care of medically by that company. (See Table 72.)

Table 72.--Medical insurance or medical care offered to American expatriate teachers.

Medical Coverage	Number of Superintendents	Percentage of Superintendents
None	2	6.67
Blue Cross or similar coverage	22	73.33
Emergency care only	1	3.33
Other	5[a]	16.67
Totals	30	100.00

[a]One superintendent reported that the teacher was covered for up to $5,000 of medical expenses per year; one stated that his teachers were cared for medically by the U.S. Embassy; one respondent reported that the teachers were completely covered at a local hospital; and two stated that their teachers were provided for by the company that owns the school.

Financing Medical Coverage

As shown in Table 73, 14 superintendents reported that the school paid for the entire cost of the teacher's medical coverage. Another 14 indicated that the school and the teacher shared the cost of the coverage. Only one superintendent stated that his school did not cover any medical costs on behalf of its teachers. The remaining

superintendent indicated that the U.S. Embassy did not charge the teacher for medical care coverage.

Table 73.--Financing medical coverage.

Financier	Number of Superintendents	Percentage of Superintendents
School pays 100%	14	46.67
Teacher pays 100%	1	3.33
Shared cost	14	46.67
Other	1[a]	3.33
Totals	30	100.00

[a]One superintendent reported that the U.S. Embassy paid for the teacher's medical coverage.

Retirement Program Provided for American Expatriate Teachers

Table 74 contains the data concerning retirement benefits for American expatriate teachers in the NESA schools. Thirteen superintendents reported that their schools offered no retirement program; seven respondents indicated that their schools provided a TIAA-CREF retirement plan for their expatriate teachers; and four said that their schools provided U.S. Social Security for the expatriate faculty. Other responses were as follows: Four superintendents stated their schools operated a locally matched savings plan; one indicated the teachers benefited under a company retirement plan; another said the school paid the teacher 10 percent of his annual pay for retirement purposes; one reported that 5 percent of the annual pay was paid to the teacher; and another superintendent indicated that

for each year of service to the school the teacher would receive one month's salary toward his retirement.

Table 74.--Retirement program provided for American expatriate teachers.

Retirement Program	Number of Superintendents	Percentage of Superintendents
No	13	43.33
Host country only	0	0.00
TIAA-CREF	7	23.33
U.S. Social Security	4	13.33
Other	8[a]	26.67

[a]Four superintendents reported that their schools operated a locally matched savings plan; one respondent stated that the company provided a retirement plan; one reported that the school paid 10 percent of the teacher's salary as a retirement scheme; one mentioned having a plan that provided 5 percent of the teacher's salary; and another reported that each year an extra month's salary was paid to the teacher as a plan for retirement.

Currency Paid to American Expatriate Teachers

Presented in Table 75 are the data referring to the type of currency in which the American expatriate teacher received his salary. Six respondents stated that the teachers were paid entirely in the local host-country currency; 13 reported that their teachers received all of their salary in U.S. dollars; 8 indicated that the salary was paid partly in local and partly in U.S. currency; and 3 reported that the teachers could choose the currency in which their salary was paid.

Table 75.--Currency paid to American expatriate teachers.

Currency	Number of Superintendents	Percentage of Superintendents
100% local	6	20.00
100% U.S. dollars	13	43.33
Part local, part U.S. dollars	8	26.67
Other[a]	3	10.00
Totals	30	100.00

[a]Three superintendents reported that the teacher could choose his method of payment.

Local Income Tax and American Expatriate Teachers

As shown in Table 76, four superintendents indicated that the teacher's salary was subject to a very low rate of local income tax. Only two individuals reported that the rate of local income tax paid by the teacher was similar to what he would pay in the United States, and one stated that the teacher did have to pay local taxes, but the school reimbursed him for them. Half of the superintendents (15) reported that the host-country government exempted teachers from local taxes. Six respondents stated that the host country had no local income taxes. One superintendent indicated that the expatriate teachers were exempt from local taxes for the first two years, and another said the exemption was good for the first three years the teacher was employed in the host country.

Table 76.--Local income tax and American expatriate teachers.

Pay Local Income Tax	Number of Superintendents	Percentage of Superintendents
Yes, very low rate	4	13.33
Yes, similar to U.S.	2	6.67
Yes, paid by school	1	3.33
Exempt	15	50.00
Other	8[a]	26.67
Totals	30	100.00

[a]Six superintendents reported that there were no local income taxes; one stated that the teachers were exempt for two years; and another reported that the teachers were exempt for three years.

Requirement for Teacher to Take Additional Graduate Work Before Further Contract Offered

As reported in Table 77, only one NESA superintendent stated that the teacher was required to complete additional graduate credit before a further contract was offered to him. The vast majority (29) indicated that their schools did not have such a requirement.

Table 77.--Requirement for teacher to take additional graduate work before further contract offered.

Required to Take Graduate Credits	Number of Superintendents	Percentage of Superintendents
Yes	1	3.33
No	29	96.67
Totals	30	100.00

Opportunity for Teachers to Take Graduate Classes On-Site

As illustrated in Table 78, 13 respondents reported that graduate classes were offered at their schools so that faculty members could work on an advanced degree or further certification. A majority of the superintendents (17) indicated that no graduate-level courses were offered on-site for interested faculty members.

Table 78.--Opportunity for teachers to take graduate classes on-site.

Classes Offered On-Site	Number of Superintendents	Percentage of Superintendents
Yes	13	43.33
No	17	56.67
Totals	30	100.00

Stipend Offered by School for Summer School Courses

Table 79 shows that 17 NESA schools in this study did offer a financial stipend to teachers taking additional graduate credit during summer school session. Thirteen superintendents reported that their schools did not offer a stipend for summer school activity on the part of the teacher.

Sabbatical Leave Offered Teachers

An analysis of the data in Table 80 shows that one NESA school offered its teachers one year's full pay for a sabbatical leave, and six provided half pay for one year. The overwhelming majority (22)

did not offer a sabbatical leave as a provision of the teacher's employment contract. One superintendent stated that although the school did not provide a sabbatical leave for the teachers, it did grant a year's leave without pay.

Table 79.--Stipend offered by school for summer school courses.

Stipend Offered	Number of Superintendents	Percentage of Superintendents
Yes	17	56.67
No	13	43.33
Totals	30	100.00

Table 80.--Sabbatical leave offered teachers.

Sabbatical Leave	Number of Superintendents	Percentage of Superintendents
Yes, full pay, one year	1	3.33
Yes, half pay, one year	6	20.00
Yes, full pay, half year	0	0.00
No	22	73.33
Other	1[a]	3.33
Totals	30	100.00

[a]One superintendent reported that the school granted a year's leave without pay.

Low Salary Scales: Relation to Attracting Better Applicants and Employing Certified Teachers

The data in Part A of Table 81 show that 9 respondents felt a low salary schedule kept their schools from attracting some of the better applicants; 14 superintendents did not feel this was a problem for their schools; 1 stated it was a major problem; and 6 believed that a low salary schedule made little difference in their recruitment program.

Part B of the table shows that four superintendents felt a low salary schedule occasionally kept their schools from hiring certified teachers, but the vast majority (21) did not believe a low salary schedule was a factor in hiring certified teachers. Five individuals stated that a low salary schedule made little difference in recruiting American expatriate teachers.

General Information

The final part of the survey instrument was aimed at obtaining some general information. It is imperative that the overseas school superintendents not only recruit quality teachers, but also that their schools be able to retain these teachers for longer than the original contracts. As Tucker (26:161) pointed out, it has become increasingly important for the chief administrator of the overseas school to ascertain the reasons why American expatriate teachers return home when their contracts expire. Only after the administrator knows these reasons can he build an effective recruitment and retention program.

Table 81.--Low salary scales: relation to attracting better applicants and employing certified teachers.

Low Salary Scale a Problem	A. Low Salary--Causes Difficulty in Attracting Better Applicants		B. Low Salary--Occasionally Keeps School From Hiring Certified Teachers	
	Number of Superintendents	Percentage of Superintendents	Number of Superintendents	Percentage of Superintendents
Yes	9	30.00	4	13.33
No	14	46.67	21	70.00
A major problem	1	3.33	0	0.00
Has made little difference	6	20.00	5	16.67
Totals	30	100.00	30	100.00

Efficiency and Retention
Affected by "Culture Shock"

In examining the data in Part A of Table 82, it can be seen that three superintendents did not think "culture shock" affected teacher efficiency. The great majority (27) reported that only occasionally did "culture shock" affect the efficiency of a teacher. No superintendents reported that "culture shock" was a serious problem.

As shown in Part B of the table, seven superintendents indicated that "culture shock" did not keep expatriate teachers from renewing their contracts. Twenty-three respondents felt that only occasionally did "culture shock" stop a teacher from renewing a contract. No superintendents indicated "culture shock" was a major problem in the retention of faculty members.

Resignation Before Contract
Completion in Previous Three Years

Table 83 presents data concerning teachers resigning or being discharged before contract completion. Thirteen superintendents reported that there had been some resignations before the end of the contract in the previous three-year period. One superintendent indicated a teacher had resigned because of health problems; five said teachers had resigned because of family problems; and two indicated teachers had been discharged. Nine respondents stated that there had been no resignations before contract completion during the past three years.

Table 82.--Efficiency and retention affected by "culture shock."

"Culture Shock" a Problem	A. "Culture Shock" Affects Teacher Efficiency		B. "Culture Shock" Keeps Some From Renewing Contract	
	Number of Superintendents	Percentage of Superintendents	Number of Superintendents	Percentage of Superintendents
Not a problem	3	10.00	7	23.33
Occasionally	27	90.00	23	76.67
A serious problem	0	0.00	0	0.00
Totals	30	100.00	30	100.00

Table 83.--Resignation before contract completion in previous three years.

Resignations	Number of Superintendents	Percentage of Superintendents
Yes	13	43.33
Yes, health problems	1	3.33
Yes, family problems	5	16.67
Yes, discharged	2	6.67
No	9	30.00
Totals	30	100.00

Average Annual Cost Per Child

Data on the cost to the family or company of educating children in the various NESA schools are shown in Table 84. Two superintendents reported that the annual cost per student in their schools was less than $1,000; 8 indicated the cost to be $1,001 to $2,000; 14 reported the range to be from $2,001 to $3,000; 3 stated that the cost was between $3,001 and $4,000; one superintendent said the cost was between $4,001 and $5,000; another indicated that the cost of educating a child in his school ran over $5,000 per annum; and the remaining superintendent wrote that there was no cost figure for educating children in his school, as a company operated and completely subsidized the school.

Rank Order of Teachers' Reasons for Returning to the United States

In the final question of the instrument, the NESA superintendents were asked to rank order the reasons given by American

Table 84.--Average annual cost per child.

Annual Cost	Number of Superintendents	Percentage of Superintendents
Below $1,000	2	6.67
$1,001 - $2,000	8	26.67
$2,001 - $3,000	14	46.67
$3,001 - $4,000	3	10.00
$4,001 - $5,000	1	3.33
Over $5,000	1	3.33
Other	1[a]	3.33
Totals	30	100.00

[a]One superintendent reported that there was no cost figure because the school was operated and financed by a company.

expatriate teachers for returning home. By and large, the most common reason for teachers returning to the United States was that they had gone overseas for only a short-term experience. The second most important reason given was the difficulty incurred by the teachers in adjusting to different living conditions and cultures. Family problems were ranked the third most important reason. The fourth reason was a limited social life, followed very closely by the desire to return to graduate school. Homesickness was rated sixth in importance. Salary was ranked seventh. Ranked low in comparison to the other reasons were returning home because of language difficulty and poor working conditions. Additional comments concerning why the American expatriate teachers returned to the United States were: "company emphasis of the school" and "anxiety over retirement."

Nineteen superintendents rank ordered the items. Eleven either did not respond to the question or their responses were

invalid, perhaps because of a misunderstanding. Each response was weighted by its rank as follows:

1. First -- 9 points
2. Second -- 8 points
3. Third -- 7 points
4. Fourth -- 6 points
5. Fifth -- 5 points
6. Sixth -- 4 points
7. Seventh -- 3 points
8. Eighth -- 2 points
9. Ninth -- 1 point
10. Tenth -- 0 points

These scores were used to obtain the total ranked scores for each item. The rank orderings are shown in Table 85.

Summary

In Chapter IV, the data obtained from the survey instrument were presented, along with an analysis of the responses. The summary, findings, implications, and recommendations of the study are detailed in Chapter V.

Table 85.--Rank order of teachers' reasons for returning to the United States.

Reasons for Returning to U.S.	Rank Order of Responses										Weighted[a] Scores
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	
Short-term experience	11	4	1	2	0	1	0	0	0	0	154
Difficulty adjusting to living conditions and culture	3	4	2	2	3	3	1	1	0	0	117
Family problems	1	3	5	2	3	1	3	1	0	0	110
Limited social life	0	1	4	6	3	2	3	0	0	0	104
Return to graduate school	0	4	2	2	4	3	2	0	2	0	98
Homesick	1	2	2	1	2	4	3	2	2	0	86
Salary	1	1	3	3	1	1	2	5	1	1	82
Difficulty due to language	0	0	0	1	2	2	4	4	6	0	50
Poor working conditions	0	0	0	0	1	2	1	6	8	1	36
Other	2[b]	0	0	0	0	0	0	0	0	0	

[a]Each item was rank ordered by 19 superintendents. Each response was given a weight corresponding to its rank order. First choices were assigned a weight of nine, and tenth choices were given a zero. These scores were used to obtain the weighted scores.

[b]One superintendent reported that teachers returned to the United States because of the company emphasis of the school. Another stated that anxiety over retirement was the primary reason for teachers returning home.

CHAPTER V

SUMMARY, FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

Throughout this study it has consistently been stated that searching for the problem areas in the recruitment and retention of quality teachers for the NESA schools was the purpose of the research. A secondary objective was to seek ideas that could be turned into recommendations for reducing or eliminating some of the identifiable problems.

To reach that end, an instrument developed by Tucker and King was used to obtain data relating to the recruitment and retention of American expatriate teachers in the NESA area. Thirty of the NESA school superintendents completed and returned the questionnaire.

The findings and implications of this study were derived from the data obtained from the 30 completed questionnaires. The findings and implications are organized in the same order as the topics were presented in the questionnaire: (1) the administration, (2) the school, (3) recruitment, (4) pre-trip orientation, (5) on-site orientation, (6) salary and fringe benefits, and (7) general information.

Findings and Implications

The Administration

The majority of the NESA superintendents involved in this study had more than 20 years of teaching and educational administrative experience. The implication of this fact is that well-experienced administrators hold the top positions in NESA schools. To emphasize this point further, the majority of superintendents had had at least seven years of experience in overseas educational administration, implying that NESA superintendents tend to remain overseas as school administrators. The vast majority of the superintendents had had previous overseas experience before assuming their present positions.

Half of the superintendents were either in the first or second year in their current position. The implication here is that there is a fairly high turnover rate among the NESA superintendents.

Two-thirds of the superintendents had previously worked in private schools before taking their current positions, implying that the NESA superintendents understand the private sector of education.

Only one superintendent indicated that he had had no previous knowledge of the host country's customs and culture before accepting his current position. The possibility exists that the majority of the superintendents either prepared themselves for their new life in the Middle East or South Asia or had already been in the NESA area and learned the customs and culture from a previous experience.

Since only one respondent had not traveled before accepting his current position, one can assume that the superintendents were well traveled. Through travel one gains many insights into people

and situations. This implies that as a result of their previous travel experiences the majority of NESA superintendents had an advantage toward a successful tenure in their present positions.

A great majority of the superintendents held, at the minimum, a Master's degree and a degree in educational administration. Based upon this finding, it is assumed that the educational training of NESA superintendents was on a par with that of their colleagues in stateside schools.

The majority of the superintendents reported that they had had no previous knowledge of the host country's language. This finding suggests that previous knowledge of the host country's language is not imperative to a successful transition to the new position.

The data showed that the majority of NESA superintendents were over 40 years of age. This may imply that NESA school boards seek more experienced, seasoned administrators to lead their schools.

The Schools

The majority of NESA schools involved in this study served through high school. Hence the NESA schools are similar to their counterparts in the United States in their grade-level patterns.

Fourteen of the schools in the survey had no accreditation. The implication here may be that the NESA schools do not place as great an emphasis on accreditation as do schools in the United States.

None of the NESA superintendents reported that only the local curriculum was offered to their students. The majority of NESA schools offered only the United States curriculum. This implies that

the major emphasis of the schools is on preparing students living in the NESA area for their eventual return to an American school and curriculum.

The schools participating in this study had a wide range in enrollments--from fewer than 200 to more than 1,400 students. The range in the number of full-time teachers being hired was also wide--from fewer than 20 teachers to faculties consisting of more than 80 teachers. It is therefore inferred that the study was conducted among a broad cross-section of superintendents from schools of varying sizes.

The majority of the schools surveyed in the study annually hired more than 16 American expatriate teachers, which leads to the assumption that NESA schools depend upon hiring American expatriate teachers for the day-to-day operation of the schools.

The preponderance of superintendents rated the American expatriates as the teachers providing the highest-quality and most effective teaching in their schools. A small minority indicated that American expatriate teachers created the most problems in the schools. These findings would indicate that the schools rely heavily on the American expatriate teachers for leading the way in quality education.

Recruitment of Teachers

The majority of superintendents reported that college or university placement offices and International Schools Services were their first choices as sources for recruiting teachers. It would

appear, then, that the NESA schools should disseminate information about their schools and about teacher vacancies to these sources.

Only four superintendents indicated that they never went on a recruiting trip. This would indicate that superintendents place a high priority on recruiting American expatriate teachers from abroad.

Most of the NESA schools offered the American expatriate teacher a minimum of a two-year contract. All but one superintendent believed the American expatriate teacher's most effective year was the second year or later. Clearly, the NESA schools are offering contracts with a view toward teacher productivity.

The majority of superintendents surveyed preferred career overseas teachers to those coming directly from the United States with no previous overseas teaching experience. What may be inferred here is that the teacher's decision to remain overseas will influence whether he is hired by a NESA school.

At least half of the superintendents reported that the American expatriate teacher would leave his post and return home after one year if there was a marital problem or if the teacher's spouse was opposed to living overseas. As most NESA schools offer a minimum of a two-year contract, this would mean the teacher would break his contract. It is therefore imperative that the superintendent carefully assess the married couple from a family and adjustment viewpoint before committing the teacher to a contract.

Superintendents were almost equally divided about whether the former superintendent should employ the teachers for the following year or whether the newly appointed superintendent should have this

responsibility. This would indicate that no common policy is used in the NESA area to employ teaching personnel.

The majority of superintendents felt that an instructor's teaching experience, facility for learning a foreign language, and previous overseas experiences were all important in determining whether to retain him beyond the original contract. This finding could assist the superintendent in his search for not only qualified personnel but also teachers who had such experiences and facilities.

The majority of NESA superintendents surveyed reported that their schools did not have a school-to-school partner; thus a minority of schools received assistance in either programming or recruitment of teachers from a school-to-school partner. This implies that more emphasis could be placed on pairing NESA schools with stateside counterparts in the State-Department-supported School-to-School Program to assist the NESA schools with recruiting teachers.

The Office of Overseas Schools, Overseas Schools Services, and the NESA Center had not helped the majority of NESA schools in their recruitment programs. The implication is that NESA schools could turn to these organizations for assistance in recruiting American expatriate teachers.

A majority of the respondents in this study preferred hiring a husband and wife teaching team, because they tended to renew their contracts and continue at the school. This implies that teaching teams add a dimension of continuity to the school, thereby strengthening the program.

Pre-Arrival Orientation

The majority of superintendents indicated that they attempted to meet with the new teachers and their spouses before their departure from the United States. It is inferred that the superintendents feel it is important to meet with the teachers in addition to the initial interview, to assist them in their preparations for going overseas.

The majority of the superintendents believed a pre-arrival orientation program was beneficial to expatriate teachers in that it helped them make a better adjustment to overseas living. Therefore, the NESA schools should place more of an emphasis on pre-arrival orientation programs.

The majority of NESA superintendents felt that a pre-arrival orientation workshop should be held in the United States, which all new expatriate teachers should attend before departing for overseas. Half of those surveyed indicated that each school should conduct its own pre-arrival workshop. However, a strong minority indicated that the NESA Center should conduct the workshop. The implication here is that each school, with its own set of unique characteristics, should conduct a pre-arrival workshop in the United States with assistance provided by the NESA Center.

All but one superintendent invited his newly hired teachers to send their questions before leaving the United States. An overwhelming majority also requested their current female teachers to correspond with newly employed female teachers. This shows that the schools are taking not only a professional interest in the new

expatriate teacher, but also an interest in his personal adjustment to overseas living.

The vast majority of superintendents indicated that the school offered assistance in locating housing for the new teachers, thus eliminating a major obstacle upon arrival. The leadership of the NESA schools, it is inferred, has taken the responsibility for helping newly hired teachers get settled in their new assignments.

On-Site Orientation

All of the superintendents participating in the study indicated that they carried on a pre-school, on-site orientation program. This fact clearly indicates that the NESA schools place a strong value on the orientation of new American expatriate teachers.

A solid majority of the superintendents responded that a continuous orientation program was carried on throughout the year, thus implying an awareness of the importance placed on such a program in the preparation and retention of teachers.

Salary and Fringe Benefits

The majority of the schools had a published salary schedule. Two-thirds of the superintendents reported that there was a single salary schedule, implying an emphasis on uniformity in the payment for the teachers' services.

A majority of the NESA schools paid an average annual salary of at least $10,001, which was reported to be considerably less than the salary of other American expatriates in the same communities. This finding implies that a salary increase, bringing the teachers

on a par with other American expatriates in the community, could have a significant effect on retaining teachers in overseas teaching posts. However, there is little evidence that low salaries hamper these schools' ability to attract better certified teachers. The lure of living overseas still seems to attract a fair share of well-qualified teachers. How long they are retained is yet another question.

Most of the NESA schools provided housing, furniture, a round-trip transportation allowance, and medical insurance for the American expatriate teachers and their families. Hence the schools do provide some fringe benefits to their teachers.

Although a majority of the schools did provide some form of a retirement program for the teachers, a small number of schools did not. The development of a consistent retirement plan might induce teachers to continue teaching overseas.

Most of the teachers in the NESA schools pay no local income tax. A tax break for teachers would be an added incentive to continue working abroad.

Only one NESA school required its teachers to take additional graduate work before they were offered a further contract. Also, a majority of the schools reported that there was no opportunity for the faculty to take graduate classes on-site. The implication here could be that since the teachers cannot easily take additional course work, a strict requirement of taking graduate classes after being hired is not mandated.

A majority of the superintendents indicated that their schools paid a stipend to the teachers for taking summer school courses, implying that the schools urge their teachers to take graduate-level courses when it is convenient.

Very few schools granted a sabbatical leave to their tenured faculty, perhaps implying that they do not view the sabbatical as an instrument in the retention of teachers.

General Information

"Culture shock" does not appear to be a serious problem affecting either teacher efficiency or retention, implying that the schools hire teachers who are prepared for the culture into which they are moving.

The primary reason for teachers returning to the United States from NESA schools was that the teachers had gone overseas for a short-term experience. This implies that the teachers do not accept overseas teaching assignments with the intention of remaining for an extended period of time.

Recommendations

The observations and findings of this study led to the following recommendations:

1. An organized and prearranged pre-arrival orientation program should be developed and implemented to assist the newly hired American expatriate teacher.

2. The NESA schools should explore a retirement scheme, to assist in the retention of teachers.

3. More graduate-level courses should be taught on NESA school campuses, to keep the teachers current and abreast of innovations in their field.

4. The NESA Center should be active in providing information to teachers in the United States about NESA schools, so that they will be aware of vacancies in these schools.

5. The NESA Center should be made aware of all consultants, professors, and textbook representatives coming to the area. The Center should then be responsible for advising the NESA schools of the visits so that the visitors' expertise can be shared with other schools.

Recommendations for Further Research

1. An attempt to explore ways to retain teachers in overseas schools should be made.

2. Research should be conducted on how schools can change the thinking process of teachers who come overseas for a short-term experience.

3. Personality traits of teachers who are attracted to overseas life should be explored, in an attempt to identify the type of teacher most likely to succeed and continue living overseas.

4. Further research should be done on the impact of a pre-arrival orientation program on the success and retention of expatriate teachers.

5. An area that should be explored is what kind of an impact the superintendent's tenure has on his faculty's length of stay overseas.

6. The variety and methods of recruiting teachers to go overseas and their effectiveness is another area that should be investigated.

7. A study that investigates the effect of a close relationship with a stateside school combined with on-site inservice as it affects the recruitment program and the retention of teachers should be carried out.

8. The data of this study should be analytically compared to a similar study done with schools located in the United States.

9. A similar study should be conducted, using as the population American expatriate teachers who have returned to the United States.

Reflections

As a result of more than eleven years of overseas experience and from the data gathered in this study, the writer would like to reflect some thoughts about certain concerns.

1. The school boards and administrators of not only NESA schools but all overseas American schools should vigorously pursue accreditation, so that a high percentage of the schools abroad might be fully accredited by one of the American accrediting agencies. With accreditation, the transition of both pupils and professionals from one school to another would be smoother. Not only is accreditation

important for the student and his teacher; it provides a strong base for the institution as well.

2. All overseas schools should develop more involvement with a stateside counterpart through the School-to-School Program developed by the Department of State. Exposure to the trends in American education as practiced in the United States is important for teachers working in remote areas of the world.

3. An attempt should be made to bring the salaries of American expatriate teachers on a par with the salaries of other North American expatriates working abroad.

APPENDICES

APPENDIX A

LETTER REQUESTING PERMISSION TO DUPLICATE STUDY

APPENDIX A

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824

October 20, 1978

Dr. Gayle H. Tucker, Chairman
Education Department
Westmont College
955 La Paz Road
Santa Barbara, California 93008

Dear Dr. Tucker:

As stated in our telephone conversation of this afternoon, I wish to submit this letter as a formal request to duplicate your dissertation with a change of population.

After a careful review of available literature, and assessing my interest in the area of recruitment of teachers for overseas American schools, I am proposing to my doctoral committee the following title:

> A Study of the Problems Associated With the Recruitment and Retention of American Expatriate Teachers in the Near East-South Asia Council of International Schools.

I ask that you grant your permission in writing and forward it to my overseas address.

Hopefully we will be able to meet in the future and discuss our mutual interests.

Thank you for your kind assistance.

Sincerely,

Thomas J. Rushcamp
Director of Personnel

P.S. In all cases where I use your research, it will be documented to show its source.

TJR:par

APPENDIX B

LETTER GRANTING PERMISSION TO DUPLICATE STUDY

APPENDIX B

westmont college

October 26, 1978

Mr. Thomas J. Rushcamp
Director of Personnel
Saudi Arabian Airlines
Parents' Cooperative School CC100
P.O. Box 167
Jeddah, Saudi Arabia

Dear Mr. Rushcamp:

The following concerns our telephone conversation last week and your letter of October 20, requesting permission to duplicate my dissertation with a change in population.

Please be advised that your request is granted.

I trust that your research will add much to the limited data base in the area of recruitment and retention of American expatriate teachers.

Best wishes to you as you continue your research.

Sincerely,

Gayle H. Tucker
Chairman, Department of Education

GHT:mt

955 La Paz Road
Santa Barbara
California 93108
(805) 969-5051

APPENDIX C

LETTER OF TRANSMITTAL

APPENDIX C

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

EAST LANSING · MICHIGAN · 48824

December 7, 1978

Dear Sir:

Your assistance as a NESA chief school officer is greatly needed in the gathering of information that will become part of a study entitled: An Examination of the Problems Associated with the Recruitment and Retention of American Expatriate Teachers in the Near East-South Asia Council of International Schools.

As an overseas school administrator, you may also share some of my concerns regarding the recruitment and retention of American expatriate teachers. I am hopeful that this study will assist us in seeking workable solutions to some of these problem areas.

Combining several years of overseas experience with my present position as Director of Personnel at the Parents' Cooperative School in Jeddah, I have sought to build a study in the area of overseas teacher recruitment as part of a doctoral program at Michigan State University. Hopefully with a pool of data, the results of the study will assist all of us in the NESA area.

Your time and assistance in completing the questionnaire is highly appreciated. If you have any comments, they will be most welcome. Thank you.

Sincerely yours,

Thomas J. Rushcamp

Enc.

P.S. Due to the international nature of the NESA area, it is not possible to enclose postage for the various countries. Therefore, I have enclosed $1.00 to cover the handling of the questionnaire.

TJR:par

APPENDIX D

INSTRUMENT

APPENDIX D

QUESTIONNAIRE

AN EXAMINATION OF THE PROBLEMS ASSOCIATED WITH THE RECRUITMENT AND RETENTION OF AMERICAN EXPATRIATE TEACHERS IN THE NEAR EAST-SOUTH ASIA COUNCIL OF INTERNATIONAL SCHOOLS

Please indicate one choice for each of the following questions.

If you believe that a question requires elaboration or is inappropriate place a check beside the number and write an explanation on the back of the page.

THE ADMINISTRATOR:

Total number of years experience in teaching and educational administration:

1) _____ 1) 1-5
_____ 2) 6-10
_____ 3) 11-15
_____ 4) 16-20
_____ 5) 21 or more

Number of years experience in classroom teaching overseas:

2) _____ 1) None
_____ 2) 1, 2
_____ 3) 3, 4
_____ 4) 5, 6
_____ 5) 7, 8
_____ 6) 9+ (specify) _____

Number of years experience in educational administration overseas:

3) _____ 1) 1, 2
_____ 2) 3, 4
_____ 3) 5, 6
_____ 4) 7, 8
_____ 5) 9+

Total number of school systems in which you have served as a teacher:

4) _____ 1) 1
_____ 2) 2
_____ 3) 3
_____ 4) 4
_____ 5) 5
_____ 6) 6+

Total number of school systems in which you have served as an administrator:

5) _____ 1) 1
_____ 2) 2
_____ 3) 3
_____ 4) 4
_____ 5) 5
_____ 6) 6

How long have you been in your present position?

6) _____ 1) 1st year
_____ 2) 2nd year
_____ 3) 3rd year
_____ 4) 4th year
_____ 5) 5th year
_____ 6) over 5 years (specify) ___

Have you previously worked abroad in any capacity prior to accepting your present position? (This would also include work outside of education.)

7) _____ 1) Yes
_____ 2) No

Have you worked in a private school prior to your present position?

8) _____ 1) Yes
_____ 2) No

Prior to accepting my present position I would evaluate my knowledge of host-country customs and culture as:

9) _____ 1) Nonexistent
_____ 2) Limited
_____ 3) Adequate

Your travels abroad prior to accepting your present position were:

10) _____ 1) None
_____ 2) Limited
_____ 3) Extensive

Highest degree held:

11) _____ 1) None
_____ 2) Bachelor's
_____ 3) Master's
_____ 4) Specialist's
_____ 5) Doctor's
_____ 6) Other (specify) _____

Do you have a degree in educational administration?

12) _____ 1) Yes
_____ 2) No

The last school position you held before going overseas:

13) _____ 1) None
_____ 2) Superintendent
_____ 3) Asst. Superintendent
_____ 4) Principal
_____ 5) Asst. Principal
_____ 6) Teacher
_____ 7) Supervisor
_____ 8) Other (specify) _____

When you accepted your present position your fluency in the host-country language was:

14) _____ 1) Nonexistent
_____ 2) Limited
_____ 3) Near Fluent
_____ 4) Fluent

Age on last birthday:

15)_____ 1) 20-29
_____ 2) 30-39
_____ 3) 40-49
_____ 4) 50-59
_____ 5) 60+

THE SCHOOL:

Approximate enrollment:

16)_____ 1) 1-200
_____ 2) 201-400
_____ 3) 401-600
_____ 4) 601-800
_____ 5) 801-1,000
_____ 6) 1,001-1,200
_____ 7) 1,201-1,400
_____ 8) 1,401+

Grade levels served:

17)_____ 1) through grade 6
_____ 2) through grade 8
_____ 3) through grade 9
_____ 4) through grade 12
_____ 5) Other (specify) _____

School accreditation: (please answer only one)

18)_____ 1) No accreditation
_____ 2) U.S. accreditation
_____ 3) Local accreditation
_____ 4) U.S. and local accreditation
_____ 5) Other (specify) _____

Type of curriculum:

19)_____ 1) U.S. curriculum only
_____ 2) Local curriculum only
_____ 3) Combined U.S. and local curriculum
_____ 4) Other (specify) _____
_____

How many full time teachers does the school employ?

20)_____ 1) 1-20
_____ 2) 21-40
_____ 3) 41-60
_____ 4) 61-80
_____ 5) 81+

During the past five years what was the average annual number of American expatriate teachers hired to teach in your school?

21)_____ 1) 1-8
_____ 2) 9-16
_____ 3) 17-24
_____ 4) 25-32
_____ 5) 33-40
_____ 6) 41+ (specify) _____

Which group of teachers do you feel contributes the most quality and effective teaching to your school's educational program? (please answer only one)

22)_____ 1) Host-country teachers
_____ 2) Locally hired NON host-country teachers
_____ 3) Expatriate American teachers
_____ 4) Other (specify) _____

Which group of teachers do you feel creates the most problems in your school's educational program? (please answer only one)

23)_____ 1) Host-country teachers
_____ 2) Locally hired NON host-country teachers
_____ 3) American expatriate teachers
_____ 4) Other (specify) _____

Type of School:

24)_____ 1) Community sponsored
_____ 2) Company operated
_____ 3) Privately owned (Proprietary)
_____ 4) International Schools Services operated
_____ 5) Other (specify) _____

Does your school receive U.S. government grant funds?

25)_____ 1) Yes
_____ 2) No

RECRUITMENT:

Please check all of the following sources you use in the recruitment of American expatriate teachers:

26)_____ 1) College or university placement services
_____ 2) Privately owned placement agencies
_____ 3) International Schools Services (ISS)
_____ 4) Overseas Schools Services (OSS)
_____ 5) Office of Overseas Schools, Department of State (A/OS)
_____ 6) School-to-School partner
_____ 7) Other (specify) _____
_____ 8) None of the above

Do you make recruiting trips to the U.S.?

27)_____ 1) Never
_____ 2) Annually or more often
_____ 3) Recruiting done by others
_____ 4) Other (specify) _____

Do you personally interview all applicants before employment? (please answer only one)

28)_____ 1) Always
_____ 2) If at all possible
_____ 3) Not if well recommended
_____ 4) Not necessary
_____ 5) Done by others
_____ 6) Other (specify) _____

Teaching contracts are offered for:

29)_____ 1) One year
_____ 2) Two years
_____ 3) Other (specify) _____

During which year in an overseas school do you consider an American expatriate teacher to be most effective in the classroom?

30)_____ 1) 1st year
_____ 2) 2nd year
_____ 3) 3rd year
_____ 4) 4th year or longer

How do you feel about "career overseas teachers" (those who have taught extensively overseas and plan to continue to do so) as compared to those who have come recently from the U.S. and plan to return to the U.S. within a few years?
"Career overseas teachers" are:

31)_____ 1) Greatly to be preferred
_____ 2) Generally a little better
_____ 3) About the same
_____ 4) Generally a little poorer
_____ 5) Should not be hired

Does an American expatriate teacher who is having marital difficulties tend to leave after one year?

32)_____ 1) Yes
_____ 2) No

Does an American expatriate teacher whose spouse is opposed to living overseas tend to leave after one year?

33)_____ 1) Yes
_____ 2) No

Who employed the new teachers with whom you worked during your first year at your present post?

34)_____ 1) I did
_____ 2) The former superintendent
_____ 3) School board member
_____ 4) Other (specify) _____

Who should have employed the new teachers with whom you worked during your first year at your present post?

35)_____ 1) I should have
_____ 2) The former superintendent
_____ 3) School board member
_____ 4) Other (specify) _____

Do American expatriate teachers with more previous teaching experience tend to remain longer than those with less experience?

36)_____ 1) Yes
_____ 2) No

Do you feel that American expatriate teachers with the ability to communicate in the language of the host-country tend to remain longer than those who cannot?

37)_____ 1) Yes
_____ 2) No

Do American expatriate teachers with prior overseas experience tend to remain longer than teachers with no previous overseas experience?

38)_____ 1) Yes
_____ 2) No

Do you require that the applicant for a teaching position have a confidential file sent to you from a college or placement service?

39)_____ 1) Always
_____ 2) When available
_____ 3) Not necessary if our application is completed

How helpful have U.S. universities been in assisting you in your teacher recruitment through their placement service?

40)_____ 1) No help
_____ 2) Limited help
_____ 3) Moderate help
_____ 4) Extensive help
_____ 5) Do not use this service

When contacted how helpful have university professors, department heads or deans been in your teacher recruitment program by assisting you in locating and identifying prospective teachers?

41)_____ 1) No help
_____ 2) Limited help
_____ 3) Moderate help
_____ 4) Extensive help
_____ 5) Never used in recruiting

How many teachers hired in the past three years did their student teaching abroad?

42)_____ 1) None
_____ 2) 1
_____ 3) 2
_____ 4) 3
_____ 5) 4+

Do you feel that teachers who had their student teaching experience abroad make a better adjustment than those who had a "stateside" student teaching experience?

43)_____ 1) Yes
_____ 2) No
_____ 3) Makes no difference
_____ 4) Do not know

Do you receive teachers from a school-to-school partner or an exchange program?

44)_____ 1) Yes
_____ 2) No

What percent of American expatriate teachers contracted annually are hired as a result of the assistance of your school-to-school partner?

45)_____ 1) None
_____ 2) 1-10 percent
_____ 3) 11-20 percent
_____ 4) 21 percent or over
_____ 5) Do not have school-to-school partner

Do you feel that your school-to-school partner could be of more assistance to you in your recruitment program?

46)_____ 1) Yes
_____ 2) No
_____ 3) Do not have school-to-school partner

To what extent does the Office of Overseas Schools provide assistance to your teacher recruitment program?

47)_____ 1) None
_____ 2) Some
_____ 3) Moderate
_____ 4) Great
_____ 5) Extensive

To what extent does International Schools Services provide assistance to your teacher recruitment program?

48)_____ 1) None
_____ 2) Some
_____ 3) Moderate
_____ 4) Great
_____ 5) Extensive

To what extent does Overseas Schools Services provide assistance to your teacher recruitment program?

49)_____ 1) None
_____ 2) Some
_____ 3) Moderate
_____ 4) Great
_____ 5) Extensive

To what extent does the NESA Center, located in Athens, Greece, provide assistance to your teacher recruitment program?

50)_____ 1) None
_____ 2) Some
_____ 3) Moderate
_____ 4) Great
_____ 5) Extensive

All things being equal, which type of American expatriate teacher do you prefer to hire?

51)_____ 1) Single teacher
_____ 2) Married teacher with non-working spouse
_____ 3) Husband and wife team

Which American expatriate teachers tend to remain for more than their contract?

52)_____ 1) Single teacher
_____ 2) Married teacher with non-working spouse
_____ 3) Husband and wife team

PRE-TRIP ORIENTATION:

Do you attempt to meet with selected teachers before their departure for the overseas post? (This is in addition to the employment interview.)

53)_____ 1) Always
_____ 2) Whenever possible
_____ 3) Never

Do you attempt to meet with the spouses of selected personnel before their departure for the overseas post?

54)_____ 1) Always
_____ 2) Whenever possible
_____ 3) Never

Based on comments made by teachers do they feel that your information brochure for American expatriate teachers is accurate and complete?

55)_____ 1) Yes
_____ 2) No
_____ 3) Do not have such a booklet or brochure

Do you feel that a "pre-arrival" orientation and workshop would be beneficial to your newly hired American expatriate teachers?

56)_____ 1) Yes
_____ 2) No
_____ 3) Would make no difference
_____ 4) Do not know

Where would you suggest that a "pre-arrival" orientation and workshop be held?

57)_____ 1) In the U.S.
_____ 2) In Europe
_____ 3) In the Middle East

Who do you think should be responsible for conducting a "pre-arrival" orientation and workshop for teachers?

58)_____ 1) Each school should do its own
_____ 2) NESA Schools should combine their efforts
_____ 3) The NESA Center in Athens, Greece
_____ 4) Other (specify) _____

Do you feel that teachers who would take part in a "pre-arrival" orientation and workshop would make a better adjustment to living and working abroad than those teachers not taking part in such a program?

59)_____ 1) Yes
_____ 2) No
_____ 3) Do not know

Do you invite the new teacher to send questions to be answered prior to their departure from the U.S.?

60)_____ 1) Yes
_____ 2) No

Do women on your staff write to women who are coming to the school to inform them of "household needs"?

61)_____ 1) Yes
_____ 2) No

Can single teachers lead a satisfactory social life at your post?

62)_____ 1) Yes
_____ 2) No

Does your school offer assistance in locating housing?

63)_____ 1) Yes
_____ 2) No
_____ 3) Not necessary

ON-SITE ORIENTATION:

In this question please check all items that apply to your on-site orientation program for new American expatriate teachers:

64)_____ 1) No pre-school orientation
_____ 2) Tour of the local area
_____ 3) Explanation of the local health problems
_____ 4) Explanation of the host-country attitude toward foreigners
_____ 5) A social occasion such as a party, dinner or reception
_____ 6) A parent organization assisting the school in the orientation of teachers
_____ 7) Provide staff with a teachers manual or a handbook of operating policies
_____ 8) Provide a "care-package" which could include food, linens, kitchen utensils, etc.

In this question please check all items that apply to your continuing orientation program throughout the year:

65)_____ 1) No continuing orientation program
_____ 2) Assignment of "big brother" to each new staff member
_____ 3) Providing assistance to new staff members in learning the local language
_____ 4) Visitation to host-country schools
_____ 5) Periodic social events planned for the teachers
_____ 6) Periodic meeting with new American expatriate teachers to assist them in their orientation to local customs, mores and problems

SALARY AND FRINGE BENEFITS:

Does your school have a published salary scale?

66)_____ 1) Yes
_____ 2) No

Does your school have a single salary schedule?

67)_____ 1) Yes
_____ 2) No
_____ 3) Other (specify) _____
_____

Average annual salary range of American expatriate teachers in your school:

68)_____ 1) Below $6,000
_____ 2) $6,001-$8,000
_____ 3) $8,001-$10,000
_____ 4) $10,001-$12,000
_____ 5) $12,001-$14,000
_____ 6) Above $14,000 (please specify)_____

How do your teachers' salaries compare with those of other Americans at the post?

69)_____ 1) Higher
_____ 2) About the same
_____ 3) Considerably less
_____ 4) So low that problems arise

Does your school offer an incentive bonus to American expatriate teachers who agree to extend their contract?

70)_____ 1) Yes
_____ 2) No

Does your school provide housing for American expatriate teachers?

71)_____ 1) Yes, free of charge
_____ 2) Yes, with nominal charge
_____ 3) Rental allowance only
_____ 4) No
_____ 5) Other (specify) _____

Does your school provide furniture for teachers?

72)_____ 1) Completely
_____ 2) Essentials
_____ 3) We transport teacher's own furniture
_____ 4) No
_____ 5) Other (specify) _____

Does your school provide a transportation allowance?

73)_____ 1) No allowance
_____ 2) One way on one year contract
_____ 3) Round trip on one year contract
_____ 4) One way on a two year contract
_____ 5) Round trip on two year contract
_____ 6) Other (specify) _____

For how many persons in the family is a transportation allowance paid?

74)_____ 1) No allowance
_____ 2) Entire family
_____ 3) Teacher only
_____ 4) Teacher and spouse only
_____ 5) Other (specify) _____

Does your school offer medical insurance or medical care for teachers?

75)_____ 1) No
_____ 2) Blue Cross or similar coverage
_____ 3) Emergency care only
_____ 4) Other (specify) _____

If medical care or insurance is provided, who pays?

76)_____ 1) School pays 100%
_____ 2) Teacher pays 100%
_____ 3) Shared cost
_____ 4) Other (specify) _____

Does your school provide a retirement program for your American expatriate teachers?

77)_____ 1) No
_____ 2) Host-country only
_____ 3) TIAA/CREF
_____ 4) U.S. Social Security
_____ 5) Other (specify) _____

In what currency are your American expatriate teachers paid?

78)_____ 1) 100% in local currency
_____ 2) 100% in U.S. dollars
_____ 3) Part local, part U.S.
_____ 4) Other (specify) _____

Are your American expatriate teachers required to pay a local income tax?

79)_____ 1) Yes, but very low rate
_____ 2) Yes, similar to U.S.
_____ 3) Yes, but paid by school
_____ 4) Exempt
_____ 5) Other (specify) _____

Does your school require that the teacher take additional graduate course work before a further contract is offered?

80)_____ 1) Yes
_____ 2) No
_____ 3) Other (specify) _____

Does your school provide an opportunity for your teachers to have inservice graduate courses taught on-site?

81)_____ 1) Yes
_____ 2) No

Does your school pay a stipend for attending graduate school during the summer?

82)_____ 1) Yes
_____ 2) No

Does your school provide the opportunity for a sabbatical leave after a specified period of time?

83)_____ 1) Yes, full pay--one year
_____ 2) Yes, half pay--one year
_____ 3) Yes, full pay--half year
_____ 4) No
_____ 5) Other (specify) _____

Does a low salary scale keep your school from attracting some of the better applicants?

84)_____ 1) Yes
_____ 2) No
_____ 3) A major problem
_____ 4) Has made little difference

Has a low salary scale occasionally kept your school from getting certified teachers?

85)_____ 1) Yes
_____ 2) No
_____ 3) A major problem
_____ 4) Has made little difference

GENERAL:

Does "culture shock" have some effect on teacher efficiency at your school?

86)_____ 1) Not a problem
_____ 2) Occasionally
_____ 3) A serious problem

Does "culture shock" keep some teachers from renewing their contract?

87)_____ 1) Not a problem
_____ 2) Occasionally
_____ 3) A serious problem

Have any teachers left your school during the past three years before completing their contracts? (answer one only, please)

88)_____ 1) Yes
_____ 2) Yes, health problems
_____ 3) Yes, family problems
_____ 4) Yes, discharged
_____ 5) No

What is the annual cost for tuition, fees and surcharges per child?

89)_____ 1) Below $1,000
_____ 2) $1,001-$2,000
_____ 3) $2,001-$3,000
_____ 4) $3,001-$4,000
_____ 5) $4,001-$5,000
_____ 6) Over $5,000

What are the reasons given by American expatriate teachers for returning to the United States? (place in rank order from 1-9)

90)_____ 1) Salary
_____ 2) Family problems
_____ 3) Came for only short term experience
_____ 4) Difficulty in adjusting to living conditions and culture
_____ 5) Limited social life
_____ 6) To return to graduate school
_____ 7) Difficulties due to language
_____ 8) Poor working conditions
_____ 9) Homesick
_____10) Other _____

APPENDIX E

FOLLOW-UP LETTER ON INSTRUMENT

APPENDIX E

PARENTS' COOPERATIVE SCHOOL
c/o Saudi Arabian Airlines cc-100
P. O. Box 167 - Jeddah Saudi Arabia

مدارس الآباء التعـــاونية
طرف الخطوط الجوية العربية السعودية
جدة ـ السعودية ـ ص. ب١٦٧

February 10, 1979

TO: The Superintendents of NE/SA Schools

FROM: Thomas J. Rushcamp, Director of Personnel
Parents' Cooperative School, Jeddah, Saudi Arabia

RE: Recruitment of American Expatriate Teachers
in NE/SA Schools

Being an overseas school administrator, I fully realize the amount of time you spend daily on administrative duties. In addition I also realize the difficulty we have in the NESA area regarding mail service. Therefore, I am enclosing another copy of the questionnaire in the event you did not receive the first one mailed to you early in December. Currently I have received over 50% of those already sent.

May I ask that you take a few moments of your time to reply. Your participation in the study is of the utmost importance, as it will make the study considerably more significant.

If you have already sent the questionnaire, I wish for you to accept my gratitude for your assistance.

Sincerely yours,

Thomas J. Rushcamp

Enc.

APPENDIX F

PILOT STUDY LETTER

APPENDIX F

PARENTS' COOPERATIVE SCHOOL
c/o Saudi Arabian Airlines cc-100
P. O. Box 167 - Jeddah Saudi Arabia

مدارس الآباء التعـــاونية
طرف الخطوط الجوية العربية السعودية
جدة ـ السعودية ـ ص. ب١٦٧

THOMAS J. RUSHCAMP
Director of Personnel

March 11, 1979

Dear Sir:

Some days it seems as though you can't get rid of a nasty cold! I am sure this is how you feel looking at the contents of this envelope.

I need your help once again. My advisor has asked that I do a reliability test on my questionnaire. This means that I have to choose 20% of my sample and ask them if they would once again complete the questionnaire.

When redoing the questionnaire, it is important that you try not to remember how you answered the first, but rather answer this as though it were the initial time. This will make the reliability coefficient more exact and therefore workable.

After I receive this from you, I will then compare it with the first one and a statistical analysis will be drawn on the reliability between the two results.

I fully realize this is a great imposition upon you and I do apologize. When time permits, I would appreciate it if you could send this second questionnaire back to me.

My warmest personal regards.

Sincerely yours,

Thomas J. Rushcamp

Enc.

TJR:par

APPENDIX G

NESA SCHOOLS

APPENDIX G

American and International Schools in NESA Area

Afghanistan	Ahlman Academy American International School of Kabul
Bahrain	Bahrain School
Bangladesh	American International of Dacca
Crete	Iraklian American School
Cyprus	The Junior School
Egypt	Cairo American College Schutz American School
Greece	American Community Schools of Athens Anatoli College Dashohori School Deree-Pierce College Campion School Pinewood Schools of Thessaloniki Ursuline School Hellenic International School
India	American Embassy School New Delhi Bombay International School Kodaikanal School Mount Hermon School New Ena High School Vincent Hill School Woodstock School
Iran	American School of Isfahan B.M.Y. American Overseas School Davamond College Henry Martyn School Iranzamin Tehran International School Jahan School NIOC Overseas School Overseas School of Kagarag Island Pan School Passargard International School Piruzi School Rastasi School Ruston Abadan International School Sar Cheshmeh American International School

Iran (cont'd)	Shiraz IEI School Shiraz International Community School Tehran American School The British School The Community School of Tehran
Israel	American International School in Israel Ecumenical Institute, Advanced Theological Study
Jordan	American Community School
Kuwait	The American School
Lebanon	American Community School International College of Beirut
Nepal	Lincoln School
Oman	The Sultan's School
Pakistan	International School of Islamabad Karachi American Society School Lahore American Society School Murree Christian School
Saudi Arabia	ARAMCO Schools Parents' Cooperative School Riyadh International Community School Saudi Arabia International School, Dhahran Tabuk International Community School
Sri Lanka	Overseas Children's School
Syria	Damascus Community School
Turkey	American Academy for Girls Bogaziei University Robert College Community School
United Arab Emirates	American Community School of Abu Dhabi Jumairah American School
Yemen	Sanaa International School Yemen American Cooperative School

APPENDIX H

ITEM ANALYSIS OF RELIABILITY TEST

APPENDIX H

Item Analysis of Reliability Test

1 - 1.00	31 - .71	61 - 1.00
2 - 1.00	32 - 1.00	62 - 1.00
3 - 1.00	33 - 1.00	63 - 1.00
4 - 1.00	34 - .76	64 - 1.00
5 - 1.00	35 - .84	65 - 1.00
6 - 1.00	36 - .85	66 - 1.00
7 - 1.00	37 - .63	67 - 1.00
8 - 1.00	38 - .85	68 - 1.00
9 - 1.00	39 - .86	69 - 1.00
10 - 1.00	40 - .93	70 - 1.00
11 - 1.00	41 - 1.00	71 - 1.00
12 - 1.00	42 - .93	72 - 1.00
13 - 1.00	43 - .61	73 - 1.00
14 - 1.00	44 - 1.00	74 - 1.00
15 - 1.00	45 - 1.00	75 - 1.00
16 - 1.00	46 - 1.00	76 - 1.00
17 - 1.00	47 - .90	77 - 1.00
18 - 1.00	48 - .96	78 - 1.00
19 - 1.00	49 - .98	79 - 1.00
20 - 1.00	50 - .50	80 - 1.00
21 - .63	51 - 1.00	81 - 1.00
22 - 1.00	52 - 1.00	82 - 1.00
23 - .97	53 - .71	83 - 1.00
24 - .90	54 - .71	84 - 1.00
25 - 1.00	55 - 1.00	85 - .93
26 - 1.00	56 - .90	86 - 1.00
27 - 1.00	57 - 1.00	87 - .45
28 - .76	58 - .88	88 - 1.00
29 - 1.00	59 - 1.00	89 - 1.00
30 - .84	60 - 1.00	90 - N.A.

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