

UNIVERSIDAD DEL VALLE DE GUATEMALA

Facultad de Educacion

A PROPOSED PIPELINE PROGRAM BETWEEN THE ESCUELA
INTERNACIONAL OF SAN PEDRO SULA, HONDURAS AND THE
SCHOOLS OF EDUCATION OF SELECTED UNIVERSITIES OF
THE UNITED STATES OF AMERICA

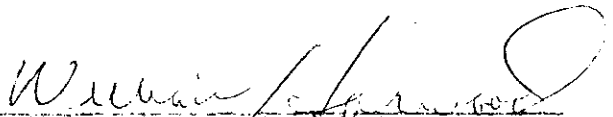
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An investigative work presented to obtain
the academic grade of Master of Science in
Educational Administration and Supervision

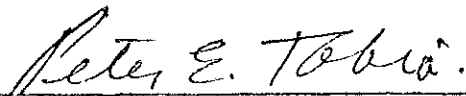
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To my wife, Laurel, for her patience;
To my parents for their encouragement; and
To my Program Director, Peter Tobia, for his
many hours of helpful consultation.

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I. INTRODUCTION

Overseas schools in Central America have continually found it difficult to recruit and retain for more than one year qualified Northamerican teachers who are dedicated to their profession. This problem is not original to Central America, rather it is a universal problem to overseas schools.¹

Recruiting difficulties at these schools are the end result of various causes. Initially, the pool of available teachers is fairly shallow due to the general conservative nature of teachers: most will not consider teaching overseas. For those who will, there is a worldwide competition amongst the various international schools. Teachers who consider Latin America, and especially Central America, as an optional area are discouraged by the very low salary schedule of the schools of the area in comparison to other world areas.² In relation to wages in the United States, teachers new to the profession can earn in Central America a little more than one half of what they would begin at if they stayed home. Experienced teachers earn less than one half. Married teachers with family cannot even consider an offer of employment. And, lastly, of those remaining, many eliminate

this area from their consideration because of the political instability of the countries and the high incidence of violence as has been reported in the American press.

Once teachers have been recruited, the schools have, year after year, engaged in an ongoing struggle to retain those teachers that the administration has been eager to rehire. There are several reasons for the losing nature of the struggle. The personal commitment to an overseas teaching experience by many teachers is for one year only, and at the end of that time they return home or move on to another country in which they have an interest. A second group has difficulty in adjusting to the culture and to the Spanish language, and they quickly become homesick for their own culture, family and friends. For those who do adjust to the overall culture, many find teaching in the conservative atmosphere of Central American schools personally difficult; this is especially true of younger teachers. Finally, whether they adjust or not, most find the cost of living in these countries to be higher than they had been led to believe and need to obtain second jobs in order to support their life styles or to travel, something they hadn't considered before coming, and which they find enervating to both their strength and their interest in the overseas experience.

For these general reasons as well as a host of reasons

individual to each teacher, the overseas schools of Central America have found it difficult to recruit qualified Northamerican teachers and to retain those teachers whom they do hire.

Given the complex nature of the problem as mentioned above, how does one begin to overcome such difficulties? Are there ways to recruit quality teachers from the United States and retain them in a teaching situation for more than one year? Have all avenues been explored? Toward the end of trying to answer these questions a group of international educators was convened in Guatemala in the early months of 1981 with the idea of brainstorming in the two areas of recruitment and retention.

The group consisted of three present Directors and four Principals of Central American schools. The three Directors, all with their doctorates in Education, had a combined experience of 40 years working in overseas schools. All had taught, had been Principals, and had directed in an overseas school. Their experience covered South America, Central America, the Carribbean area, Europe and the Far East. As theirs was the ultimate responsibility for staffing and attempting to maintain and retain the staff once assembled, they had lived with this problem on a daily basis.

The four Principals had a combined experience of 25 years, all spent in Central America. Three had experience in teaching overseas before becoming administrators, one had been a Director of an overseas school. Two had their Masters Degree and two were working toward that goal. Although at a different level of responsibility, all had had experience at recruiting and in retention.

The reason for the selection of these individuals was their years of experience in recruiting and retention, and their years of experience in the specific area of Latin America. All were deeply involved in the problem and very professionally interested in coming to grips with it. As one Director put it: "There is no problem more crucial to the overseas Director today than that of recruitment and retention." This same Director, when first asked if he wanted to participate in the brainstorming session, responded: "I'd be crazy not to."

The pertinent questions would be: 1) What techniques are you presently using to recruit U.S. teachers? Can you think of new ones? 2) From what groups have you been recruiting? Is this the right group? 3) Are there things you can do to increase the chances of retention?

The session, scheduled for two hours, extended to closer to three hours. The responses to the questions were as follows

Question No. 1: What techniques are you presently using to recruit U.S. teachers?

- Responses:
- 1) Through direct contact with Teacher Placement Offices throughout the U.S.
 - 2) Through advertisements in professional journals.
 - 3) Through direct contact with university Placement Offices at various U.S. universities.
 - 4) Through contacts at the Association for the Advancement of International Education (AAIE) meetings.
 - 5) Through recruitment fairs.
 - 6) Through advertisements in the Educational Section of prestige newspapers.
 - 7) Through recruiting trips.
 - 8) Through personal contacts in education (at times paying a stipend for each teacher contracted) in the States.
 - 9) Through contact with their school-to-school partner.

In commenting upon their techniques, the consensus was that:

- 1) Placement Offices sent lots of resumes but were unreliable in their recommendations.
- 2) Few used professional journals but were

vague as to why they didn't.

- 3) University Placement Offices were no longer providing the number of interested candidates they once had.
- 4) AAIE meetings were basically attended by "professional school hoppers", i.e., gypsy types who used the overseas school route to satisfy their wanderlust.
- 5) The same with recruitment fairs.
- 6) Advertisements were very expensive and unreliable in their results: "We paid \$500 for a small ad in the New York Times and only got one teacher from it.", observed one Director.
- 7) Recruiting trips are even more expensive but worthwhile if the results are positive. One Director quoted the cost as \$1500 per trip and noted it as worthwhile if one "can come back with four or five teachers." Another added that he had set up a trip to cover five universities but cancelled it after the second university, having only interviewed one person between the two schools.
- 8) Personal contacts who could pre-interview were considered an excellent source.

9) Minimal results had come from the school-to-school programs.

In trying to think of new approaches, the group came up with four areas that might be explored:

- 1) Retired teachers from the States who might want an overseas experience.
- 2) Retired foreign service personnel or military personnel with some educational background.
- 3) Contact with superintendents of schools in areas of excess teachers.
- 4) Contact with Peace Corp personnel via a possible Peace corp newsletter.

Question No. 2: From what groups have you been recruiting?

In discussing this question the group first prioritized the teachers in terms of which groups of people provided the "best" teachers, "best" meaning experienced with personal stability as well as higher possibility of retention. Teachers were grouped in terms of their priority as:

- 1) Married couples with children.
- 2) Married couples.
- 3) Single men.
- 4) Single women.

Although prioritized thus, married couples with children were almost always excluded due to the high costs of living for a family in respect to their low salary(s). Married couples were recruited, but with some trepidation due to the difficulty of placing both teachers as well as the possibility that one would not work out which would put the school in the difficult situation of being able to re-hire only one.

The answer to the question, then, was that these represented schools generally recruited single men and single women. As to whether single people are the "right" group from which to recruit, these educators had mixed feelings. One Principal observed that young people fresh out of college tend to bring with them new educational approaches, although, in most cases, known primarily at the theoretical level. Still, they tended to bring new ideas and were interested in learning the profession. The drawbacks, others pointed out, were generally in their personal lives. They became homesick quickly, tended to have problems with liquor and drugs, had romantic misadventures, etc. It was also more difficult to retain the single person for a second or third year than it was the married person.

The consensus was that recruiting was done from among the less desirable groups, but, given the economics of the schools,

this was where most recruiting would have to continue being done.

Question No. 3: Are there things the schools can do to increase the chances of retention?

The discussion on retention centered around the areas of money/incentives and social/cultural adjustment. The suggestions were:

- 1) Give a salary increment each year even though it might be a small one.
- 2) Provide a round trip ticket to the home area of any teacher who will renew his contract.
- 3) Write multi-year contracts or offer the option of a one or two year contract with incentives for staying the second year.
- 4) Put much more effort into helping the teachers with their social problems.
- 5) Set up mixers with other schools in the area which hire U.S. teachers.
- 6) Have periodic open houses at the Principal's or Director's home. An interesting side-light to this discussion was found in the area of social adjustment. Given the fact that two of the four possible "new" areas of recruitment involved older people (retired teachers, retired foreign service/military personnel), the

group concluded that older recruits experienced much more difficulty in adjustment than younger people. The sense of the discussion was that older people should probably not be recruited.

The brainstorming session came to no group decisions. Each member left with his notes to think of what was discussed in terms of his own school's particular situation.

Given the wealth of overseas experience of these educators (the reason these people were selected rather than randomly selecting a group), I felt disappointed that the group arrived at no really new ideas as to how to solve these problems. We looked at all the things we had been doing for years, and I sensed that we would continue to use the same techniques and achieve the same results in the years to come.

My next thought was that perhaps the group was not representative enough. Perhaps our experiences over the last few years in Guatemala had somehow limited us. With this in mind a search of recent literature provided a study made in December of 1980 by the Escuela Internacional Sampedrana of San Pedro Sula, Honduras. The study, in the form of a questionnaire with conclusions, was entitled "Recruiting Questionnaire" (See Appendix A, p. 73) and had been sent to the Directors of ten schools in Central America and three schools in Colombia.³ The questionnaire took nine traditional approaches

to recruiting as well as having a box labeled "other (please specify)" and asked seven questions which evaluated the traditional approaches. It continued with five other specific questions concerning a school's approach to recruiting and left space for "other ideas or comments".

The results of the survey (see Appendix B, p.75) were not as significant to me as was the fact that the techniques mentioned in the questionnaire were basically the same as had been mentioned in the brainstorming session. In addition to this, nothing new came forward in the "other" space left available for innovations. The results of the questionnaire appeared to validate my post-brainstorming observation that no new approaches were forthcoming.

I next turned to excerpts from a study by Dr. James M. Shepherd, Director of the Karl C. Parrish school in Barranquilla, Colombia, on the retention of teachers in overseas schools.⁴ The study is based upon questionnaires sent to 43 different schools, of which 29 (67%) responded, and sought to determine why some individuals remain in positions in the overseas schools after one year of service while others chose not to stay. The data produced by Dr. Shepherd's questionnaires was presented under three major sections: personal demography, cultural adaptation and job satisfaction. Data response within these areas are classified under three groupings: the group of those teachers

who do not intend to return for a second year of employment: the group who do plan to return for a second year; and the total data responses of both of these groups of teachers. Using this data base, Dr. Shepherd made the following conclusions:⁵

- 1) There is no demographic "model" teacher.
- 2) Teachers who tend to stay for more than one year are those who:
 - a) pre-plan more than one year at that job.
 - b) receive a pre-school orientation.
 - c) are satisfied with their salaries.
 - d) receive school assistance in culturally adjusting.
 - e) have sufficient leisure time for personal and cultural development.
 - f) are able to keep busy on their job.
 - g) have a chance to employ their own methods on the job.

Although Dr. Shepherd's study sheds some statistical light on what his selected group of teachers felt necessary for meeting their needs for signing a contract for another year's employment, it did not go significantly beyond the expressed thoughts of the brainstorming group of Escuela Internacional Sampedrana's questionnaire in terms of stimulating a "new" approach to retaining teachers. Nor, for that matter, did it try to. Typical questions from the study, such as "Did you plan to stay for more than one year when you began your contract?", "Did you

have an orientation program before the year started?"; "Did you have prior knowledge of financial demands you might encounter?"; "How do you feel about your salary?",⁶ fall within the traditional thinking as had been expressed by the brainstorming group. Dr. Shepherd is quite specific in his feelings about teachers' salaries: "This writer concludes salary satisfaction is important to teachers and should be given more consideration by the schools."⁷ I'm sure it is no coincidence that the school that Dr. Shepherd directs raised its tuition by 70% for the 1981-82 school year, and with this additional money doubled teachers' salaries. Since the school year is still in progress it is too early to evaluate this measure as a means of retention. It is an interesting approach, which certainly bears evaluation, yet it is an approach which is too extreme for many schools to consider. An attempted 70% increase in some schools could conceivably put them out of business due to the resultant drop in enrollment.

Based upon the results of the brainstorming session, the questionnaire of the Escuela Internacional Sampedrana and the study made by Dr. Shepherd, it is my feeling that a new approach to reducing the problem of recruitment and retention is needed. I propose, therefore, as a new approach the development of a "pipeline" program with Schools of Education of selected universities in the United States which might provide an overseas school with the best of their graduating teachers on multiyear contracts.



II. PROBLEM

Can a pipeline program be established between the Escuela Internacional Sampedrana and several universities in the United States which would funnel hand-selected education majors to Honduras for their nine-week student teaching practicum with the provision of a possible three-year teaching contract as well as several other incentives for those who, upon completion of their practicum, have met certain pre-established standards?

III. REVIEW OF THE LITERATURE

No literature has been found that deals directly with this type of project. Letters were sent to the Directors of all the schools within the Inter-Regional Center for Curriculum and Materials Development system (most overseas schools from Guatemala through northern Colombia and the Caribbean area) as well as to the Director of the Inter-Regional Center itself and to the Office of Overseas Schools of the Department of State, soliciting information on studies done on recruiting and retention of teachers in overseas schools. Ten schools plus the Inter-Regional Center and the Office of Overseas Schools replied. The only study referred to was that of Dr. James Shepherd.¹

One study (Cecil and Ferguson, 1977)² was located which investigated success predictors for Northamericans teaching in Latin American bi-national schools. The results of this study could be used to identify and screen out certain high risk personality types amongst candidates for the pipeline program.³

IV. METHODOLOGY

Objective

By establishing a high-incentive pipeline feeder system with several contact universities in the United States, the Escuela Internacional Sampedrana of San Pedro Sula, Honduras, will significantly reduce its problem of recruitment and retention of North American teachers.

The Program

The purpose of the program is to attract a hand-picked group of pre-teachers, train them as teachers, hire the best from the training program and retain those hired for three years.

A. The Attraction

Publicity will be necessary for attracting attention to the program. The publicity should be in the form of professionally-made posters which would announce the program in the most attractive manner possible; literature regarding the program; and literature (with many photographs) on the Escuela Internacional Sampedrana and the Honduran culture.

With propaganda in hand, the chief administrative office of the Escuela Internacional Sampedrana (from hereafter called EIS) should visit the campuses of the universities decided upon for involvement and "sell" the program to the Deans of the Schools of Education and to the contact professors that they have in that Department at each of the universities.

Once the program is accepted by the university (accepted in the sense that the university sees value in it for themselves and will therefore actively support it), the university Placement Office should also be involved, as the program will include the possibility of job placement. The Director should make all possible arrangements with the Placement Office and the School of Education for a slide presentation of EIS and its program, and Honduras and its attractions to the School of Education students, and should be available to answer questions from possible candidates.

While in each university town the Director should also present the program to the President of a university-recommended bank and discuss the different possibilities for the repayment of student educational loans, an integral part and incentive of the program.

At a later time, after estimating its teacher needs for the following year, EIS would divide those needs amongst the participating universities, adding an extra opening to each stated need. For example, if the needs for the following year were estimated to be 6 teachers new to the profession, and three universities participated, each university would be permitted two candidates plus an extra candidate, making three candidate openings in total. It would be hoped that the publicity generated would make the openings competitive among the better students graduating in any year.

B. The Incentives

The School could offer a program through its contacts which would have as its major incentives the following:

1. An interest-free educational loan of up to \$2500.00 which would allow those candidates, hand-picked by our university contacts as having the greatest possibility of succeeding as teachers and who have interest in living in Honduras, to student teach at the Escuela Internacional Sampedrana. The \$2500.00 would be used for transportation to Honduras, living expenses for up to six months, and a 4-6 week intensive course in the Spanish language at a language institute.

2. A three-year teaching contract for those who obtain an administratively pre-established level of proficiency in their student teaching.
3. The liquidation of the educational loan by the School upon completion of the three-year contract or the liquidation of one-half of the loan if two years of the contract are completed.
4. The opportunity to return to the United States at the conclusion of the contract with three years of teaching experience in a bi-lingual, bi-cultural setting, thus returning with a far greater market value than when leaving.
5. Upon completion of the three years, a guaranteed minimum of \$3000.00 saved.
6. Enough Spanish language instruction to guarantee a certain level of bi-lingualism for each teacher upon leaving Honduras.

C. Selection

As a form of pre-screening, and if the tests are readily available to the university and it is economically feasible to administer them, all applicants will be given the Minnesota Multiphasic Personality Inventory (MMPI) and the Allport-Vernon-Lindzey Study of Values (AVI). Any applicant scoring at or above two standard deviations above the normal mean on the defensive, hypochondriasis,

hysteria, psychopathic deviate, paranoia. Psychopathic deviate, paranoia, psychastenia or schizophrenia scales of the MMPI, or if the whole value system, as rated by the AVL, clearly indicates a preference for Economics and/or Political interests, will be eliminated from consideration.¹

All applicants will be evaluated by the contact professor and the Dean of the School of Education near the end of the last semester of their junior year and notified before finishing that year as to whether they have been selected as a pre-candidate. Six to eight candidates will be selected in that way.

At the end of the first semester of their senior year the candidates will be evaluated a second and final time and ranked from best to least-best prospect. In accordance with the listed number of candidates accepted by the School from that university, the university will select that number in accordance with their own ranking and notify the selectees of such. The university will submit to EIS all pertinent data concerning those accepted.

D. The Transition

If the university policy will allow it, the selected candidate will complete all of his/her academic course-

work before being called upon to do his practice teaching. The candidate will be asked to report to the School on the weekend before the last Monday in March. Housing for the candidate will have been arranged in advance, and he/she will be met at the airport by an EIS representative. The candidate will pay his own fare to Honduras and will be reimbursed for the fare upon arrival at EIS. He/she will be given \$250.00 at the beginning of each month during the time of the practice teaching. This should cover room and board as well as a small amount for incidental expenses.

If the university policy is such that the practice teaching must be done at a certain time and to be followed by the final coursework, and if this cannot be circumvented, the candidate, if chosen for a teaching contract, must complete his coursework via independent study courses which will fulfill those requirements. Arrangement for such, if necessary, should be worked out between the Deans of the Schools of Education and the Director of EIS upon initiating the program.

E. Selecting for Contract

The normal student teaching practicum will be done from

the last Monday in March through the end of the last week in May.

Each candidate will study and practice under a Master Teacher and will be evaluated by such as well as by a member of the EIS administration who will make a minimum of two 3-consecutive days observations. A special weekly evaluation sheet on each candidate's progress will be turned in to the EIS administration on each Friday by the Master Teachers.

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In addition to the training given by the Master Teacher, all candidates will receive further training and orientation by attending an obligatory two-hour seminar which will be given by a member of the EIS administration every Friday afternoon. The seminar will both orient the candidates to life in Honduras and the Escuela Internacional Sampedrana and reinforce or teach certain educational themes that EIS considers basic for all teachers. Emphasis in these will be placed upon planning, teaching strategies and classroom management.

During the last week of May, the High School and Elementary Principals will review the candidates of their

respective sections with the EIS Director and will choose those to whom contracts will be offered.

If not chosen for a teaching position, or if refusing a position offered, the candidate will be given a return ticket to his place of origin, and arrangements will be made by EIS and the candidate for the transfer of the loan to the bank of his university town or a bank in his home town for the repayment by the candidate of the loan.

F. The Contract

Those selected for a teaching position will be offered a three-year contract which will include the following incentives:

1. If the teacher completes two years of the three-year contract, his loan from the School will be reduced by one half.

2. If the teacher completes the full three years of the contract, the loan will be completely liquidated by the School.

G. The Interim

Those who have been offered and who have accepted a contract with the School will continue to receive \$250.00

per month through the month of September. These stipends are counted as part of their loan from the School.

During the month of June all contracted teachers of this program will be enrolled in the Proyecto Linguistico Francisco Marroquin language institute in either Antigua or Quetzaltenango, Guatemala, or in a similar institute in San Jose, Costa Rica. The enrollment and completion of the course will be obligatory, and the cost of it as well as round-trip transportation to Guatemala or Costa Rica will come from the educational loan of the teacher.

SOME FINANCIAL CONTROLS

EIS, through its chief administrative officer, will make all possible efforts for transfer of all loans through a bank in the university town of the candidate to whom the loan was made. If the candidate wishes to transfer it to a bank in which he already has credit, he/she must make those arrangements with the university bank.

In some manner, if possible, the repayment of the loan might be tied into the university Placement Office, perhaps by limiting the number of transcripts the loanee might solicit while the loan is still outstanding.

To give some protection to the School against possible losses from contracted teachers of this program who wish to leave before completing their contract, \$1000.00 per year will be withheld from the teacher's pay during his time in contract. If a teacher decides to leave after completing only one year of his three-year contract, the \$1000.00 will be used by the School to reduce the amount of the loan, and arrangements will be made with the teacher and his bank for the repayment of any money borrowed beyond the \$1000.00. If the teacher leaves after completing two years of his contract, he will receive whatever money is due to him over and above the value of the loan after it has been reduced by one half. All monies up to the amount of the discounted loan revert to the School as repayment of the loan. If the teacher completes the full three years of the contract, the loan will be completely liquidated by the School, and the teacher will receive the \$3000.00 withheld pay of the three years, thus at the same time fulfilling the stated incentive of a "guaranteed \$3000.00 savings" at the end of the contract

A. ESTIMATED COSTS

1. To the Student Teacher

<u>Maximum</u>		<u>Average</u>	
\$ 500	airplane ticket, one-way	\$ 300	airplane ticket, one-way
1500	room and board, six months	1500	room and board, six months
500	language institute	500	language institute
<u>\$2500</u>		<u>\$2300</u>	

2. To the School

1. Initial Investment (Estimated)

\$1000.00 transportation of Director to various universities
 1000.00 hotel and food for 14 days (\$70.00/day)
 1000.00 professionally prepared materials concerning the program (posters, literature, slide program, application forms, MMPI and AVL exams)

\$3000.00 (Estimated Total)

B. COMPARED COSTS

<u>Pipeline teacher</u>	<u>Three One-year teachers in a</u>
\$2500.00 liquidated loan	<u>3-year</u>
over 3-year period	a) \$ 400.00 per teacher re-
	location allow-
	X 3
	<u>\$1200.00</u>
	b) \$ 400.00 per teacher trans-
	portation
	X3
	<u>\$1200.00</u>
	c) \$ 100.00 approximate re-
	cruiting costs
	per teacher per
	year(phone calls,
	X 3
	<u>\$ 300.00</u>
	cables, news ads,
	letters: this is pro-
	ably a conservative
	<u>\$2700.00</u> estimate)

EIS does not lose money by liquidating the loan and gains a more stable education situation by having the same teacher in the position for three years.

3. EIS will offer six to eight such loans each year, depending upon its estimated needs and the funds available. The maximum outlay of money by EIS should not exceed \$20,000.00 in any one year.

RAISING MONEY FOR THE PROGRAM

The money will be raised by charging each of the approximately 500 families with children enrolled in EIS an annual surcharge for the recruiting, training and retention of qualified North American teachers of \$50.00.

V. A FEASIBILITY STUDY OF THE PIPELINE PROGRAM

A. The Study Population

In order to ascertain whether or not such a pipeline program was feasible, it was necessary to survey the three groups most involved in its construction, i.e., the universities who would provide candidates through their Student Teaching program, the students themselves, and Directors of overseas schools who would be the recipients of the program.

a. The Universities

Six universities were chosen to represent the study population at this level of the project. The universities were:

1. The University of Alabama in Tuscaloosa, Alabama
2. Michigan State University in East Lansing, Michigan
3. Western Kentucky University in Bowling Green, Kentucky
4. Southern Illinois University in Edwardsville, Illinois
5. The University of Kentucky in Lexington, Kentucky
6. The University of Northern Iowa in Cedar Falls, Iowa

The reason that these six universities were chosen

was that each has, or had at one time, a Student Teaching program with an overseas school in the Caribbean/Latin American area, or had a renown educator who had gained his reputation in international education, i.e., working with overseas schools, presently associated with its School of Education.

A copy of the proposed program and questionnaires (Feasibility Questionnaire No. 1 -- See Appendix C, p. 80) were sent to the Dean of the School of Education and/or the professor-in-charge of the Student Teaching program or the "name" educator in international education.

Replies were received from two of the six universities. This represented a response rate of 33%.

b.. The Students

The student survey was made at the same universities mentioned above. Either the Dean, professor-in-charge or international educator was asked to give a copy of the proposed program and a student questionnaire

(Feasibility Questionnaire No. 2 -- See Appendix D, p.82) to three or four students who were generally considered to be among the "better students" in the School of Education and who would be preparing for their student teaching project the next year.

Replies were received from one of the six universities, a response rate of 17%.

c. The Directors of Overseas Schools

A copy of the proposed program and a questionnaire (Feasibility Questionnaire No. 3 -- See Appendix E, p.85) were sent to the Directors of fifteen overseas schools in the Caribbean/Central America area and Colombia and Ecuador. The schools were:

1. The American School of Guatemala in Guatemala, Guatemala
2. The Mayan School in Guatemala, Guatemala
3. The American School in San Salvador, El Salvador
4. The International School in San Pedro Sula, Honduras
5. The Mazapan School in La Ceiba, Honduras
6. The American School in Tegucigalpa, Honduras
7. The Costa Rica Academy in San Jose, Costa Rica
8. The Lincoln School in San Jose, Costa Rica
9. The Educational Center of Bonao in Bonao, Dominican Republic

10. The Carol Morgan School in Santo Domingo, Dominican Republic
11. The Karl C. Parrish School in Barranquilla, Colombia
12. The Nueva Granada School in Bogota, Colombia
13. The Boliver School in Cali, Colombia
14. The George Washington School in Cartagena, Colombia
15. The American School of Quito in Quito, Ecuador

These schools were all located in areas in which the project would be implemented if judged feasible.

Replies were received from thirteen of the fifteen Directors, a response rate of 87%.

B. The Results

a. The Universities

In overseas administration it is common knowledge that in the last several years the amount of student teaching done in overseas schools has diminished greatly. Questions 1 and 2 of the Feasibility Questionnaire No. 1 (See Appendix C, p. 80) tried to determine the cause of the decline, while questions 3 and 4 related themselves directly to the feasibility of the projected pipeline project to overcome the reasons given by the university administrators for the decline. Questions 5 and 6 asked of possible weak areas in the pipeline project, and why the university administrators considered those areas to be weak. Questions 7 and 8 inquired as to the possibility of completing any unfinished university coursework away from the university campus, a possible key factor in the acceptance of a contract by a candidate or the offering of one by the school, as an integral part of the program has to do with attending a language institute during the time incom- pleted coursework normally would be finished. Questions 9, 10 and 11 surveyed the overall feasi- bility of the projected program from a university's

point of view and concern, including facing the given political instability presently found in Central America.

As stated in the Study Population, two schools responded to the questionnaire. Of the two, school #1 had never had a student teaching project with an overseas school and their international educator was traveling. This school did answer a few of the questions from the survey. School #2 had had a student teaching project with an overseas school in the past, but it had become inactive due to financial reasons and enrollment decline. School #1 indicated that this was a matter of concern to them also: "... everyone's primary concern is a financial one."

The financial reasons mentioned fell into two categories: 1) the inability of students to pay transportation and housing expenses, and 2) the inability of the university to provide funds for student teaching supervisors to travel to overseas schools for supervision.

As to the question of the pipeline project circumventing the above-mentioned problems, the

above-mentioned problems, the response was mixed. The answer of school #1 was neutral. In commenting on the financial concerns, the administrator added: " ... which I note that you address in section B (i.e., student loans) of your proposal." The two administrators from the second university were not in agreement with each other. One answered question 3 with a "no", indicating that he thought that the pipeline project would not overcome the principle problem for him: "I see no mention of support for the University's expenses for supervising student teachers.", while the other answered "yes", responding: "It would circumvent the main problem -- lack of student ability to finance their student teaching experience."

In indicating the weaknesses in the program as presented as seen by them, the two administrators from the second university both checked "Other" and emphasized again the concern for university supervision of the student teachers, including the review and approval by the university of the credentials of anyone other than their own supervisors. One also noted under "Other" the "Cost to University", while the second checked "The length of contract", stating that "young students at age 22 or 23 will find it difficult to make a three-year commitment of time." He did state that he considered the three-year contract a "strength"

as far as the school was concerned.

Both administrators felt the on-campus coursework question to be readily solvable and not of great concern to the feasibility of the project as a whole. Any student considered for such a project could complete all coursework prior to student teaching.

Whether the program as written is feasible enough to warrant the support of the university surveyed is open to interpretation. The first university felt that such an experience "would be beneficial to _____, to _____ students and to the host schools." Of the two from the second university, one accepted the project as feasible but not at this time due to the present political instability of Central America: "Because of the tremendous amount of negative publicity in the media at present ...", while the other found it not feasible enough to warrant the support of the university due to the reasons stated earlier, i.e., university costs and supervision of student teachers, as well as the present political conditions in Central America.

b. The Students

The student questionnaire (See Feasibility Question

No. 2 Appendix D, p. 22) tried to discover whether students had any interest in student teaching or teaching professionally outside the United States; which of the incentives built into the proposal had interest for them; what kind of promotional literature would be most beneficial to them; where they saw weakness in the program; whether from their point of view the program was feasible; and, lastly, if offered the opportunity would they accept being considered as a candidate.

Only one university answered. In the response were three students who were planning on doing their practice teaching the next year and the Director of the student teaching program who answered a student questionnaire, saying that his answers reflected his "best judgement of what I know about our graduates."

Of the four, two felt they would like to try their student teaching in an overseas school, while all four said that they would not consider a contract to teach in an overseas school if they were offered one.

Of the incentives built into the program, two were attracted to a three-year contract, two to the oppor-

tunity to live and work abroad, and one to the guaranteed savings of \$3000 at the end of the contract.

All four would fore-go their graduation exercise if they were chosen and if they accepted the teaching position for the three-year period.

For promotional material, it was even with three votes each for: written literature concerning the overseas school; written literature concerning the country and its culture; written testimonials by present teachers as to the working conditions at the school; and a personal interview with an administrator of the school.

Due to a typographical error on the set of questionnaires sent to this university, they were unable to answer what they considered the weakest part of the program as presently written.

As to whether the program was feasible, three of the four answered that as a program it was. As to whether they would want to be candidates in such a program, all four answered in the negative, indicating the political conditions of Central America as being the determining factor.

c. The Directors

Of the three groups surveyed, the Directors showed the most enthusiasm in responding. The reasons for this are probably two-fold: first, the Directors have more than an academic interest in such a proposal; i.e., it could possibly be an active factor in the recruitment and retention of teachers at their school, a bread and butter consideration; and, second, the author personally knows or has corresponded in the past with the majority of the Directors polled, thus receiving a number of responses due to professional courtesy. 87% of those surveyed (13 of 15) responded.

The Director's questionnaire (Feasibility Questionnaire No. 3 -- See Appendix E, p.85) was designed to estimate what percentage of the schools polled retained their teachers up to three years; whether or not the schools hire first year teachers; whether the same schools have had active student teaching programs with universities in the United States and whether, if the answer was yes, they have tried to tap this source as a "pipeline"; why student teaching programs failed if they had once been active (to be compared with the answers from the university questionnaire on the same

question); how the school at the present time tried to recruit new teachers from the field; what part of the proposed project they felt to be the weakest; whether or not they felt the program as proposed, or in a modified form, was feasible as a recruitment and retention technique, and, if in a modified form, what type of modifications they had in mind.

In terms of retention, 85% of the Directors (11 of 13) indicated that less than 25% of their imported staff remained with the school for up to three years.

77% of the schools (10 of 13) either presently had or had had in the past a student teaching program with an American university. Yet the same percentage, 77%, to their knowledge had never tried to set up a pipeline or feeder program with the university with which it associated itself.

Four of the five Directors (80%) who answered the question as to the reason for their student teaching program becoming inactive indicated that it was due to cost factors, while the fifth indicated declining enrollment at the university involved, the very answers given by the universities themselves to the same questions.

As to whether these schools tried to recruit newly graduating teachers from U.S. universities, only 62% (8 of 13) used this recruitment approach. Of those who did use this approach, 87.5% (7 of 8) did so by sending their Directors to the United States on "recruitment trips".

Concerning the weakness of the proposal, ten of the Directors indicated either one or more parts that they considered weak. Four of the ten (40%) thought the "length of contract" part was weak, and four of the ten (40%) indicated that they considered the "loan repayment" section weak. Two of the ten considered the "financial arrangements" as weak, and two of the ten considered the "financial control" section as being weak. In combining the responses of "financial arrangements", "loan repayment" and "financial controls", 80% (8 of 10) of the Directors indicated a concern for the economics of the proposal.

Of the Directors surveyed, 92% (11 of 12) judged the proposal to be a feasible approach to the recruitment and retention of quality teachers. 75% (6 of 8) indicated that it was feasible if modified, while 25% (2 of 8) felt it was feasible as proposed.

Those Directors who felt that some modifications should be considered mentioned the following:

1. The loan should be made in accord with actual fare and room and board.
2. Eliminate the language institute.
3. Try to improve the guarantees for loan repayment.
4. Look for young people who have overseas experience: graduates from overseas schools or from "mixed" parentage. They won't get homesick so quickly.
5. The three-year contract is a weakness: personal circumstances can be overwhelming and will cancel any pending arrangements of a professional/ economic nature if necessary.
6. For legal reasons it is recommended that the loan agreement be direct between the student teacher and the bank. The school could send the \$2500 check to the bank at the end of the three years.
7. Make a closer rundown of student teacher and school-related expenses.
8. It is feasible as long as it is not in competition with any university's student teaching program.
9. A two-year contract is more feasible.
10. If the loans can be underwritten by a U.S. bank, it sounds feasible.
11. One should be concerned that the school might not wish to retain some teachers after the first year.
12. There should be greater incentives.
13. There is no assurance of a positive adjustment to the place and culture, teaching and living situation and thus no guarantee that anyone will stay more than one year.

VI. INTERPRETATION OF THE DATA OF THE FEASIBILITY STUDY

Given the very small amount of data available from the survey of university schools of Education and their students, any interpretation of such is highly subjective and should be accepted with a certain amount of discretion on the part of the reader. The replies of the Directors, on the other hand, statistically represent the majority of the schools between Guatemala and Ecuador, including the Caribbean islands, which fall under the umbrella of the United States Government's Department of State's "Overseas Schools" and thus present a high confidence level.

A. The Universities

Of the two universities which responded, only one responded completely enough to even suggest interpretations. The data from that school would strongly recommend consideration of the appropriateness of such a program at this time in Central America. It certainly also suggests the necessity of taking into better account in the proposal the evaluation process of the student teaching program. Both administrators were concerned with the supervision of such program by university people, but one can interpret the desire of the university to review the credentials of any "outside" supervisor as having opened the door

to this possibility and, if a "local" could be found with acceptable credentials, of overcoming the "principle problem" of the negative reply, i.e., "No mention of support for the University's expenses for supervising student teachers."

As to whether the overall program in theory is a feasible one to the university, I would have to answer that with some minor adjustments the program would be accepted. The overriding factor is, of course, the present political situation in the area of these particular overseas schools. Although many of them are located in "safe" areas where there has been no noteworthy problems, in the minds of many the whole area is a "powder keg" and all the countries are lumped together. For the university then, at the present moment, the proposal has little value beyond the theoretical.

B. The Students

Any generalizations arrived at from the responses of three students and a teacher who "knows his students", all from the same university, must be highly suspect. The general conservative nature of the students from the School of Education of this university ("I have

difficulty getting our grads to go to Texas where jobs are available." Director of the Student Teaching Program's response to the question of whether students would consider doing their student teaching in an overseas school.) also calls into question their judgement of a project involving overseas commitment.

Of the results of the survey, I would consider the concern for the political conditions, as was also the case for their administrators, as a legitimate concern, and one that would probably be reflected in the great majority of the answers if given by their peers in whatever university.

Of the seven types of promotional literature presented for consideration as an aid in making a decision as to whether or not to participate in the program, three concerned the program itself; three considered the school and the country/culture in which it was within; and one suggested a personal interview with the Director of the school. Interestingly, all the responses were toward the school/culture and the interview. Not one person selected (out of three possible selections each) any direct information on the program itself. With some hesitancy one might suggest that this indicates a curiosity with overseas living without any threatening

overt interest in participation in a program which would take one away from home and family. Sort of "window shopping" at night after the stores have closed.

From a theoretical stance, three of the four felt the program was feasible (the fourth did not respond, thus 100% of those answering found it feasible), but for someone else, as two of the four would not consider overseas practice teaching, and four of the four (100%) indicated that they would not, if offered the chance, fill out an application to be considered as a candidate for the program. Given the minuscule survey population, no generalized interpretation of this data, I feel, is possible.

C. The Directors

Since the responses of the Directors are statistically viable, it behooves us to draw closer analyses and interpretation in this section than in the other two in order to be able to arrive at some valid conclusions as to the worth of such a proposal. The conclusions are doubly valuable, I believe, as the impetus to develop and the investment in the project must come from this source.

If The Directors see little or no value in it, seeking solutions to the other problems (political instability, costs, supervision) is pointless.

The analyses and interpretations will be done within the structure of the two areas of concern of this paper and project, i.e., recruitment and retention.

a. Recruitment

From the results of the survey we can see that there are several factors brought to light which would indicate favorable conditions for the development of the type of project proposed by this paper. These factors are:

1. The majority (77%) of the schools either presently have or have had in the past an active student teaching program with a state-side university.
2. The majority (62%) of the schools do hire newly graduated teachers.
3. The majority (87.5%) of The Directors of the schools which hire newly graduated teachers travel to the United States in an attempt to recruit these teachers.

As noted in the "brainstorming" part of the Introduction of this paper, the costs of such trips mentioned in #3 above are considerable, sometimes yield little result, yet are appraised as worthwhile

when they do produce the looked-for results. In the replies to the Escuela Internacional Sampedrana "Recruiting Questionnaire", Question 9, (see Appendix B, p.75) the Directors of the schools polled felt it very important (77%) that the Directors personally interview candidates themselves in order to, among other things, eliminate "rare types", evaluate "intangible characteristics", and evaluate "personality types and probabilities of adaption".

In interpreting these factors in relation to the feasibility of this proposal, the favorability of the conditions for developing such a program is apparent in that the schools do hire first-year teachers; do wish to interview candidates beforehand; the Directors do travel to the United States each year for one or two generally short interviews with potential candidates; and most have or have had contact with at least one School of Education via its practice teaching program.

Given these conditions, I think it's reasonable to suggest that a structured program would produce better results than a rather haphazardly hoping that some candidates will be available and results will occur

(see Introduction, point 7 of recruiting techniques; p.5 "Another added that he had set up a trip to cover five universities but cancelled it after the second university, having only interviewed one person between the two schools." A structured program could provide the following advantages:

1. An on-going program with a "known" overseas school is more conducive to recruitment than an occasional recruitment visit from the same school.
2. An on-going program with the School of Education of a university carries with it the tacit recommendation of that university.
3. The cost of presenting the program to new students each year, answering questions, interviewing candidates is basically the same as the cost of the normal recruitment trip, is already budgeted, and adds no extra burden to the school or the Director.
4. The opportunity to observe potential teachers in action via their practice teaching is a thousand times more valuable than one or two short, subjective interviews.
5. Ten weeks of living and working in a foreign country (the student teaching) will give a valid indication of the adaptability of the candidate to the different culture.

I believe these to be very strong advantages to any school, and since analysis of the survey indicate the conditions for the setting up of such a proposed program are basically favorable, I would interpret the results at this point as indicating

that the program is feasible. This is further verified by the fact that 92% of the Directors surveyed indicated on Question 10 of their questionnaire that they too felt it feasible as is or in a modified version. After analysing the results from the point of view of Retention we will consider the modifications suggested by the Directors.

b. Retention

Although the administrators in the brainstorming suggested writing multi-year contracts as means of increasing the chances of retention (see Introduction: Question 3, suggestion 3, p.9), a significant number of the Directors (four of the ten who answered Question 8 on the weakness of the proposal) saw the "length of contract" as a weakness. Yet 85% of the Directors (11 or 13) indicated an inability under their present retention system to maintain imported staff for three years. I would subjectively argue that a school needs to maintain its staff for at least three years in order to significantly develop any curriculum continuity or departmental stability. High rates of turnover tend to have a destructive effect on schools' programs.¹

In trying to interpret the results of this questionnaire, I am struck with the feeling that Directors see a three-year contract as unrealistic. Jim Shepherd recommends in his dissertation on retention that teachers should be offered a two-year contract,² but the sense in that dissertation is a two-year contract rather than one-year contract. Certainly having a good teacher on staff for two years is better than one year. Why, then, is three years not better than two? I contend that it is, and that it is feasible to hire teachers for three years if the incentives are right. The United States military and the Department of Defense Schools for overseas military personnel must feel the same, as both offer three-year contracts as standard contracts.

c. Modifications

Although 92% of the Directors judged the proposal to be a feasible aid in the recruitment and retention of teachers, ten Directors did, when given the opportunity, point to what they considered weaknesses and made several valuable suggestions toward modifying the proposal toward the end of overcoming those weaknesses.

Of the nine parts of the program listed for judgement (See Feasibility Questionnaire No. 3, Appendix B, P. 5) eight received at least one vote for consideration as the "weakest" part. Of the eight parts with votes, four received only one vote, and I think these four can be eliminated as the personal quirk of the individual. Of the four remaining, two received two votes and two received four votes. I would interpret these results as saying the proposal has no overwhelming weakness in its individual parts, yet it should be of value to analyze the two parts which received four votes, namely: "the length of contract" and "the loan repayment".

The length of contract has been touched upon in the paragraphs proceeding these last few. I would like to return to another aspect of this theme and point out what I consider safeguards built into the program that were perhaps overlooked by some of the Directors.

The major safeguard is the selection process. At the university those applicants who have applied for selection in their junior year have been screened

and narrowed to six to eight "pre-candidates" at the beginning of their senior year. During their senior year, just before the time for practice teaching, they have been evaluated again by the Dean and the professor-in-charge of the practice teaching and ranked by them from best to least-best prospect. When EIS indicates how many candidates it will accept (most likely less than three), the selection should be the "cream" of those who have applied. Those accepted for practice teaching are then in competition with several others from other universities who are either doing or have done their practice teaching at EIS.

In selecting for the offering of contract, EIS obviously has total control in its own hands. It does not have to offer a contract to any candidate. It may wish to offer one or two contracts, or it may wish to offer contracts to every candidate; this depends upon what the EIS officials have seen and evaluated during the ten weeks of student teaching, its own needs for the coming year, and its ability to fill those needs from other sources. It certainly is beneficial for EIS to stay very much

on top of its practice teaching program, not only for selection and evaluation, but for developing the best professional training possible for the candidates. Thus, it assures itself of the excellence of preparation for those accepted for teaching contracts, and, more important for the long run, develops a reputation for the school for this excellence, a reputation which promotes and enhances the program itself, guaranteeing quality candidates for the future.

These safeguards are, I think, adequate for assuring as much as possible that the candidates selected will be as highly qualified and as highly motivated as one could hope for and would answer to some degree the following weakness/modification concern of some Directors (see Results:Directors: pp. 41.

- 5) The three year contract is a weakness: personal circumstances can be overwhelming and will cancel any pending arrangements of a professional/economic nature if necessary.
- 11) One should be concerned that the school might not wish to retain some teachers after the first year.
- 13) There is no assurance of a positive adjustment to the place and culture, teaching and living situation, and thus no guarantee that anyone will stay more than one year.

Once contracted, the new teacher from this program must spend a certain amount of time in a language institute before beginning his teaching year. Certainly one who speaks and understands the native language feels more at home and secure in the new culture than one who does not. Beyond security, it makes the living so much more interesting. The language barrier, once breeched, becomes a positive incentive toward fulfillment of contract.

Another note on this aspect of the three-year contract: teachers hired through this program, as teachers hired in any other way, are certainly free to go home on vacation for ten weeks during the summer months or for the three week vacation over the Christmas holidays. As to whether they return and fulfill the contractual obligations, the chances of them doing so, given the incentives involved (thinking basically of the educational loan), are probably greater than those who have been hired through other channels.

The second weakness mentioned, "the loan repayment", deserves considerable thought. As mentioned earlier in the Results section, this individual part, when combined with the other sections which also deal with

the economics of the program, gives a total economic aspect which was considered weak by 80% of the Directors. How is this to be interpreted?

To begin with, I think it must be put into perspective. The Director of an overseas school, first and foremost, is the chief financial officer of the school. Although the Boards of Directors approve it, it is the Director who quite often draws up the school's budget; it is the Director who spends the money; and it is the Director who is called on the carpet if there are any financial problems in his school. Granted he is the Educational Manager as well, but a school can limp along for a lot longer time with a mediocre educational program than it can with the same type of financial program. Dollars and cents have a way of standing out much more sharply to the eyes of the Boards of Directors of most schools than do the results of the SAT, ACT or TOEFL exams. Thus, when confronted with a new proposal for a program, it is very natural for any Director to evaluate it very conservatively from the economic point of view.

This said, enough voted for the "loan Repayment" as a weakness (4 of 10) to consider that as a likely possibility. In the proposal, all students chosen for practice teaching have their way paid to the host school

and receive an allowance from the school while doing their practice teaching. At the conclusion of the practice teaching, those who are not offered contracts or who, if offered, prefer not to accept, are given plane tickets back to their destination, while those who do accept continue on and are enrolled in a language institute. In terms of financing and protection to the school these two groups are quite separate yet are lumped together as one in the proposal. In either case, in the proposal the school is underwriting the loan, and I accept this as a weakness.

The greater weakness between the two groups is obviously the group not receiving/accepting a contract. The proposal suggests that the school at that point try to arrange "for the transfer of the loan...to a bank... for the repayment by the candidate of the loan." Whether the Directors reacted to this under "the loan repayment" or "the financial controls", 60% reacted under one or the other, and I would accept this reaction as a legitimate expression of doubt on their part, and will repond to it in the next section on Conclusions.

In analyzing the modifications suggested to over-

come to economic weaknesses mentioned, I would like to briefly examine each one and comment on it. These may be found in the Results section, Directors, on page 41.

1. "The loan should be made in accord with actual expenses for airfare and room and board." If not stated clearly in the proposal, that was the basic idea. The \$2500.00 was the outside limit to which the loan could go. Plane tickets were refunded upon arrival, and the \$250 monthly for room and board reflected a realistic appraisal of conservative living needs, also an occasional movie or restaurant hamburger, i.e., some "pocket money", a psychological need worth considering
3. "Try to improve the guarantees for loan repayment." To be discussed in Conclusions.
6. "For legal reasons it is recommended that the loan agreement be direct between the student teacher and the bank. The school should send the \$2500 check to the bank at the end of the three years." An excellent suggestion which will be considered under Conclusions.
7. "Make a closer rundown of student teacher and school-related expenses." I'm not sure I can interpret this suggestion. A distinction is certainly made and maintained between what expenses are student teacher related and which belong to the school. Money figures in the proposal are estimates, as costs differ: i.e., flight costs differ depending upon the distance flown, the "deals" available, the time of year, etc., and room and board will fluctuate slightly depending upon one's tastes and what is available.
10. "If the loans can be underwritten by a U.S. bank, it sounds feasible." To be discussed in Conclusions.

The interpretation of the data received should lead directly to some conclusions as to the feasibility of the program as written and/or toward modifications of the program which will make it feasible. Those conclusions follow.



VII. CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to: 1) design an alternative approach to the staffing and retainment of import teachers (those teachers whose transportation to a host school on a work contract is paid for by the host school) to those normally used by Directors of overseas schools; 2) ascertain via a sampling of administrators, professors and students of the Schools of Education of selected universities and of Directors of selected overseas schools in the Latin America area whether the alternative approach presented for their consideration was, in their opinions, a feasible approach to resolving some of the problems of recruitment and retainment of import teachers; 3) modify the original proposed approach if the overall judgement was that the proposal was feasible if modified; and 4) propose to the Director of the Escuela Internacional Sampedrana the implementation of the approach in either its original or modified form if judged feasible by the survey.

Copies of the proposed program and questionnaires designed to elicit information as to the feasibility of the program were sent to Deans, professors and students of the Schools of Education of six selected universities in the United States and to fifteen Directors of selected overseas schools in the

Caribbean/Latin America area. The data received from these questionnaires was analyzed and then used to judge the proposal and to modify it. Those judgements and modifications will now be presented as conclusions and recommendations.

A. Conclusions

1. Recruitment

The first and inescapable conclusion that must be drawn is that the very existence, the act of coming into being, of such a proposal that must develop itself between two countries is totally dependent upon the political conditions either found or assumed to be found in the country to which the candidates must travel.

At this time (May, 1982) two of the countries of Central America (Guatemala and El Salvador) suggest a clear and present physical danger to anyone within their borders and a third's (Nicaragua) ideological stance gives one pause. The remaining two (Honduras and Costa Rica), although ostensibly stable and danger-free, are lumped together with the rest to make "Central America", and "Central America", in the opinion of many, is hazardous. Thus, the

whole becomes equal to the sum of some of its parts, the assumption clearly outweighing the reality.

As mentioned in the interpretation-of-the-data section for universities and students, when applying this conclusion to the proposal, one must realize the concern these two groups, the suppliers, have for the delicacy of the political situation. The successful fulfillment of demand (i.e., recruitment needs) is certainly dependent upon a source, and if certain suppliers, for whatever reason, cannot supply, then demand cannot be met through that particular source. The conclusion that one must therefore draw from the analyses of the data available is that at the present time for Central America the source is closed, and since the proposed program depends one hundred percent upon this source, the program as it was conceived could not be developed at the present time in a Central American overseas school.

As to its application in overseas schools in the Caribbean area or South America, it is difficult to say. The data indicates an acceptance of the program in theory, therefore it might be able to be implemented outside of Central America. In analysing the data one must be conscious of the fact that the questionnaires arrived to the recipients from an administrator of a school in Central America. This could have conditioned some of the response.

Although the complete program must be judged as having little applicability in Central America at the present time, that does not mean that elements of the program could not be used nor prove useful in other recruitment situations, a possibility that will be explored under Recommendations.

A second conclusion drawn is that the concept of the "loan repayment" must be re-written before the Director of an overseas school could take the financial chance of trying to implement this program as a recruitment aid. The section mentioned has the school making certain significant expenditures with very thin repayment guarantees for those not offered or not accepting a contract: "If not chosen for a teaching position or if refusing a position offered, the candidate will be given a return ticket to his place of origin, and arrangements will be made by the School and the candidate for the transfer of the loan to the bank of his university town or a bank of his hometown for the repayment by the candidate of the loan." (Section III, Point C, part e: The Selection For Contract p. 23) "The School, through its chief administrative officer, will make all possible efforts for transfer of all loans through a bank in the university town of the candidate to whom the loan was made. If the candidate wishes to transfer it to a bank in which he already has credit, he/she must make those arrangements with the university bank." (Section III, Point D: Some Financial Controls, p.24) "In some manner, if possible, the repayment of the

loan might be tied to the university's Placement Office, perhaps by limiting the number of transcripts the loanee might solicit while the loan is still outstanding." (Section III, Point D: Some Financial Controls, p.24).

A worthy question for any Director who has thoughts of loaning out up to \$2500 might be: "And if arrangements with a bank cannot be made? If the loan cannot be transferred, what then?" I think no school would wish to be forced by circumstances into the position of becoming a loan collector to young people living thousands of miles away in another country. The risk factor in such an enterprise seems too great for any fiscally responsible person to take.

Suggestions for the overcoming of this weakness will be presented in the next section on Recommendations.

A third conclusion is that the supervision of the student teaching practicum is of great importance to the universities. Although the proposal offers that "Each candidate will study and practice under a Master Teacher and will be evaluated as well by a member of the School administration..." (Section III, Point C, Part e: The Selection for Contract, p.22) this was not sufficient enough to draw the acceptance of the universities polled. More information is needed from the universities as to the credentials they would accept for release of the evaluation

of the student teachers to someone already living in the host country, certainly preferably someone already on the staff of the host school.

A fourth conclusion is that the average school in the Latin America area already has the basic machinery in place for setting up such a program and would only have to work out the details to put it into operation. For example, the average school already hires first-year teachers. The average school sends its Director at least once a year to the United States to recruit. The average school has established contacts with a university which in the past has sent student teachers to that school.

By "machinery in place" I mean that this hypothetical school does not have to change its hiring policy in order to accommodate first-year teachers, nor its budget to send an administrator to the States, nor develop a first-time student teaching program with its faculty or establish first-time contacts with a stateside university. The fact that all of this is established lays a solid foundation for the further development of the superstructure of the program.

2. Retention

In terms of retention of teachers for a longer period of time than usual (3 years instead of 2 years

or 1 year), the only conclusion from analysing the data is that there is not a strong consensus among the Directors that a three-year contract is a feasible expectation. Forty percent of the Directors saw the three-year contract as a weakness, while nobody among the sixty percent who did not note it as a weakness mentioned it positively in any written comments.

3. Overall

Since 92% of the Directors indicated that the program in one form or another was feasible as an aid in recruitment and retention of quality teachers, one can conclude that with some modifications the program is acceptable in the eyes of the Directors. Given better political conditions and some guarantees of high-level supervision, the program could be accepted as well by the universities and the students.

B. Recommendations

Given the research data and the conclusions drawn from it, the following recommendations are made toward modifying the proposal:

1. The major recommended modification should be in the financial arrangements, i.e., loans, made with the candidates. The modification will be presented in three parts: making arrangements for the money; the loan conditions; the agreement between school, candidate and bank.

a. Making Arrangements for the Money

With the proper political conditions and the acceptance of a university to participate in such a program, the arranging of the financial part of the program becomes the key point as to whether it will get off the ground as a program. It becomes key to the student since without the loan he will not participate due to the cost factor involved. It becomes key to the school since without acceptable arrangements which will give a very low financial risk factor to the school, it will not attempt to go further in the development of the program.

The arrangements must be made by the Director of the School. Once the university has accepted the program for its School of Education, it is recommended that the Director and the Dean of the School of Education discuss the financial arrangements thoroughly and decide upon a course of action for acquiring money for the students. The money could come from

either a local bank or from the university's own student loan fund if one is available.

b. The Loan Conditions:

The optimal conditions for loans to the candidates would be low-interest, long-term educational loans, each countersigned by the parents of those receiving the money. The repayment of the loan, if possible, would begin two years after graduation from the university. Those not offered or not accepting contracts as well as those who break contract after one year would be responsible for repaying their own loans. At the end of the second year of a three-year contract, EIS would send to the bank or the university the money to repay one-half of the outstanding principal of the student loan. At the end of the third year of the contract, EIS would pay the remainder of the loan, both principal and interests.

c. The Agreement Between School, Candidate and Bank:

In arranging with the bank or university for the educational loans to the candidates, EIS should insist upon the following agreement to be administered by the bank or university and signed by the can-

didate as a condition for receiving the loan: the bank or university would offer an educational loan of \$2500.00 in the name of the student and his parents which would be given and administered in the following way: upon approval of the issuance of the loan, one round trip-ticket to Honduras would be deducted from the \$2500.00 and the remainder after the deduction would be cabled to EIS, registered under the candidate's name in the Accounting Office of the School, to be withdrawn by the candidate at the rate of \$250.00 per month. If the student does not receive an offer of contract or refuses the contract offered, he or she returns to the United States with the return part of the round-trip ticket, and EIS, after checking for any outstanding debts in Honduras for which it could be held responsible, cables back to the bank or university any money not used, and the student repays that part used under the original conditions of the loan. Candidates accepting contracts continue on under the original proposal conditions and the loan conditions as written above in "b".

The recommended modifications written above should reduce the risk factor to the school to close to 0%, while at the same time spelling out in much clearer detail for all involved the financial process and the conditions inherent within that process.

2. It is recommended that before trying to "sell" the program to the universities, that the Director make a list of all possible supervisors of the student teaching aspect of the program who are presently on staff or who could be brought in for that responsibility and, along with their credentials, carry that list with him to the universities when making the initial approaches to the Deans of the Schools of Education.
3. Due to the extremely negative media publicity that Guatemala has received in the last few years, the obligation for contracted teachers to attend a language institute in that country or in Costa Rica should be modified to read only Costa Rica until such time as Guatemala reestablishes herself in the world's eyes.
4. Combining the ideas that a multi-year contract is better than a single-year contract with the second idea that incentives tend to have positive results whenever used, it is recommended that the Directors consider some aspects of the incentive approach used in this proposal for trying to extend their present teachers' contracts for (an) extra year (s). The relocation allowance, transportation allowance, and recruiting costs of bringing in a new teacher could be lumped together to provide an attractive incentive, whether in the form of a money bonus or in another form such as a scholarship to a language institute or to a university in the United States or another Latin American country for summer school courses during the vacation (to be received by the teacher as reimbursement upon return for the extra year) for those willing to extend their contracts for a(n) extra year(s).
5. A concluding recommendation, from an idea raised by Bill Harwood, Director of EIS, is the possibility of making a horseshoe of the pipeline. That is, instead of funneling young American teachers to Honduras, EIS might consider using some of that

earmarked money for sponsoring bi-lingual Honduran teaching candidates in studying their senior year in a U.S. university in order to receive a B.A. and a U.S. teaching certificate. In exchange for the scholarship, these young Hondurans would sign a contractual agreement with EIS to return to San Pedro Sula upon graduation and teach at EIS for the three following years. The conditions could be similar to those proposed for their U.S. counterparts: a \$2500.00 loan, co-signed by their parents, which would be absorbed by EIS if the teacher completed the three-year contract.

The benefits are quite obvious: a U.S. trained, bi-lingual Honduran has few if any adjustment problems; will most likely stay longer than the young American teacher, possibly making his career at EIS; is less effected by local conditions (political instability or economic changes such as devaluation of the local currency or scarcity of U.S. dollars in the local economy, for example); and is certainly looked upon more favorably by the Ministries of Labor and Education of Honduras.

Two drawbacks could be the cultural/linguistic differences between a U.S. born and raised, native English speaker and the Honduran candidate, differences which have subtle implications in the classroom; and the prior educational background of the Honduran candidate, who, although exposed to a year of U.S.-style educational thought, might be more accustomed to and at ease with a teaching approach not favored by the educational philosophy and goals of EIS.

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1. Orr, The American Sponsored Overseas Schools: A Research Matrix, P.80
2. Ibid, P. 86
3. Appendix A, P. 73
4. Shepherd, Overseas Board Members Seminar, PP 41-90
5. Ibid, P. 86
6. Ibid, PP. 64-69
7. Ibid, P. 87

Review of the Literature

1. Shepherd, Overseas Board Members Seminar, PP. 41-90
2. Cecil and Ferguson, Personality and Value Factors as Success Predictors for North Americans Teaching in Latin American Bi-National Schools
3. Ibid, P. 27

Methodology

1. Cecil and Ferguson, Personality and Value Factors as Success Predictors for North American Teaching in Latin American Bi-National Schools, P. 9,16.

Interpretation of the Data of the Feasibility Study

1. Orr, The American Sponsored Overseas School: A Research Matrix, P. 81
2. Shepherd, Overseas Board Members Seminar, P. 89



8. Are you considering any changes in your recruiting?
If so, what are they?
9. Do you consider it important for the Director to have a personal interview with candidates? Why?
10. In general, what do you think of the specific idea of paying 3 or 4 persons in the States to recruit for a school on a per head recruited basis?
11. Do you think #10 could work on a regional basis? i.e., AASCA as a group, using these contract persons?
12. Do you think U.S. \$300.00 is a reasonable sum to pay a contact person for each teacher successfully recruited?
Too High? Too Low?
13. Other ideas or comments.

APPENDIX B

Escuela Internacional Sampedrana
Recruiting Questionnaire

School

	Telephone	Recruiting center (ISS, TORC, etc.)	Individually Arranged personal interview	U.S. Newspaper ads	Professional Journal ads	University Placement Centers	U.S. located contact persons	Referrals from teachers	Other (please specify)
1. Which of the following methods of hiring teachers is used by your school?	11	8	6	9	7	3	10	8	9
2. Which technique is most frequently used by your school?	2	6	3	6	1	0	7	2	2
3. Which technique do you judge to be most effective in getting large quantities of teachers?	0	6	3	2	2	2	4	1	1
4. Which technique do you judge to be most effective in getting quality teachers?	0	4	3	4	0	0	6	3	1
5. Which technique do you judge to be overall least effective?	5	2	1	2	0	0	2	1	2
6. Which technique do you judge to be most economical (number of secured teachers vs. financial outlay per head)?	2	3	2	2	1	1	3	4	2
7. Which technique do you judge to be least economical?	1	5	1	5	1	2	2	0	0

Nota: Las preguntas y respuestas del cuadro superior (No.1-No.7) aparecen en inglés para que ustedes vean exactamente cómo se redactaron.

8. Está usted considerando cualesquier cambios en sus técnicas de reclutamiento?

9. Considera usted importante que el Director tenga una entrevista personal con los candidatos? Por qué?

Si (10) Elimina a tipos raros/Única manera para evaluar las características intangibles/Crea continuidad en lo concerniente al punto de vista del maestro/ Debe hacerlo propaganda a la escuela y convencer que es buena/Debe evaluar personalidad y adaptación/La persona siendo entrevistada será más sincera/ Puede percibir cosas oralmente que de otra manera no sería posible/Se necesita saber con quién usted estará trabajando y viceversa/Para evaluar subjetivamente al candidato.

No (3) No cuando hay referencias claras o alguien que sustituya al director.

10. En general, qué piensa usted sobre la idea específica de pagar a 3 o 4 personas en los Estados para que reclutan para una escuela a base de persona reclutada?

Mala idea (4)/No se sabe lo que uno está obteniendo/Sólo para evaluación superficial/Interesante, pero su pueden obtener más cuerpos calientes que buenos maestros.

Suena bien.

Excelente (2)/Buena idea (2)/Sólo el director puede hacer ese trabajo.

Debe ser digno de confianza y conocer su escuela. Puede estar más interesado en obtener honorarios/Buena como técnica adicional, pero no como la única.

11. Cree usted que la #10 pueda funcionar regionalmente? Por ejemplo, Asociación de Escuelas Americanas de Centroamérica (AASCA) como un grupo, usando estas personal como contactos?

No (3) Sólo daría resultados para las escuelas que pagan altos sueldos.

si (6) Vigilar los problemas de comunicación

12. Cree usted que U.S. \$300.00 es una suma razonable para pagarle a una persona con contactos por cada maestro exitosamente reclutado? Muy alta? Muy baja?

Muy alta (9)

13. Otras ideas o comentarios.

Usar entrevista "en sitio"/Consolidar la Asociación de Escuelas Americanas de Centroamérica con otras organizaciones latino-americanas y emplear a un secretario ejecutivo/Cuota de grupo en una agencia de colocación/Enfatizar el viaje de reclutamiento del director.

Interpretación del cuestionario

Dos puntos resaltaron:

1. A casi todos los directores les gustó la idea de usar reclutadores con base en los Estados Unidos, pero muy pocos lo ven como un medio efectivo de reemplazar el viaje de reclutamiento del Director.
2. Casi todos los directores opinan que el viaje de reclutamiento es esencial, no para establecer los contactos originales, pero para tomar las determinaciones finales. El énfasis aquí parece estar en los factores subjetivos, los cuales sólo pueden evaluarse personalmente.

Recomendaciones

1. Seguir las técnicas que casi todos los directores opinan que nos ponen en contacto con el mayor número de maestros. (Ferias de Reclutamiento, Centros Universitarios de Colocación, entrevistas personales individualmente concertadas).
2. Usar técnicas que casi todos los directores opinan que dan por resultado obtener maestros de calidad. (Lo mismo que arriba).
3. Usar entrevistas preliminar con personas que viven en los Estados Unidos (D. Paul, el Dr. Kirkpatrick, Onelika) y pagarles una cuota reducida (U.S. \$50.00) por maestro contratado por los directores, más sus gastos. Esta es una modificación de la idea de la comisión de la Directiva, sobre la cual casi todos los directores opinaron que tenía algún merito.
4. Debe notarse que sólo la mitad del problema de reclutamiento está en localizar al personal que deseamos emplear. La segunda parte es convencerlos sobre la EIS y finalmente tenerlos aquí una vez y de que allí rompan el contrato más tarde cuando una oferta mejor se presenta. A fin de evitar esto, recomendando un programa de orientación cuidadosamente diseñado, el cual comenzaría desde el momento que reciban su primer folleto, continuando con la entrevista con el director, y especialmente incluyendo llamadas telefónicas periódicas y mandar por correo semanalmente programas de estudio, reglamentos, manuales, información turística, información sobre la documentación, etc., etc. El propósito de este programa de orientación sería crear una relación personal con el maestro recientemente contratado de modo que éste esté renuente a incumplir con el contrato.

La siguiente es una lista de escuelas cuyas repuestas fueron usadas en la tabulación final del cuestionario

1. Columbus School, Medellin, Columbia
2. Colegio Bolivar, Cali, Colombia
3. Masapan School, La Ceiba, Honduras
4. Colegio Americano, Guatemala
5. Colegio Panamericano, Bucaramanga, Colombia
6. Colegio Maya, Guatemala
7. Lincoln School, San Jose, Costa Rica
8. Costa Rica Academy, San Jose, Costa Rica
9. Escuela Americana, San Salvador
10. Escuela Americana, Tegucigalpa
11. American-Nicaraguan School, Managua, Nicaragua
12. Belize
13. Escuela Internacional Sampedrana



APPENDIX C

Feasibility Questionnaire No. 1

(Please check one)

- Dean: School of Education
- Professor in-charge: Student Teaching
- Other: (Please place title) _____

1. Does your school presently have or did it have in the recent past an active practice teaching program with an overseas School?

- yes
- no

2. If such a program was discontinued or became inactive, to what do you attribute the cause? _____

3. Do you think that this "pipeline" program could circumvent any problems mentioned in the previous question?

- yes
- no

4. If "no", why not? _____

5. Please indicate with a check which you consider to be the weakest part of the program as presently written.

- The selection process of candidates
- The financial arrangements
- The length of contract
- The incentives
- The loan repayment

_____ Other (please specify) _____

6. Please indicate in a sentence or two why you consider your choice in the previous question to be the weakest part of the program. _____
- _____
- _____

7. Do students at your school usually complete all course work before going to their practice teaching site?

_____ yes

_____ no

8. If "No", will your school accept independent study work for completion of unfulfilled coursework?

_____ yes

_____ no

9. In either its present form or in a modified form do you feel this program to be feasible enough to warrant the support of a university Department of Education?

_____ yes

_____ no

10. If you underlined "Modified", briefly state in which directions you see the modifications. _____
- _____

11. If you can accept the program as feasible, would you support it given the present political conditions in Central America?

_____ yes

_____ no

Comments: _____

APPENDIX D

Feasibility Questionnaire No. 2

Student Form

1. Do you think that there are senior education majors at your university or college who would consider doing their student teaching in an "overseas" school?

_____ yes

_____ no

2. If "no", why not? (briefly) _____

3. Given the present job market for teachers in the United States, would you consider accepting a contract to teach in an overseas school if one were offered?

_____ yes

_____ no

4. Given the proposal attached, choose two incentives which seem most meaningful to you. (Please check two boxes).

_____ A three-year contract

_____ The facilities for an educational loan

_____ The opportunity to live and work abroad

_____ The opportunity to learn to speak a foreign language

_____ A guaranteed savings at the end of the contract

5. Of the two you chose, which is the more important to you?

6. Would you fore-go the graduation exercise at your school for a three-year teaching contract in an overseas school?

_____ yes

_____ no

7. Which type of promotional material would you consider most beneficial to you in helping you decide whether to participate in the program?
(choose three)

- Posters highlighting the program
- Written literature concerning the overseas school
- Written literature concerning the country and its culture
- Written literature concerning the program
- An audio-visual presentation of the program by a school representative
- Written testimonials by present teachers as to the working conditions at the school
- A personal interview with an administrator of the school

8. Please indicate with a check what you consider to be the weakest part of the program as presently written.

- The selection process of candidates
- The financial arrangements
- The length of the contract
- The incentives
- Repayment of the loan
- Other (Please specify) _____

9. In either its present form or in a modified form do you feel this program to be a feasible one from the point of view of a prospective teacher?

- yes
- no

10. If "no", why not (please answer briefly) _____

11. If "yes", would you, if offered the opportunity, fill out an application to be considered as a candidate?

_____ yes

_____ no



APPENDIX E

Feasibility Questionnaire No. 3

Director Form

1. Could you estimate what percentage of your imported teaching staff remains with your school for three years?

_____ 0 - 25%

_____ 26 - 50%

_____ 51 - 75%

_____ 76 -100%

2. Has your school, to your knowledge, ever tried to develop a "pipeline" or feeder system with another institution which would provide a certain percentage of your incoming staff?

_____ yes

_____ no

3. Does your school presently have an active student teaching program with a U.S. college or university?

_____ yes

_____ no

4. If the answer to the previous question was "no", did it ever have one in the past?

_____ yes

_____ no

5. If the answer to the previous question was "yes" and you know the reason for it becoming inactive, could you please state it.

6. Does your school presently try to recruit newly graduating teachers from U.S. universities?

_____ yes

_____ no

7. If "yes", is this recruiting done via "recruiting trips" by the Director?

_____ yes

_____ no

8. Given this program as presented, please indicate which part of the program you consider to be the weakest.

_____ The selection process of candidates

_____ The financial arrangements

_____ The length of contract

_____ The incentives

_____ The loan repayment

_____ The selection for contract

_____ The financial controls

_____ The cost of the program to the school

_____ The funding for the program

9. In either its present form or in a modified form do you feel this program to be a feasible one from the point of view of recruiting and retention of quality teachers?

_____ Yes

_____ No

If yes, please underline either "present" or "modified".

10. If you underlined modified, briefly state in which directions you see the modifications. _____