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A Comparison of Thai, Indian, Japanese, and American Parents' Views toward Parent Involvement in International Schools in Thailand

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A Comparison of Thai, Indian, Japanese, and American
Parents' Views toward Parent Involvement in International Schools in Thailand.

by

J. Andrew Westerman

A Dissertation

Presented to the Graduate and Research Committee

of Lehigh University

in Candidacy for the Degree of

Doctor of Education

in

Educational Leadership

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2012

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Writing a dissertation has been much more of a learning process than I had expected. It tested typical personal characteristics that many might expect like perseverance, vision, and mental agility. However, it also tested my determination, my ego, and even my marriage at times. I have learned that research requires one to rely on other peoples' assistance to accomplish a task of this magnitude. While it has been both academically and personally rewarding, it has also been a humbling process.

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Dedication

For Charlotte, who never had the chance to experience much in life, but who has given me much to think about for the rest of mine...

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Abstract

The purpose of this study was to investigate the similarities and differences in the expectations for involvement among parents of different cultural/ethnic groups at three international schools in Bangkok, Thailand. Overall, the research in the literature has supported that parents are instrumental to their children's academic success and that parental involvement has a positive correlation with student achievement. Parent stakeholders play an important role in creating an environment conducive to teaching and learning. Successful international schools are shaped as their school leaders broaden professional experiences to build positive relationships with parents from different cultural and ethnic backgrounds.

All parents who have children attending three independent international schools in Bangkok were asked to complete a survey designed to assess their views on the appropriate level of parent involvement in the school. Data were collected via a web-based survey called the International School Parent Involvement Survey (ISPIS) and responses gathered in a database for analysis. Parents then participated in focus groups to gain insight on the responses to the quantitative survey.

A routine using principal components analysis was applied to the ISPIS survey data resulting in factors loading on four categories: general and academic decision-making, communication, social volunteering, and parents' presence at school. A scaled score analysis of a nested school model was then conducted with parent involvement as the outcome variable, culture/ethnicity as the question predictors, and school as the control predictor.

International school parents' expectations for involvement vary not only by ethnicity and culture, but also individually within those groups. It is important for school administrators to differentiate how they interact with parents for decision-making, communication, and volunteering. The findings of this research indicate that Eastern culture and Western culture parents differ in their expectations for involvement in decision-making: Eastern parents are slightly inclined to be involved while Western parents are slightly disinclined. Eastern and Western culture parents have similarly high expectations for communication, though American parents particularly have strong expectations. Finally, Eastern culture parents expect opportunities for interaction with other parents while at school and desire specific tasks to accomplish while Western parents seek to support the school's goals in more business or professional interactions. Recommendations for practice and for future research are made by the author.

Chapter I

Introduction

Parental expectations and involvement demonstrated in the decision making of international schools is a significant issue among school stakeholders (Blandford & Shaw, 2001; Hayden, 2006). Governance and school leadership require clear understandings of the relationships among and between the stakeholders of the school. Anecdotal evidence and personal experience show that parental expectations vary among different cultural groups/nationalities represented in an international school. These differences may cause misunderstandings and a breakdown in communication among and between school stakeholders. A keen understanding of various cultural or national groups within the international school helps leaders make decisions and correctly interpret the actions and expectations of parents. As an educational leader from a different cultural and national background than a majority of the parent and student populations they serve, it is prudent to gain insights into expectations of parents for their involvement in the school. The importance of cultural understanding of the school community is paramount to being an effective communicator and positive community builder in an international school.

The international school scene in Bangkok, Thailand includes over 100 schools varying in age, size, curriculum, student demographics, and cost. There is fierce competition among schools and sharing information is not generally practiced. Many of the well-established schools serve upper income populations because their programs demand higher tuition costs.

International schools are becoming increasingly reliant upon serving the needs of diverse constituencies due to the impact of globalization on developing countries such as

Thailand (Friedman, 2000, 2005). Parent stakeholders play an important role in creating an environment conducive to teaching and learning (Hill & Taylor, 2004). More successful international schools are shaped as their school leaders broaden professional experiences to build positive relationships with parents from different cultural and ethnic backgrounds (Hayden & Thompson, 1998). Recent research by Epstein, Galindo, and Sheldon (2011) revealed the importance of principal support in affecting the quality of school-based parent partnership programs. When different cultures have conflicting expectations regarding a topic as important as a child's education, it is vital for all stakeholders to be able to work together to establish common ground. Indeed, parents who are involved with decision-making may serve as advocates for the school throughout the community (Cotton & Wikelund, 2001; Hoover-Dempsey & Sandler, 1997). Moreover, parental involvement has been shown to have positive effects on student attitudes and behavior. These beneficial results take into account all student populations including special needs and English language learners (Cotton & Wikelund, 2001). Furthermore, the finding of Henderson and Berla (1994) indicated that schools with high achievement levels are more open to parent and community involvement. It is my belief and experience that parental involvement, especially in school decision making, leads to better communication between school staff and parents and better understanding of each other's roles.

Understanding what parents from different cultures/nationalities expect in regard to what encompasses an effective school is also a matter of interest. As parents have enrolled their children in international schools differing from their home country's educational systems, concerns also emerge about whether their children will be able to

transfer or attend tertiary institutions in their home countries. One would believe that given different cultural experiences, Asian families and Western families would have different needs; for instance, many Asian parents fear their children will fall behind the national standards of the home country (Hall, 2005). Others worry that their specific needs or expectations are not addressed by an “international school” with regard to academics. The opportunity to get clarification on these parents’ expectations may garner a better relationship that supports growth and development of the school. Comer and Haynes (1991) posit that parental participation is essential in effective schooling. The family structure provides cultural, social, and emotional validations that children need to perform well in school (DePlanty, Coulter-Kern, & Duchane, 2007). There are many variables that influence the effectiveness of schools (Coleman et al., 1997; Tatar & Horenczyk, 2000). Certainly, the relationships of the teachers, students, and parents, along with those in administration, are all intertwined.

The family is the primary unit in Asian cultures. The differences in family dynamics emerge from a form of collectivism or familism (Krairiksh, 2011; Rothstein-Fisch & Trumbull, 2008). This means dominant social patterns lead to decisions that emphasize the needs of the family or society first. This requires loyalty to one’s immediate and extended family. “Western” culture differs in that it encourages individualism and uniqueness versus conformity and interdependence. In Asian cultures, interactions with children tend to be more one-sided (i.e., adults speak to children). Social interactions also tend to avoid confrontation as it is considered disrespectful or lacking in gratitude. Less display of emotion equates to maturity and self-control. Family problems

are hidden from others and handled within the family. Table 1 shows the contrasting cultural differences for values between “Western” and “Eastern” cultures.

Table 1. *Cross-Cultural Differences*

“Western”	“Eastern”
Individualism	Collectivism
Equality	Hierarchy
Independence	Interdependence
Assertiveness	Uncertainty Avoidance
Low-Power Distance	High-Power Distance
Low Context	High Context
Success and Achievement	Harmonious relationships

(Krairiksh, 2011)

In examining parental decisions to become involved in their children’s education, Hoover-Dempsey and Sander (1997) discuss three constructs that are essential to parents’ basic involvement decisions. These decisions appear to be influenced by four factors as follows: (1) the parents’ role construction about what they are supposed to do in regard to their child’s education, (2) the parents’ belief about their sense of efficacy to carry out expectations, and (3) the perception that the school wants the parents to be involved, and 4) the perception that the child wants the parent to be involved. Because of cultural differences, parents from “Eastern” cultures may have different constructs as to the parental role in education. Epstein and Dauber (1991) suggest that where expectations for positive involvement are an apparent part of parents’ roles, then they are likely to become involved to some degree. On the other hand, perhaps Asian parent groups are more conservative in their participation styles or expectations. Certainly, higher and better education is viewed as means for upward mobility among Asian culture; education is

even viewed as inheritance and outstanding achievement is the source of pride for the entire family (Krairiksh, 2011; Mathews, 2000).

Hoover-Dempsey and Sander's (1997) third construct regarding the perception that the school personnel and the child desire parental involvement is an important determinant for different ethnic groups. Chavkin and Williams (1993) concluded in their work with ethnic minority parents that parents believe the school is responsible for initiating efforts and creating opportunities for parent involvement. Determining if similar beliefs exist for Asian parents in Thailand is the focus of this research. Sheldon and Epstein's (2005) research supported the idea that schools are challenged to solicit participation or involvement from all parents; especially those "who cannot read or understand English [so that they] have access to the information in languages or forms they can understand" (p. 197).

Some parents may be reluctant to get involved at school due to a number of factors (Epstein, 1995). These factors include language barriers and a lack of understanding regarding an American-based curriculum (Krairiksh, 2011; Tinkler, 2002; Wong & Hughes, 2006). Hill and Taylor (2004) suggested that more involvement at home than at school may be especially true for those "whose primary language is not English" (p. 162). These language barriers are supported by other research as well (Mau, 1997; Peña, 2000). In as much as "Western" administrators may not understand the expectations of parents from "the East," parents often lack an understanding of the school policies or expectations of a "Western" institution. Many parents trust the school in handling the welfare of their children as educational experts (B. B. Henderson, Marx, & Kim, 1999; Hoover-Dempsey & Sandler, 1997). Other parents prefer to be more involved

and feel they have a “right” to be a part of the decisions affecting their children such as those involving classroom instruction and school governance (Bolívar & Chrispeels, 2011; Meadows, 1993).

Need for the Study

Numerous studies have been conducted regarding the correlation between increased parent involvement and increased student achievement (Bauch & Goldring, 1995; Cotton & Wikeland, 2001; Fan & Chen, 2001; A. T. Henderson & Berla, 1994; Jeynes, 2005a, 2005b, 2007, 2010; University of New Hampshire, 2008). It seems sensible for international school administrators to engage parental involvement when such a correlation exists with student achievement.

In examining the roles of families and schools, research, theory, and practice have recognized increasingly shared and overlapping responsibilities for children’s learning (Epstein & Sanders, 2002). School improvement efforts should consider how new assessments, grading systems, and other reforms may affect family involvement. Likewise, when new school initiatives are considered and implemented, families should be able to ask questions and offer suggestions that may help them assist their children adjust to and thrive in the new programs (Comer & Haynes, 1991; Epstein & Sanders, 2002). School leaders who safeguard parental involvement in school improvement efforts strengthen partnerships. These partnerships are essential to the health of the overall school community and the success of individual students (Christenson, Palan, & Scullin, 2009). Parental involvement have been positively correlated for students to improved attitude toward school or toward particular subject areas, positive self-concept, improved classroom behavior, more time spent on homework, higher expectations for one’s future,

reduced absenteeism, increased motivation, and lower retention rates (Cotton & Wikelund, 2001).

Though no research has linked parental involvement in school decision-making causally to student achievement (Cotton & Wikelund, 2001), other benefits emerge such as the elimination of mistaken assumptions parents and school employees may hold about one another's motives, attitudes, intentions and abilities. Indeed, a potential benefit for school leaders is the increase in parents who serve as supporters of the school throughout the community. School personnel gain from the improved rapport that commonly accompanies increased parent involvement. Moreover, school leaders need to understand the cultural norms and expectations of foreign parents on their school involvement. The expected means of enlisting parental involvement and engagement may be different when taking into consideration different cultures/nationalities. Because of the paucity of research on cultural group/nationality differences for international school parental expectations, the results of this study may serve as a guide for educational practitioners posted in international schools.

Purpose of the Study

The purpose of this study was to investigate the similarities and differences in the expectations for involvement among parents of different cultural/ethnic groups at three international schools in Bangkok, Thailand. This study also examined parent expectations for what constitutes an effective international school. The data analyzed from this research guides international school principals and "heads of school" to engage parents from different cultures/nationalities in an appropriate manner.

Research Questions

The following research questions guided this study:

- (1) What is the psychometric validity and reliability of the International School Parent Involvement Survey (ISPIS)?
- (2) Do parents of different specific ethnic groups (American, Thai, Indian, and Japanese) at three International Schools in Thailand have different expectations with regard to involvement (volunteering and communication) in school?
- (3) What are the differences in parental expectations of involvement in school decision-making (general and academic) between specific ethnic groups (American, Thai, Indian, and Japanese) at three International Schools in Thailand?
- (4) Is there a difference between Eastern and Western cultures with regard to expectations of involvement (volunteering and communication) in International Schools in Thailand?
- (5) What are the differences in parental expectations of involvement in school decision-making (general and academic) between Eastern and Western cultures at three International Schools in Thailand?
- (6) What information regarding variation in expectations for parents in Eastern versus Western cultures is important to school leaders?
- (7) What practices can school leaders utilize to serve better the needs of their Eastern and Western culture constituents (parents)?

Limitations of the Study

A limitation for this study is the ability to generalize results to other international schools due to the variation in percentage of parents from varied ethnic backgrounds in individual schools, though involvement of three schools attempts to increase generalizability. Majority populations may influence the expectations of minority populations in schools where one nationality or culture dominates (i.e., Thai nationality at two of the international schools). The cost of tuition to attend international schools is often quite high and as such, most parents of these students tend to be well educated, successful professionals who expect their children to excel in school (Harvey, as cited in Gillies, 2001). Consequently, this study will not represent all the socio-economic levels present in the populace. Finally, parents to be included in this study have been exposed to international school environments differing from their home country school systems, which may affect their expectations. In addition, some cultural groups are reluctant to share their opinions on their child's educational institution for fear of reprisals, or out of respect for the interviewer.

It should also be noted that I am a white American male and a principal at one of the schools included in this research study. I am also a parent of two children who attend the elementary school in which I am employed. Given this background, it is logical that I am coming from a Western perspective, and testing that the ideas are valid for an Eastern cultural population. Another limitation is that the Western culture sample for this research consisted overwhelmingly of Americans. While most Americans are Western from a cultural perspective, not all Westerners are American.

Definition of Terms

The following definitions are provided to clarify the terminology in the context of this study:

Eastern Culture – This refers very broadly to the various cultures or social structures and philosophical systems of "the East" – geographically these are namely in Asia: the Indian subcontinent, South-East Asia, and the Far East and includes individuals selecting the "Thai," "Indian," or "Japanese" category for the ethnicity survey item in this study.

Western culture — This refers very broadly to the various cultures or social structures and philosophical systems of "the West" – geographically these are namely Western Europe, North America, and Australia/New Zealand and includes individuals selecting the "American," "Canadian," "UK," "Australian," and "New Zealander" categories for the Cultural/ethnic identity survey item.

Effective school – For the purpose of this study, key characteristics of 'effective' schools include the following: strong leadership, a positive learning environment, high expectations, order, structured teaching, and school leaders and teachers have positive relationships with students and with parents and communities (Blair, 2002). This study focuses on the positive relationships with parents.

International Schools – For the purpose of this study, international schools may be defined as private schools established to follow US standards of practice that are referred to as "American overseas schools or international schools" (Gillies, 2001, p. 395). Gillies (2001) goes on to describe these schools' student bodies as "compris[ing] the dependent children of U.S. government employees, children of other resident U.S

citizens, members of diplomatic families from various nations, dependents of the international business community, and host-country children” (p. 395). The Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC), recognizes the American/ International School as being one in which:

1. The basic language of instruction is English.
2. The school is accredited, or eligible for accreditation, by one of the regional accrediting associations.
3. The course of study, as well as marking, grading and reporting procedures, facilitates student and faculty transfer to other schools of a similar type in other countries and within the United States.
4. The school administration and governing body are responsive to the needs of their immediate user community meaning students, parents, and faculty.
5. The curriculum is similar to that commonly found in the United States and generally meets the minimum requirements for admission to North American and other worldwide English-speaking colleges and universities.
6. The student body is oriented toward programs commonly found in the United States and other English-speaking countries, including those of an extra-curricular or co-curricular nature.
7. Programs of studies include courses dealing with the history, culture, and language of the host country, in addition to those that are clearly North American.
8. The school’s governing body is not subordinated solely to a national government or a central ministry, but is a local entity responsive to the needs of the users of the school.
9. The stated philosophy of the school indicates a flexibility and responsiveness to the wishes of its users and contains procedures for participation by those users to effect changes in the school’s program

(Western Association for Schools and Colleges, 2009, p. 4).

Governance – The decision-making, policy-making, objective setting, and exercise of authority in an organization, institution, or agency. This includes administrative or management functions to the extent that they relate to the execution of policy and authority (e.g., involving parents in school decision-making). These roles may include but are not limited to being a participant on an advisory committee or school improvement council, an active member of the Parent-Teacher Association (PTA) or on the school board (Cotton & Wikelund, 2001).

Parental expectations – A set of beliefs, underlying assumptions, and aspirations that relate to, but are not limited to, the relationship of the students to the faculty, curriculum, discipline, extracurricular programs, decision-making, and family composition. These beliefs and assumptions will motivate a parent to a particular behavior pattern (Kaplan, Liu, & Kaplan, 2001).

Parents – For the purpose of this study, the term *parent* refers to a person who has guardianship of a child enrolled as a current student at an international school involved in this study (Carden, 2005).

Parental involvement – Parental involvement can be defined broadly as parental participation in the educational processes and experiences of their children, where families participate in decision-making roles in their children’s educational programs, administration or school management (Daniel, 2011; Jeynes, 2005a, 2007). In this study, the phrase also refers to Epstein’s (Epstein, 1987a, 1995; Epstein & Sanders, 2002; Fan & Chen, 2001) work on parental involvement in their children’s education. She identified six types of education-related opportunities for parental involvement:

(1) Parenting – helping parents to establish home environments that support children as students and helping schools understand families.

(2) Communicating – designing and conducting effective forms of two-way communication about school programs and children’s progress.

(3) Volunteering – recruiting and organizing help and support for classrooms, school functions, and student activities.

(4) Learning at Home – providing information, ideas and opportunities to parents about how to help students at home with academic decisions, homework and curriculum related activities.

(5) Decision-Making – involving parents in various aspects of school governance

(6) Collaborating with Community – strengthen and support schools, students and their parents, and from schools, parents and students to support the community

Chapter II

Review of the Related Literature

Introduction

The literature on parent involvement is considerable. Research on parent involvement has identified five recurring themes (Christenson, Rounds, & Gorney, 1992). The first theme involves the notion that all parents want their children to be successful in school, but they did not know how to help their children (Epstein, 1986). Second, parent involvement includes both home and school-based activities. Due to family structures and work commitments, parents are more available for activities at home than during the school day (Epstein, 1987c). The third premise from research shows that parents are more likely to be involved if they believe their input will make a difference in achievement for their children (Eccles & Harold, 1993; Hoover-Dempsey & Sandler, 1997; Rich, 1987). A fourth recurring theme is that the efforts of the school to involve parents are more influential than parent income or education levels (Griffith, 1996; Jeynes, 2005a, 2005b, 2007). Finally, the fifth topic is that there is communal responsibility for student learning, referred to as collaboration between the school and family, which, is essential for success of all students (Epstein, 1987b; A. T. Henderson & Berla, 1994; Stiles, 1992).

While the literature covers a broad range of parental involvement ideas, the emphasis of this literature review focuses on parent involvement and student achievement as an impetus to garner parental involvement in international schools. As the following review shows, parental involvement has been correlated with improved student achievement. This foundation is the basis for seeking to understand the expectations of international school parents in regard to their involvement at school.

Parent School Involvement and Student Achievement

The quantity of literature correlating improved student academic performance when parents are involved continues to expand (Christenson, et al., 1992; Epstein, 1991; Fan & Chen, 2001; Grolnick & Slowiaczek, 1994; A. T. Henderson & Berla, 1994; Jeynes, 2003, 2005a, 2007; Ma & Klinger, 2000; Sheldon & Epstein, 2005; Singh et al., 1995; Stewart, 2008; Villas-Boas, 1998). Conventionally, parental involvement has included attendance at teacher conferences and involvement in school activities, such as open houses and social activities. Overall, the research has supported that parents are instrumental to their children's academic success and that parental involvement has a positive correlation with student achievement. In a recent study examining the mechanisms that explain the association between parent involvement and student academic performance, Topor, Keane, Shelton, and Calkins (2010) hypothesized that parents who have a positive attitude toward their child's education, school, and teacher are able to positively influence their child's academic performance through two mechanisms. These mechanisms involve engaging with the child to increase the child's self-perception of cognitive competence and by engaging with the teacher and school to promote a stronger and more positive student-teacher relationship. Their results showed that, taken together, perceived cognitive competence and the student-teacher relationship fully mediate the link between parent involvement and academic performance. These findings demonstrate that increased parent involvement has been significantly related to both higher achievement test scores and increased academic performance. The discussion noted that administrators and policy makers should "continue to investigate ways to increase a parent's positive attitude about their child's education and demonstrate to

parents that their attitude is related to their child's academic performance" (p. 194). As attitude toward school may be a factor in parental expectations for involvement, it is logical to cultivate positive attitudes among parents toward school. These attitudes, of course, may be affected by cultural expectations and must be investigated to determine if differences indeed exist among parents regarding expectations.

Jeynes (2005a, 2005b, 2007, 2010) conducted several meta-analyses involving parental involvement; one each for urban elementary and secondary student academic achievement and another reviewing more subtle aspects of parental involvement. In these studies, he summarized 93 studies involving over 300,000 students. For elementary students, greater parent involvement was linked to higher student achievement, with an effect size of .75 SD (2005a). On the whole, secondary school level results show greater parental involvement predicts higher scores for all academic variables with an effect size of .55 of a SD (2007). For standard deviation units, .7 is considered a large effect, .5 is considered medium, and .3 is considered small. These findings held up for children of all races in the sample, for boys and girls, and for children at each SES level in the sample. The results of these meta-analyses show that student academic achievement correlates positively with increased parental involvement.

Other research shows that the type of involvement must be considered to understand the influence of parental involvement on student achievement (DePlanty, et al., 2007; Jeynes, 2011). For example, researchers must consider whether involvement means involvement at school vs. involvement at home. Or does involvement mean parental aspirations for their children's achievement? Or does involvement mean communication between parents and children? Or does involvement mean parental style?

Because of these uncertainties, this research defines parental involvement using Epstein's (1995) typologies described later in this chapter.

Barge and Loges (2003) described how perceptions among parents, students, and teachers influence academic success. The development of relationships between teachers and parents emerged as an important aspect of the research. Four themes characterized parental involvement in this study: (1) monitoring student academic progress, (2) cultivating personal relationships with teachers, (3) utilizing extracurricular school programs, and (4) developing community support systems. While these themes depart from Epstein's (1995) typologies (discussed later in this section), Barge and Loges' case-study emphasizes *relationships* rather than Epstein's parents' roles in the home, communication, and participation at school as volunteers in classrooms and on committees. However, encouragement and monitoring of students' academic progress through relationships with teachers and children supports Jeynes' (2010, 2011) line of reasoning about subtle features of parental involvement.

Recommendations for future research made by Fan and Chen (2001) emphasized the operational definition and measurement of parental involvement. Indeed, the suggestion was made to separate the different dimensions of parental involvement rather than being summed up in a general composite. Baker and Soden (2005) suggested that parents be included in the development of measures and protocols as a mechanism for obtaining valuable input. Socio status (SES) was also linked to increased parental involvement in schools (Fan & Chen, 2001; Sheldon, 2002).

From this research literature, it is clear that parental involvement in education reveals myriad benefits for students in regard to achievement and more in school. Cotton

and Wikelund (2001) listed positive effects on student achievement, student attitude and behavior. They also found in their review of the literature that involving parents in decision-making showed benefits for relationships among parents and school personnel, the emergence of parents as resources, and school advocacy in the community. Later findings by Topor, et al. (2010) showed that parental involvement may become a potent influence on school and academic policies that have a direct influence on their child's school activities and academic success. By establishing associations with school administrators through involvement in parent-school organizations, parents may influence policy and monitor the functioning of their child, teachers, and administrators. Through this type of involvement, parents show that they value education and academic achievement. While the mechanisms and the subtle natures of the types of involvement need more research, it seems a prudent course for administrators to pursue increased parental involvement in international schools as it is positively correlated with student achievement.

Theoretical Models

Until the development of several theoretical frameworks by Epstein (1987a, 1987b, 1987c, 1995), Hoover-Dempsey and Sandler (Green, Walker, Hoover-Dempsey, & Sandler, 2007; 1997), and Chrispeels (1996) research has been somewhat fragmented. These last two frameworks are described briefly in reverse order here before finally describing Epstein's model in more detail.

In 1996, Chrispeels described a framework for parent involvement that brought the ideas of effective family practices together with research on effective schools. In this juxtaposition, with a partnership mentality, school leaders can focus on strategies that

bolster student learning both at home and at school. These efforts build compelling alliances between schools and parents that eventually involves the whole community (Chrispeels & Rivero, 2001). Her five types of involvement include: (1) two-way communication, (2) support of the child, family, and the school, (3) learning about each other and how to work together, (4) sharing teaching responsibilities, and (5) collaborating in decision-making and advocacy. This model was examined and rejected for this research as it focused on partnerships with parents to provide a more supportive learning environment at home. While this partnership is worthwhile, it does not lend itself as easily to answering the research questions of this study.

Hoover-Dempsey and Sandler's (1995, 1997) model for parental involvement is influenced by psychological theory to understand *why* parents become involved. This motivational model has three questions to anchor whether, in an additive sense, parents become involved: (1) parents' role-construction includes participation in their child's education, (2) parents' sense of efficacy provides for a positive perception that they can help their child succeed through involvement, and (3) parents perceptions for opportunities or demands that the school and their child want them to be involved.

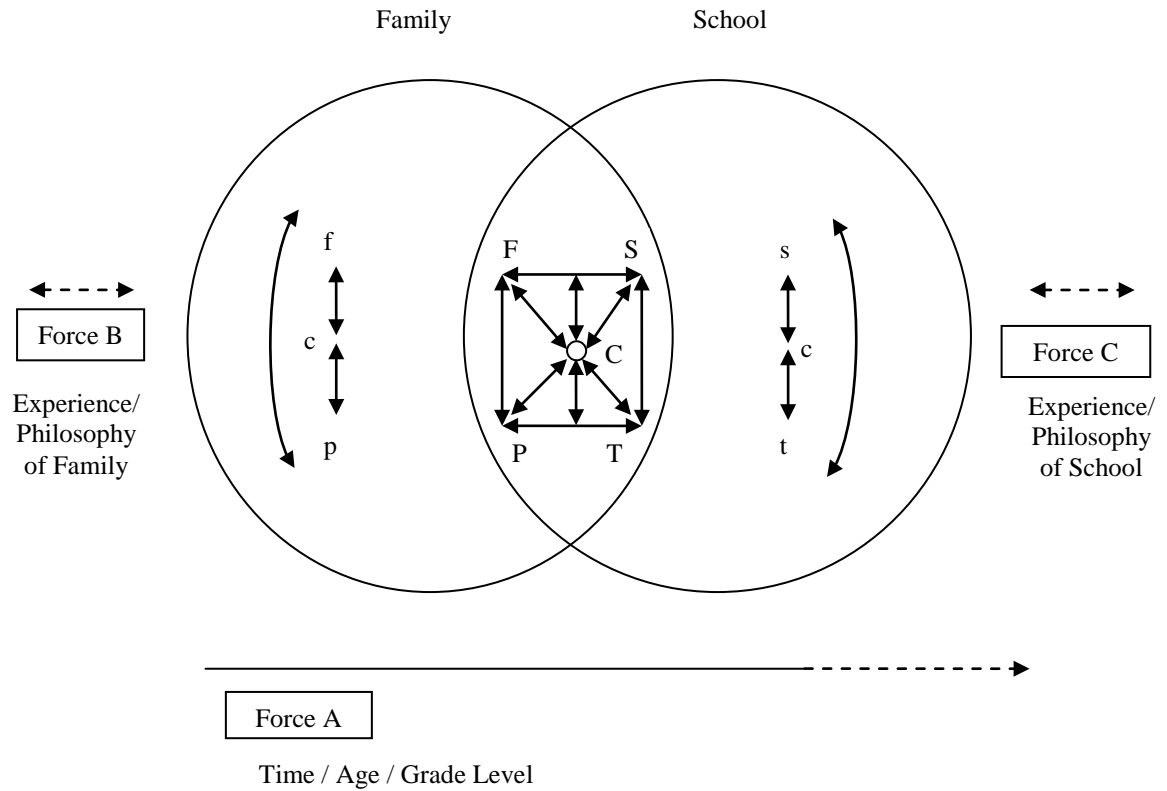
This model comes closer to addressing my research questions as the decision to become involved may indeed be moored in culture. However, the model was rejected as a basis for my study because my research questions sought to determine *what* differences exist between different cultures in regard to expectations for involvement. The Hoover-Dempsey and Sandler model could be used as a basis to study *how* Western-trained administrators could use this knowledge to engage parents from Eastern culture, but this was not my focus for this study.

Conceptual Framework

Epstein's (1987b) model of overlapping family and school spheres will be used as the conceptual framework of this study (see Figure 1). In this model, three forces control the degree of overlap: time, experience in families, and experience in schools. Time moves in one direction and refers to age and grade level of the child in school. The spheres typically show less overlap in infancy, but slowly merge as children begin formal schooling. Depending on the time period in school, one could expect the overlap to increase and decrease. Generally, the most overlap shows in preschool and early elementary school. This overlap, however, depends upon the two other forces, experience in families and experience in schools. These forces represent the pressures placed on family and school organizations by one another. They push and pull the spheres, changing the degree of overlap. "When parents maintain or increase interest and involvement in their children's schooling (Force B), they create greater overlap of the family and school spheres than would be expected on the average. When teachers make parents part of their regular teaching practice (Force C), they create greater overlap than would typically be expected" (p. 128). These forces (B and C) illustrate the influence parents and schools have on children, taking into account the history, development, and the changing experiences of parents, teachers, and students.

The model goes further to explain the interpersonal relationships within and between organizations. There are two levels of interaction at work here – one between organizations (family and school) and the other between individuals (parent and teacher).

Figure 1: *Model of overlapping spheres of influence of families and schools*



Key: Intra-institutional interactions (lower case)
 Inter-institutional interactions (upper case)

f/F = Family
 s/S = School
 c/C = Child
 p/P = Parent
 t/T = Teacher

(Epstein, 1987b, p. 127)

Examples for Family (F) and School (S) interactions might include communication from the school to all parents regarding parent-teacher organizations, policies, or available workshops or volunteer opportunities. Examples of Parent (P) and Teacher (T) interactions include parent-teacher conferences, communications regarding

student behavior in class from the teacher, or a note from parents on personal needs of an individual child (C).

This study examines the expectations of international school parents regarding the interaction between families and schools and among parents and teachers. Epstein's (1987b) framework "assumes that there are mutual interests and influences of families and schools that can be more or less successfully promoted by the policies and programs of the organizations and the actions and attitudes of the individuals in those organizations" (p. 130). Consequently, school leaders can adjust their practices through cultural sensitivity to accommodate differences in parent expectations of involvement. The model shows the interaction at two levels; between institutions (school and family) and between individuals (parents and teachers). Thus, it reflects the overall dynamic that the research questions address.

Epstein (1995) describes six types of involvement that parents practice in partnership with schools (see Table 2). The six types involve practices that present challenges and redefinitions which eventually bring about different results for students, parents, and teachers. This research focuses on Type 2 (Communicating), Type 3 (Volunteering), and Type 5 (Decision-Making) as these involve tasks most directly under school control.

The practices which Epstein (1995) labels Type 2 (Communication) involve: conferences with every parent at least once a year, language translators as needed, review of students' work by parents and comments made, regular schedule of notices or memos, and clear information on policies, reforms, and programs. Type 3 (Volunteering) practices are described as setting up volunteer programs, providing a parent room or

family center, surveying parents about talents and availability, developing contact lists, and supporting parent safety patrols. Finally, Type 5 (Decision-Making) practices encompass active parent organizations for input on curriculum, safety, personnel, parent participation on school improvement councils, school committees for family and community involvement, and networks to link families with parent representatives. These three types of parental involvement are related directly to occurrences at school and are

Table 2. *Epstein's Framework of Six Types of Involvement*

Type 1 Parenting	Help all families establish home environments to support children as students.
Type 2 Communicating	Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
Type 3 Volunteering	Recruit and organize parent help and support.
Type 4 Learning at Home	Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
Type 5 Decision-Making	Include parent in school decisions, developing parent leaders and representatives.
Type 6 Collaborating with Community	Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

(Epstein, 1995)

within the scope of school leadership practices. These constitute an appropriate starting point for gathering data before soliciting increased parent involvement. As these may or may not be expectations that parents from the East would presume, it seems prudent to determine if there are differences in expectations before proceeding.

As mentioned earlier, these types of involvement provide challenges and the need to redefine some basic principles. The challenges of communication (Type 2) are quite explicit when operating a school overseas as English language may not be spoken by a majority of the parents. There may also be challenges with readability or the content/nature of the communications. This means that parents outside the USA may not have thought about such items as school effectiveness or what characteristics promote higher levels of learning. It is important for schools to redefine communication to “establish clear two-way channels for communications from home to school and from school to home.” (Epstein, 1995, p. 705).

Volunteering presents its own challenges in International Schools as many parents are reluctant to participate at school in an environment so foreign to their own experiences in school (Krairiksh, 2011). The language barrier is also one that prevents many willing parents from helping in classrooms or at social events. Epstein (1995) addresses these challenges by suggesting volunteer training programs and recruiting volunteers from wide-ranging backgrounds so that all parents trust that their abilities and time are wanted. The term “volunteer” needs to be redefined as “anyone who supports schools goals and children’s learning or development in any way, at any place, and at any time – not just during the school day and at the school building” (p. 705).

Parental expectations for involvement in school decision-making vary in International Schools around the world. For example, school board structures differ on a continuum from including only parent representation to consisting entirely of parents in the cases of community schools (Blandford & Shaw, 2001; Hayden, 2006). Thus, parent realization of their expectations would be difficult to generalize. A key point that Epstein

(1995) made regarding the challenges of parental involvement in decision-making is to provide training for parent leadership so that parents can represent broad family perspectives and communicate information back to parents. Another challenge is to ensure that parent representation includes leaders from all racial, ethnic, and socioeconomic groups of the community. This requires the redefinition of “decision-making” to mean “a process of partnership, of shared views and actions toward shared goals, not just a power struggle between conflicting ideas” (p. 705). Parent leadership must also take into consideration real representation so that school leaders hear from all parent stakeholders.

Cultural Aspects of Parental Involvement

Parental involvement research relating to those cultures different from mainstream America has focused mostly on subcultural groups within the US. A meta-analysis conducted by Jeynes (2003) reviewed 21 studies with nearly 12,000 subjects related to parent involvement in minority children’s academic achievement. The racial groupings were categorized into six different groups: (a) mostly African American participants, (b) all African American participants, (c) mostly Asian American participants, (d) all Asian American participants, (e) mostly Latino and Asian American participants, and (f) all Latino and Asian American participants. All of the studies showed a positive effect with the various effect sizes for the four Asian American categories ranging from $\beta = .22$ to $.48$, where a small effect is $\beta = 0.1$, a medium effect is $\beta = 0.3$, and a large effect is $\beta = 0.5$. One of the most salient points made in the review was that “the research evidence indicates that parental involvement positively affects the academic achievement of children no matter what the racial heritage is of the children

being studied” (p. 204). However, the point was made that African American and Latinos students benefited more from parental involvement than did their Asian American classmates. This may be an effect of single parent home families where African American and Latino children are more likely to fall into that situation than Asian American children may. Caution should be exercised when interpreting causality as these data are correlational associations only.

The challenges of interpreting parental involvement from this research are evident. The meta-analysis categories group all Asian American students together, with Latino students in some studies. The people who live in Asia “have very different cultures and speak different languages, and their societies have different political systems and economic situations” (Zhao & Qiu, 2009, p. 339). Certainly, one must expect the task to be muddled at best when attempting to apply these findings to international school settings. International school settings demonstrate differences among the student populations that can only be tangentially related to research in the United States. It is important to seek understanding of these differences in expectations so that school leaders can make appropriate decisions regarding soliciting parental involvement in international schools.

For some time, researchers in America have been interested in cultural expectations for parental involvement. Mathews (2000) investigated South Asian and Southeast Asian Americans’ cultural patterns to identify implications for teaching. She identified nine factors that are important when interacting with South Asian and Southeast Asian families: family relationships, respect for age, social interaction and behavior, communication style, family expectations of success, humility, school situation,

decision-making, and barriers to socialization. Family structure is hierarchical and the father is considered the head of the family. The mother tends to take care of the household and is more emotionally available (Krairiksh, 2011). Grandparents have high status and are typically more involved as members of family that extends both vertically and horizontally. Children concede a great indebtedness to their parents for taking care of them and supporting them through obtaining their education, getting a job, and even until marriage. This collectivist versus independent responsibility for Asian family members is an anchor for Asian cultural contexts (Hwa-Froelich & Vigil, 2004).

As respect is based on age and official position, teachers are usually afforded quite high status. The interpersonal interactions that take place among individuals are much more formal than the types of interactions in the United States. Polite and considerate interactions are expected and communication tends to avoid disagreements or unpleasant interchanges (Trumbull, 2011). Parents expect children to bring pride and honor to their family by demonstrating success in their academic studies and careers. However, it is important not to boast of these accomplishments and to remain humble. In school situations, students tend then to be more reserved and nonassertive. Indeed, parents also exhibit these characteristics in interactions with school leaders, though parents still generally make decisions for their children in many cases regarding academics and careers. Socialization challenges demonstrate another difference among South Asian and Southeast Asian Americans as their accents while speaking English can be quite marked (Mathews, 2000).

Sy, Rowley, and Schulenberg (2007) studied predictors of parent involvement among Asian American and European American families. Their results showed that

Asian American parents value preparation of their children for academic success by limiting television watching at home and participating more in home activities that may help their children develop better academic skills. Traditional cultural beliefs for Asian Americans indicate a lower tendency for participation in non-home activities, however, the parents' level of assimilation or acculturation to the values of an American system may play a role. Sy et al. (2007) suggest that "cultural values can shape parents' education-related behaviors in way that may not be obvious" (p. 24). Diamond, Wang, and Gomez (2006) suggested that Chinese American parent involvement can be characterized as "back stage/behind the scene" and thus may not be overtly measurable. While these examples reflect research that has taken place in the US, there is merit in examining these ideas for international school situations since there is minimal research for international schools in this area. It is an important point to take into consideration for this dissertation research as international school leaders need to understand international school parent expectations, not assume them (Quiroz, Greenfield, & Altech, 1999). Finally, "[f]rom a policy perspective, parental involvement in the school is perhaps the most important area for analysis since this can be controlled *directly* (as opposed to indirectly through parental involvement in the home) by educators and administrators" (emphasis original, Arguea & Conroy, 2003, p. 120).

Research from International Perspectives

International perspectives on parental involvement in the literature are scarce. The few that exist support differences among cultures in regard to their expectations for parental involvement. It has been suggested that Asian students place primary emphasis on academics and stress effort rather than natural ability, as their key to success (B. B.

Henderson, et al., 1999; Pearce, 2006). This cultural factor was evident in much of the literature. Peng and Wright (1994) examined home environments and educational activities that seemed to account for most of the differences in academic achievement between Asian American students and their peers. If Asian parental expectations for involvement in their child's education focus on home environmental factors, it is important to determine what those expectations are.

Parental influences on academic achievement of Asian immigrants, Asian American, and White Americans was compared due to an idea that cultural upbringing may be a strong factor contributing to the educational success of both Asian students in Asian countries as well as in the United States. Mau (1997) found that both Asian immigrants and Asian American students spent considerably more time on homework while White American students reported more parental involvement in school related activities. In examining the results, Asian immigrants and Asian Americans were less engaged in participating types of involvement (e.g., volunteering, participating in school events, and attending conferences) than White American parents. Mau stated that these results may be explained by fluency issues or understanding of the school environment but it is just as likely that "parents of Asian immigrant students may perceive school involvement as less important due to cultural beliefs" (p. 275). It has been suggested however, that administrators should seek parent involvement for keeping cultural ties with "indigenous populations" (Hanchanlash, 2004). The links between parents and teachers/administrators would be of benefit to both in creating mutual understanding of cultures.

In research conducted by Tucker and Fail (2007), Thai parental and Western teachers' perspectives on education were compared in an international school setting. These views were found to be quite similar in most areas, however, two areas demonstrated a polarity of opinions: the key aims of school education and the role of teachers. Thai parents stressed the idea of academic achievement and career preparation as the key aims of education while the Western teachers saw social/moral learning and preparation for life as more crucial. The role of the teacher is more significant from the Thai parents' perspective as well. Western teachers believed they acted more as a "facilitator" rather than more directed interaction in the student's academic endeavors. These perspectives should influence expectations for involvement in school as parents focus their efforts on home environment rather than school environment participation. This dissertation research needed to be conducted to determine if these differences exist among international school parents so that school leaders will be able to make better-informed decisions.

Chapter III

Research Design and Methodology

Purpose of the Study

The purpose of this study was to investigate the similarities and differences in the expectations for involvement among parents of different cultural/ethnic groups at three international schools in Bangkok, Thailand. This study was similar to Hall's (2005) study of Chinese, Korean, and American parental expectations. In her study, Hall created an instrument based on the Mid-Atlantic Equity Center Parent Involvement Survey and the National Standards for Parent/Family Involvement Programs National PTA Survey, Parent Involvement in Our Schools. She then followed up the survey with individual interviews with five parents from each parent group.

Research Methods

This study departed from Hall's work by further adapting her survey instrument and using focus groups of Eastern (Thai, Indian, Japanese) and Western (American, Canadian, UK, Australian, New Zealander) ethnic/nationality groups instead of individual interviews. In this mixed-methods approach, the focus group guiding questions emerged from the responses to the survey. Johnson and Onwuegbuzie (2004) state that "mixed methods research should, at this time, use a method and philosophy that attempt to fit together the insights provided by qualitative and quantitative research into a workable solution" (p. 16). The focus group allowed respondents "to clarify questions or expand [their] own perceptions by sharing and comparing them to those of others"

(Anderson, 1998, p. 200). Stufflebeam (2001) made a clear argument regarding mixed method research:

“Use of both quantitative and qualitative methods is intended to ensure dependable feedback on a wide range of questions; depth of understanding of particular programs; a holistic perspective; and enhancement of the validity, reliability, and usefulness of the full set of findings. Investigators look to quantitative methods for standardized, replicable findings on large data sets. They look to qualitative methods for elucidation of the program’s cultural context, dynamics, meaningful patterns and themes, deviant cases and diverse impacts on individuals as well as groups. Qualitative reporting methods are applied to bring the findings to life, to make them clear, persuasive, and interesting. By using both quantitative and qualitative methods, the evaluator secures crosschecks on different subsets of findings and thereby instills greater stakeholder confidence in the overall findings” (p. 40).

The sequence of using focus group discussion as a successor to quantitative work provided greater insight or context to the quantitative findings. Thus, the purpose of the focus group discussion was not only to validate and to illuminate the data to be collected with the survey, but to identify *why* relationships exist. This dissertation research gauged international school parental involvement expectations, thus gaining insight on parental involvement measurement.

Population and Sample

All parents who have children attending three independent international schools in Bangkok were asked to complete a survey designed to assess their views on the appropriate level of parent involvement in the school. By inviting all parents, each parent had an equal opportunity to participate in the research study, making this a probability sample and increasing external validity or generalizability to the defined population (Trochim & Donnelly, 2008). Those parents indicating American, Thai, Indian, or Japanese were included in the analysis.

In an effort to estimate the number and percent of parent representatives in each ethnic group, I was only able to collect data on student ethnicity at the three schools as reported in Table 3. Although these data represent the best proxy available, there are biases inherent in these estimates. For example, parents may have had more than one child enrolled at a school. Thus, the numbers in Table 3 would overestimate the number of parents in each ethnic group. These estimates may also have been biased because the nationality/ethnicity of the parent answering the survey may not be the same as the child in such cases as adoption or children resulting from parents of two different nationalities/ethnicities (i.e., Thai/American or Japanese/UK children). SES was included in this dissertation study as a control predictor. I wished to eliminate the effect of SES so that I could isolate the variation in parent expectations for involvement associated with the question predictors, culture, and ethnicity.

Table 3. *Sample School Nationality Compositions*

School	Total Students	Thai	Indian	Japanese	American
School 1	1196	950 (79.4%)	29 (2.4%)	20 (1.7%)	10 (1.0%)
School 2	1406	1079 (76.7%)	83 (5.9%)	40 (2.8%)	58 (4.1%)
School 3	1847	387 (20.1%)	41 (2.2%)	129 (7.0%)	671(36.4%)
Percent of Total	100%	54.3%	3.4%	4.2%	16.6%
Total Students (all schools)	4,449	2,416	153	189	739

(Davies, August 2011; Gerritz, August 2011; Takeuchi, September 2011; Toscano, August 2011)

To determine a target responding sample, a power analysis was conducted several different ways. First, I used the tables published in Kraemer and Thiemann (1987) with the standard alpha level of .05, the beta level of .20, and identifying the critical effect size of .25, leading to a calculation of the power of .80. According to Kraemer and Thiemann

(1987) , the target responding sample, given these specification, would be 123. A more detailed and more precise estimate of target responding sample can be found using the sample size calculator published by Faul, Erdfelder, Buchner, and Lang (2009; 2007). According to this calculator for the ANOVA with two groups (Eastern vs. Western cultures) with a specified alpha of .05, power level at .80, and critical effect size of .25 the estimate for the minimum sample size is 128, or 64 subjects per group (research questions 4 and 5). Thus, 64 Eastern (Thai, Indian, Japanese) participants and 64 Western (American, Canadian, UK, Australian, and New Zealander) participants will provide the minimum necessary sample. The estimate for the minimum responding sample for research questions 2 and 3, using the same alpha, power level, and critical effect size, was calculated to be 180 for the total sample size or 45 per group, more specifically: Thai, Japanese, Indian, and American (Faul, et al., 2009; Faul, et al., 2007). Thus, to assure adequate sample sizes for each set of analyses in the quantitative questions (i.e., 2-5), I aimed to recruit at least 64 Western parents and at least 45 parents in each of the following groups: American, Thai, Japanese, and Indian. The target responding samples computed on the basis of Kraemer and Thiemann (1987) and Faul and colleagues (2007) address the minimum requirements needed to assure a power level of .80. As ANOVA requires independent observations, only one parent from each family was asked to complete the survey.

Those parents identifying themselves on the survey as American, Canadian, UK, Australian, New Zealander, Thai, Indian, and Japanese were included in the analysis for this study. Parents who indicated via the online survey that they are also willing to participate in the focus group discussions were contacted for focus group discussions.

The intention was that groups from each school would consist of 6-10 participants of each cultural group (Western or Eastern). This created two groups, Western (American, Canadian, UK, Australian, New Zealander) and Eastern (Thai, Indian, Japanese), at each school, adding up to 12-20 participants. The three schools participating then would have generated six groups consisting of 36-60 participants in total for the qualitative portion of this research providing insight to answer research questions 6 and 7.

Survey Instrument

Data were collected via a web-based survey called the International School Parent Involvement Survey (ISPIS) and responses gathered in a database for analysis. The ISPIS was adapted from the instrument used by Hall (2005) to analyze the data collected and has five sections. These five sections are: (1) General School Decision-Making, (2) Academic Decision-Making, (3) Social Involvement at the School (an aspect of volunteering), (4) Parents' Presence at School (classrooms, committees, etc.), and (5) Communication. These sections are based on Epstein's (1995) framework of six types of involvement. The ISPIS section questions focus on three types of Epstein's typologies for parental involvement: Type 2 (Communicating), Type 3 (Volunteering), and Type 5 (Decision-Making) categories (as described in chapter 2, see Table 2). The other three types of involvement described by Epstein (Type 1-Parenting, Type 4-Learning at Home, and Type 6-Collaborating with Community) were not addressed in this study.

The survey questions of ISPIS were vetted by four experts in the field using a Delphi Method (Dalkey, 1969) to ensure content validity regarding parental expectations for involvement. This group consisted of Dr. Janet Epstein, Dr. Graham Daniel, Dr. Peter Toscano, and Ms. Rose Puffer. Dr. Epstein is Director of the Center on School, Family,

and Community Partnerships and the National Network of Partnership Schools (NNPS), Principal Research Scientist, and Research Professor of Sociology at Johns Hopkins University. In 1995, she established the National Network of Partnership Schools (NNPS). Dr. Epstein has over one hundred publications on family and community involvement. Dr. Daniel is a lecturer in Educational Psychology on the Bathurst campus of Charles Sturt University in Australia. He has published articles on parent involvement in schools and his research focus examines developing a framework reflective of the socio-cultural differences among the families within school contexts. Dr. Toscano is the head of school at Ruamrudee International School in Bangkok, Thailand. He has worked in the field of education in three Asian countries and earned his doctorate in educational leadership and change with a concentration in grounded theory methodology. Ms. Puffer is the superintendent of the International School of Islamabad in Pakistan. She has been an international educator for over 30 years and has expertise in the areas of accreditation, collaboration, and assessment. Her inclusion of parent stakeholders in the accreditation process has been a model for other schools. The ISPIS was submitted to these experts, individually, to scrutinize and provide feedback regarding content validity. After a first round, appropriate modifications were made to the ISPIS and the survey was again submitted to these individuals for a second round of scrutiny. The final version of the ISPIS appears in Appendix A.

The ISPIS was translated into Thai and Japanese and back-translated into English to check the consistency of the translation for those parents who wished to take the survey in these languages (see Appendix A for Thai and Japanese versions). The back

translation helped ensure congeneric validity or that the contents were the same in English, Thai, and Japanese versions of the survey.

It is my hypothesis, based on a theoretical position, that parents of younger children would be more involved with their children, in general, due to the child's early developmental status and the need for more parental support. Logically, then when children are at a developmental stage in which they need more parental support and involvement, this would carry over into their school life. Criterion-related validity was thus established post-hoc by reviewing the mean scores of respondents with children in the elementary and high school sections – using a prediction that the expected means for parents of elementary students will be higher on expectations of parent involvement compared to parents of older students (Eccles & Harold, 1993). This idea was tested with a series of one-way analysis of covariance (ANCOVA) calculations to compare the adjusted group means of elementary parents and high school parents; the dependent variables (DV) consisted of four parent involvement components (i.e., Decision-Making, Social Involvement, Parents' Presence at School, and Communication). I included in the analysis a covariate for the presence of young children at home coded either yes or no, because I reasoned, no matter what the developmental level of the school-age children, parents' involvement would be impacted by the presence of young children at home. Thus, I needed to apply a statistical control for this effect. The ANCOVA was significant for school level at the trend level for Decision-Making ($F = 2.841, p = .093$), Social Involvement ($F=2.875, p = .091$), and Parents' Presence at School ($F=3.513, p = .062$). The effect was significant at the conventional level of .05 for Communication ($F=5.358, p = .022$). Thus, I concluded this analysis presented evidence of criterion-related validity

for the research instrument. Appendix B shows the calculations for the ANCOVA for criterion related validity.

Pilot Study

A pilot study was conducted with a sample ($n = 44$, consisting of 10-12 participants from each national/cultural group) at one of the schools to ensure that psychometric properties of reliability and validity were appropriate. Appendix C contains tables (C1-C13) identifying the frequencies of each of the responses for the demographic questions. Table C14 in Appendix C identifies the demographics questions and the number of valid responses for each.

The research questions also require a recoding of the nationalities so that American, Canadians, UK, Australian, New Zealander nationalities are grouped together as “Western” while the other three nationalities (Thai, Japanese, and Indian) are grouped together as “Eastern” nationalities. Table C15 in Appendix C shows the frequency of the responses for these recodes.

The responses to each of the factors were scored so that Strongly Agree was equated to a score of 1 up through a score of 7 for Strongly Disagree (e.g., Agree = 2, Slightly Agree = 3, No Opinion = 4, Slightly Disagree = 5, Disagree = 6), thus a lower score corresponded with greater approval (i.e., parents felt they *should* have more involvement in a particular area). Table C16 in Appendix C shows the frequencies and descriptive statistics for factors one to five.

The Cronbach Alpha test was conducted to investigate if there was internal consistency among questions within a single factor. For example, do the respondents

answer similar questions in a similar way? People who answer Agree or Strongly Agree on the first item in factor 1 should, logically answer Agree or Strongly Agree on the other items in factor 1. People who answer Disagree or Strongly Disagree on the first item in factor 1 should, logically answer Disagree or Strongly Disagree on the other items in factor 1. The results should demonstrate consistency within individuals in terms of how they respond to the various items within a given factor (L. Roberts, personal communication, April 8, 2012).

The Cronbach alpha coefficient looks at the average correlation among all the items in a factor. Good reliability is achieved with a Cronbach Alpha score of $\geq .70$. In some cases, the reliability can be improved by re-computing the Cronbach Alpha after deleting one item at a time. In a sample case, if the original Cronbach Alpha is .6 but then “jumps” up to .72 after deleting a particular item (e.g., item B), we conclude that item B does not belong in the factor, and it can be removed (L. Roberts, personal communication, April 8, 2012).

Data were analyzed and adjustments made accordingly to ensure internal consistency reliability of each dimension to be .7 or above for acceptable use in the full study. I found good reliability of $> .70$ for Factor 1 (General Decision Making), Factor 2 (Academic Decision Making) and Factor 5 (Communication). Table D1-D3 in Appendix D shows the statistics for the each of the factors 1, 2, and 5.

However, Factors 3 (Social Involvement) and 4 (Parents’ Presence at School) did not meet the criterion of .70 as written. Tables D4-D5 in Appendix D show the original statistics for these two factors (Factors 3 and 5).

By eliminating the original Question “A” (Factor 3) and Questions D & E (Factor 4), the reliability criterion was achieved for both factors. Thus, all analyses for Factor 3 (Social Involvement) were computed with a factor score created as the mean of items B-F (i.e., original item A was not included). Similarly, all analyses for Factor 4 (Parents’ Presence at School) were computed with a factor score created as a mean of only items A-C (i.e., original items D & E were not included). Tables D6-D7 in Appendix D show the revised statistical analyses for Factors 3 and 4.

The differences between nationality groups for the means and variances on the parent involvement factors were examined next using a multivariate test. The reasoning is that these factors are allegedly different features of an underlying common construct; that the factor scores would be well-correlated and thus could be analyzed with a multivariate test. Fortunately, the multivariate test also examines this assumption of correlated factors (L. Roberts, personal communication, April 8, 2012). The multivariate test supported these assumptions providing valid results. Table D8 in Appendix D shows the between-subject factors and nationality recode.

The multivariate effect of nationality was significant (Pillai’s Trace = .96; $F [15, 114] = 2.6, p < .0005$, partial eta = .32). This means that the mean scores on the five factors (i.e., General Decision Making, Parents’ Presence at School, Communication, etc.), in general, differed significantly for the various nationality groups. A Box’s Test of Equality of Covariance Matrices was used to test that the observed covariance matrices of the dependent variables are equal across groups. The result (Table D9 in Appendix D) shows the significance greater than .05, meaning that the null hypothesis of no

differences in covariance matrices was accepted and the data meet the assumption of multivariate normality.

A Bartlett's Test of Sphericity with a significance level less than .05 supported the hypothesis that the variables were well-correlated and thus the assumption of significant intercorrelation was met. Table D10 in Appendix 10 shows the calculations of this test.

The Levene's Test of Equality of Error Variances was used to test that the error variances of the dependent variables were equal across groups. A series of non-significant results ($p > .05$) supported the null hypothesis that factor variances did *not* differ across the nationality groups. Table D11 of Appendix D shows the calculations of these tests.

In a post hoc analysis of the pilot data, multiple comparisons were made between groups means indicating differences (some significant to the .05 level) between nationality groups. Table D12 of Appendix D contains these comparisons among the nationality groups and indicates those that are significant.

Data Gathering

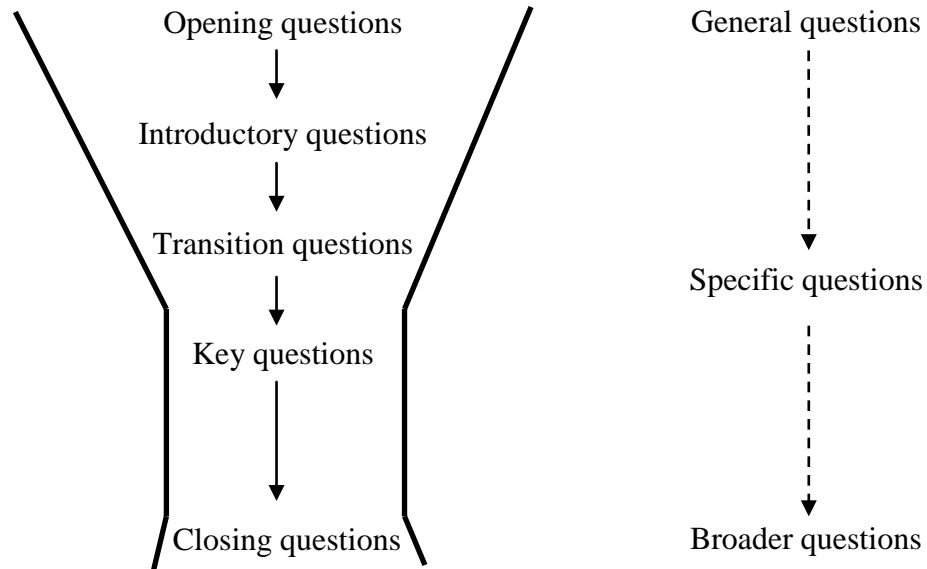
Some of the data were collected with an online survey and answers were assembled in a database for analysis. The consent form (see Appendix E) was translated into Thai and Japanese and back-translated into English to check the consistency of the translation for those parents wishing to take the survey in these languages. The back translation helped ensure congeneric validity or that the contents are the same in English, Thai, and Japanese versions of the survey. School leaders were contacted at three International Schools in Bangkok to seek approval for their participation in the study (see Appendix F). These three schools fit the definition for International Schools and provided

a random sample of the accessible population of parents for the study. Formal approval letters were received from each of the three schools agreeing to participate in the study (see Appendix G). An original contact email (see Appendix H) was made to initiate the collection of data from parents. A reminder email (see Appendix I) was sent to school heads asking them to remind teachers to complete the survey. A final email (Appendix J) was sent the final week thanking the school heads for their assistance in obtaining responses for the questionnaire and requesting again for them to encourage parents to complete the survey. The survey data were collected for eight weeks during the spring semester of 2012.

To complete the survey, each participant was asked to identify their cultural/ethnic identity, relationship to the child, level of English understanding, age, highest level of education, how long their children have attended an international school, how many international schools their child has attended, family structure, child's grade level, and socioeconomic status (SES). These demographic data were used to identify any co-variables that could be eliminated as alternative causal explanations of any hypothetical correlations that might have been found. Data were collected (using a Likert-type scale of strongly agree; agree; slightly agree; no opinion; slightly disagree; disagree; and strongly disagree) in five dimensions measuring three aspects of parental involvement expectations: (1) General School Decision-Making, (2) Academic Decision-Making, (3) Social Involvement at the School (an aspect of volunteering), (4) Parents' Presence at School (classrooms, committees, etc.), (5) Communication. This survey consisted of 11 demographic items and 27 statements.

The qualitative portion of this mixed-method study used a focus group protocol of questions that emerged from the survey. A separate consent form (see Appendix K) was used with these focus groups to ensure informed consent had been obtained. These focus groups, composed of 3-7 individuals from each cultural/ethnic (Eastern and Western) group, were employed to delve into the results of the survey, gain more information about parent views and cultural differences as well as to gather data in a more personal setting. I led focus group interactions as the moderator using a translator where necessary and audio recorded the sessions. I am a white American male and a principal at one of the schools included in this research study. I am also a parent of two children who attend the elementary school in which I am employed. Given this background, it is logical that I am coming from a Western perspective, and testing that the ideas are valid for an Eastern cultural population. I incorporated the funnel design (Hennink, 2007), which allowed for discussion to open with general issues, then to move to more specific issues, and then finally to close with broader topics (see Figure 2). According to Hennick, “focus group discussion may be used to understand behavior and provide explanations for certain beliefs, attitudes, or behavior amongst a target population. [The discussion] may also be used to further explain, clarify, or validate the findings of survey results” (p. 12).

Figure 2: *Funnel design of the discussion guide*



(Hennink, 2007, p. 50)

The focus groups of parents from a variety of backgrounds and a wide range of ages from these ethnic groups were intended to be conducted on location at each school. The number of parents in each school who volunteered to participate in the focus groups varied. As it turned out, there were not enough parents to constitute a focus group at one of the schools. Thus, two focus group discussions took place at each of the other two rather than three schools. The qualitative data from these two schools was consistent and sufficient to answer to the research questions. One parent required a translator to be present due to limited English proficiency; this need was determined beforehand as part of the arrangements made in setting up the focus group meetings.

Data Analysis

The first research question was used to ensure that the instrument's reliability and validity are suitable in conducting this research.

- (1) What is the psychometric validity and reliability of the International School Parent Involvement Survey (ISPIS)?

This question was answered in four steps as follows: a) content validity was established by using the Delphi Method (Dalkey, 1969) as explained previously in the Survey Instrument section, b) internal consistency was examined by computing Cronbach alpha coefficients for each subscale and for the full scale; a criterion of greater than or equal to .7 is considered acceptable for instruments of this type, also described earlier in this chapter, c) factor validity was examined by conducting a confirmatory factor analysis (CFA) of the ISPIS data – presented in Chapter 4, and d) criterion validity was examined by testing the hypothesis that western parents of younger students would have higher mean scores on expectations for school involvement when compared to western parents of older students – presented in the Survey Instrument section earlier in this chapter.

The data gathered from the ISPIS was used to answer research questions 2-5:

- (2) Do parents of different specific ethnic groups (American, Thai, Indian, and Japanese) at three International Schools in Thailand have different expectations with regard to involvement (volunteering and communication) in school?
- (3) What are the differences in parental expectations of involvement in school decision-making (general and academic) between specific ethnic groups (American, Thai, Indian, and Japanese) at three International Schools in Thailand?

- (4) Is there a difference between Eastern and Western cultures with regard to expectations of involvement (volunteering and communication) in International Schools in Thailand?
- (5) What are the differences in parental expectations of involvement in school decision-making (general and academic) between Eastern and Western cultures at three International Schools in Thailand?

The ISPIS had five dimensions, which combined, measured three aspects of parental involvement. The responses from parents provide a measurement of how they view their role of involvement in the school. The five dimensions were: (1) General School Decision-Making, (2) Academic Decision-Making, (3) Social Involvement at the School (an aspect of volunteering), (4) Parents' Presence at School (classrooms, committees, etc.), and (5) Communication. These dimensions were analyzed by multilevel modeling, which is a special application of ANOVA. The outcome variables were scores on the ISPIS. The predictor variables were ethnicity and culture nested within school. I reasoned that it was important to include school as a nesting variable because one of the assumptions of ANOVA is independence of observations. As the respondents' scores on the ISPIS were correlated within school, a violation of the assumption of independent observations, the inclusion of the nested effect of school compensated for this violation. Analyses were conducted with SPSS 19.0.

Prior to a test of these hypotheses, a confirmatory factor analysis (CFA) was conducted on Eastern vs. Western respondent samples to ensure congeneric validity on the construct; that is, to ensure that the construct is still valid when considering an

Eastern perspective on the relationships among the items and factors of the model. This CFA was conducted and the results are shared in Chapter 4.

The last two research questions (#6 and #7) focused on qualitative aspects of parental involvement and the data were analyzed more appropriately through text analysis.

- (6) What information regarding variation in expectations for parents in Eastern versus Western cultures is important to school leaders?
- (7) What practices can school leaders utilize to serve better the needs of their Eastern and Western culture constituents (parents)?

The transcript from the focus group discussions was analyzed for common themes using conventional content analysis with two naïve coders. It added context and depth to the quantitative analysis. This analysis was used to determine the answers for research questions 6 and 7. For practical considerations, the transcribed text data were collapsed to analyze the Thai, Indian, and Japanese data together (Eastern perspective) for these two questions. The transcribed text data from the Western (American, Canadian, UK, Australian, New Zealander) focus groups was analyzed separately to provide the Western perspective.

Table 4 summarizes the data analysis for each research question while a detailed description of variables is listed in Appendix L.

Table 4. Research Question Data Analysis	
Research Question	(1) What is the psychometric validity and reliability of the International School Parent Involvement Survey (ISPIS)?
Variable(s)	Items in the ISPIS
Data Source	Pilot study data, study sample data

Data Collection	Pilot study was conducted at one school with approximately 44 participants to completing the survey, to clarify issues, etc. Two Confirmatory Factor Analyses (CFA) were conducted on the full study sample; one for Eastern parents and one for Western parents. It was hypothesized that the factors that would emerge would be congeneric across culture, that is, the same factors would arise for both subsamples. If unacceptable model fits were to be found, a set of Exploratory Factor Analyses (EFAs) would be conducted to uncover the important dimensions within the data. Again, it was expected that the same factors would emerge from the analysis of the data from the Eastern culture and the data from the Western culture.
Analysis	Confirmatory Factor Analysis (CFA) to verify the factor structure and Exploratory Factor Analysis (EFA) to determine the factor structure (if an unacceptable model fit was found). Chi-square (closer to 0 indicates little difference in observed and expected), Root Mean Square Error of Approximation (RMSEA) range 0 to 1, ≤ 0.10 to be acceptable, Comparative Fit Index (CFI) range 0 to 1, > 0.90 to be acceptable. Validation steps: a) internal consistency was examined by computing Cronbach alpha coefficients (a criterion of .7 is considered acceptable for instruments of this type), b) factor validity was examined by conducting a confirmatory factor analysis (CFA) of the ISPIS data, and c) criterion validity was examined by conducting a t test of the hypothesis that western parents of younger students have higher mean scores on expectations for school involvement when compared to western parents of older students.
Research Question	(2) Do parents of specific different ethnic groups (American, Thai, Indian, and Japanese) at three International Schools in Thailand have different expectations with regard to involvement (volunteering and communication) in school?
Variable(s)	Parental expectation with regard to involvement (communication and volunteering) in school (dependent). The factor scores generated by the CFA and scale scores based on the mean of the high-loading items in the factor analysis were both analyzed. Coded vector for ethnic group (independent)
Data Source	Survey data from ISPIS
Data Collection	Data collection through an online version of the International School Parent Involvement Survey (ISPIS) Dimension 3, 4, and 5
Analysis	Analysis of variance with Multilevel modeling, i.e. inclusion of a fixed effect for school

Research Question	(3) What are the differences in parental expectations of involvement in school decision-making (general and academic) between specific ethnic groups (American, Thai, Indian, and Japanese) at three International Schools in Thailand?
Variable(s)	Parental expectation with regard to involvement in school decision making (general and academic) (dependent). The factor scores generated by the CFA and scale scores based on the means of the high-loading items in the factor analysis were both analyzed. Coded vector for ethnic group (independent)
Data Source	Survey data from ISPIS
Data Collection	Data collection through an online version of the International School Parent Involvement Survey (ISPIS) Dimension 1 and 2
Analysis	Analysis of variance with Multilevel modeling, with inclusion of a technique to control for the possibility of correlated error across schools. SPSS 19.0.

Research Question	(4) Is there a difference between Eastern and Western cultures with regard to expectations of involvement (volunteering and communication) in International Schools in Thailand?
Variable(s)	Parental expectation with regard to involvement in school (dependent). The factor scores generated by the CFA and scale scores based on the means of high-loading items in the factor analysis were both analyzed. Coded vector identifying respondent as a member of Eastern (Thai, Japanese, or Indian) or Western (American, Canadian, UK Australian, New Zealander) culture (independent)
Data Source	Survey data from ISPIS.
Data Collection	Data collection through an online version of the International School Parent Involvement Survey (ISPIS) Dimension 3, 4, and 5
Analysis	Analysis of variance with Multilevel modeling that includes a set of steps to control for correlated error across schools. SPSS 19.0.

Research Question	(5) What are the differences in parental expectations of involvement in school decision-making (general and academic) between Eastern and Western cultures at three International Schools in Thailand?
Variable(s)	Parental expectation with regard to involvement in school (dependent). The factor scores generated by the CFA and scale scores based on the means of the high-loading items in the factor analysis were both analyzed. Coded vector identifying respondent as a member of Eastern (Thai,

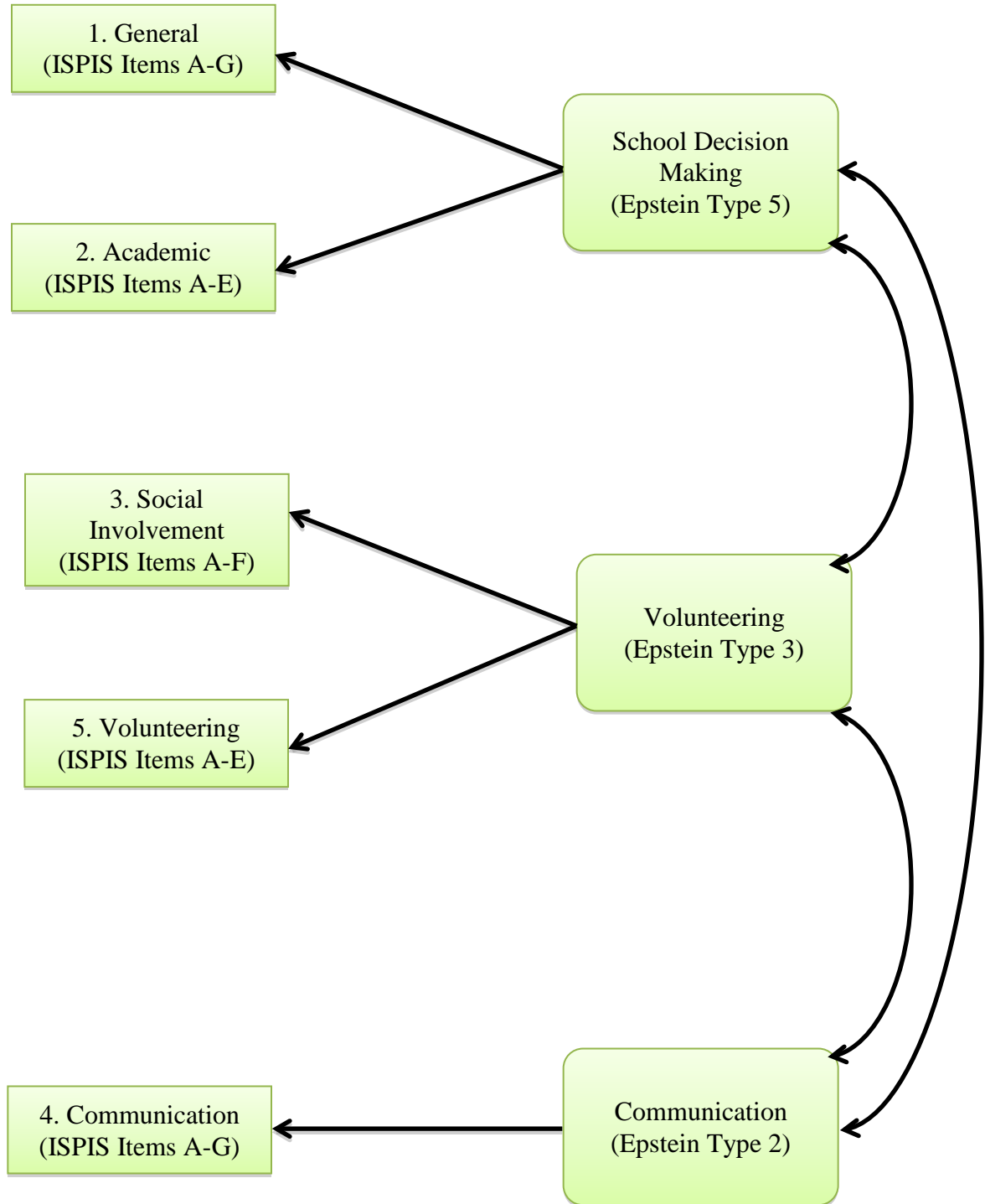
Data Source	Japanese, or Indian) or Western (American, Canadian, UK Australian, New Zealander) culture (independent) Survey data from ISPIS.
Data Collection	Data collection through an online version of the International School Parent Involvement Survey (ISPIS) Dimension 1 and 2
Analysis	Analysis of variance with Multilevel modeling including a set of steps to control for correlated error across schools. SPSS 19.0.

Research Question	(6) What information regarding variation in expectations for parents in Eastern versus Western cultures is important to school leaders?
Variable(s)	Information regarding variation in expectations that is important to school leaders (qualitative dialogue)
Data Source	Focus Group Discussions
Data Collection	Occurs during focus group dialogue at each campus – 4 groups – 2 at two school (after survey analysis)
Analysis	Conventional content analysis

Research Question	(7) What practices can school leaders utilize to serve better the needs of their Eastern and Western culture constituents (parents)?
Variable(s)	Practices that school leaders utilize to serve better the needs of their parent constituents (qualitative dialogue)
Data Source	Focus Group Discussions
Data Collection	Occurs during focus group dialogue at each campus – 4 groups – 2 at two school (after survey analysis)
Analysis	Conventional content analysis

The Confirmatory Factor Analysis (CFA) diagram (see Figure 3) shows the hypothesized relationships among the measures of the ISPIS and the factors related to parental involvement. The factors of School Decision-Making, Volunteering, and Communication, all influence the overall picture of parental involvement. The items from the ISPIS attempt to measure specific aspects of these factors (i.e., General and Academic items measure the School Decision-Making factor of parental involvement expectations).

Figure 3: *Confirmatory Factor Analysis (CFA) Diagram*



Chapter IV

Results

Introduction

The purpose of this study was to investigate the similarities and differences in the expectations for involvement among parents of different cultural/ethnic groups at three international schools in Bangkok, Thailand. This study also examined parent expectations for what constitutes an effective international school. The data analyzed from this research can be used by international school principals and “heads of school” to engage parents from different cultures/nationalities in an appropriate manner. The following research questions guided this study:

- (1) What is the psychometric validity and reliability of the International School Parent Involvement Survey (ISPIS)?
- (2) Do parents of different specific ethnic groups (American, Thai, Indian, and Japanese) at three International Schools in Thailand have different expectations with regard to involvement (volunteering and communication) in school?
- (3) What are the differences in parental expectations of involvement in school decision-making (general and academic) between specific ethnic groups (American, Thai, Indian, and Japanese) at three International Schools in Thailand?
- (4) Is there a difference between Eastern and Western cultures with regard to expectations of involvement (volunteering and communication) in International Schools in Thailand?

- (5) What are the differences in parental expectations of involvement in school decision-making (general and academic) between Eastern and Western cultures at three International Schools in Thailand?
- (6) What information regarding variation in expectations for parents in Eastern versus Western cultures is important to school leaders?
- (7) What practices can school leaders utilize to serve better the needs of their Eastern and Western culture constituents (parents)?

Responses

Data were gathered via an online survey sent to all parents at three international schools in Bangkok, Thailand to answer the first four research questions. The entire 280 respondents answered, “Yes,” to give their consent to participate in the research survey. The responses were collected in three languages: English, Thai, and Japanese. Table 5 shows the frequency of responses to the survey by language. Table 6 shows the nationality frequencies of the respondents to the survey.

Table 5. *Frequency Table – Survey Responses by Language*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	162	57.9	57.9	57.9
	Thai	88	31.4	31.4	89.3
	Japanese	30	10.7	10.7	100.0
Total		280	100.0	100.0	

Table 6. *Frequency Table – Cultural and National Identity*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American	60	21.4	21.4	21.4
	Canadian	3	1.1	1.1	22.5
	UK	5	1.8	1.8	24.3
	Australian	1	.4	.4	24.6
	Thailand	130	46.4	46.4	71.1
	Japan	36	12.9	12.9	83.9
	India	31	11.1	11.1	95.0
	Other	14	5.0	5.0	100.0
Total		280	100.0	100.0	

Response goal analysis

The goal to collect responses from at least 64 Western and 64 Eastern parents was met. Collecting at least 45 responses each from American and Thai parents was also achieved. These targets were set so that the standard alpha level of .05, the beta level of .20, and identifying the critical effect size of .25, leading to a calculation of the power of .80 could be met. However, gathering responses from Indian and Japanese parents proved more difficult and the original goal of collecting 45 responses from each group was not achieved. The resulting power and critical effect sizes for cultures/ethnicities are reported for each factor later in the Scaled Score Analysis section in this chapter. Table 7 shows the summation of the nationality and recoding according to “Eastern” and “Western” cultures. Table 8 shows the frequency of the respondents by school.

Table 7. *Frequency Table – Survey Responses by Culture (Western and Eastern)*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Eastern	209	74.6	74.6	74.6
	Western	71	25.4	25.4	100.0
Total		280	100.0	100.0	

Table 8. *Frequency Table – Respondents by School*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	School 1	29	10.4	10.4	10.4
	School 2	186	66.4	66.4	76.8
	School 3	65	23.2	23.2	100.0
Total		280	100.0	100.0	

The responses to individual items from the ISPIS (three language versions) were amalgamated and are in Appendices M and N.

Chi-square analysis

The subsample of parents in each of the schools and the population of parents in each of the schools are not mutually exclusive (i.e. there is some overlap in these two groups because the subsample is a subset of the population). As such, it is not logical to compute a chi-square test of independence because of this dependency; the subsample is a subset of the population. To account for this I subtracted the number of Eastern culture parents in the sample from the number of Eastern culture parents in the population. This will give me two numbers, the number of Eastern culture parents in the sample and the number of Eastern culture parents in the population *minus* the sample. I then replicated this calculation for the Western culture parents. This produced four numbers and created four proportions from these numbers as follows: the proportion of Eastern culture parents in the sample; the proportion of Eastern culture parents not in the sample; the proportion of Western culture parents in the sample; and the proportion of Western culture parents not in the sample. I then conducted a chi-square test of independence without violating the assumption that the groups being compared are mutually exclusive. In the end, I was able to answer the question of whether the proportions of Eastern and Western parents in the sample mirror the proportions of Eastern and Western parents in the population.

Comparing the percentages of Easterners and Westerners in the sample to the percentages of Easterners and Westerners not in the sample for school one with a chi-squared test showed that the two groupings are not significantly different. The computed value of 5.70 for chi-squared is lower than the critical value of 5.99. Thus, it is safe to conclude that the proportions of Easterners and Westerners in the sample mirror the proportions of Easterners and Westerners in the school from which the sample was drawn. This strengthens the external validity of the findings and thus improves one's ability to generalize the results obtained from the sample at school one to the population of the school at large.

For school two, the chi-squared value calculated of 10.89 was well above the critical value showing that the two groupings are not equivalent. The critical value for the test was the same as for school one: 5.99. A close look at the data on Table 9 shows that 17% of the families (as estimated by the number of parents responding) in school two were from the Western culture; in contrast, only 3% of the families in school two who did not participate in the study were from the Western culture. This tells us that the results for school two are biased in favor of the Western culture families. Western families are over represented in this sample from school two.

For school three, the chi-squared value found was 0.081 which is much smaller than 5.99 indicating that the percentage of Eastern and Western families in school three's sample very closely mirrors to the percentage of Eastern and Western families in the school at large. Thus, the external validity of the findings for school three is strong. The sample data provide a fair and unbiased representation of the percentage of Eastern and Western families.

The chi-squared test of significance comparing the total percentages of Easterners and Westerners in the sample and outside the sample produced a value of 4.90. This is less than the critical value of 5.99, and therefore the total grouping of Easterners and Westerners in the sample is equivalent to those outside the sample (L. Roberts, personal communication, June 18-21, 2012).

Table 9. *Chi-Square Analysis: Percentages of Eastern and Western Families*

	Those who <i>are</i> in the sample from each school ^a		Those who <i>are</i> NOT in the sample from each school ^a	
	Eastern	Western	Eastern	Western
School 1	92%	8%	99%	1%
School 2	83%	17%	97%	3%
School 3	43%	57%	45%	55%
Total Sample	73%	27%	80%	20%

^aApproximations based on the Percentages of Eastern and Western Parents in the Sample from Each School

Validity and Reliability of the Survey Instrument

To analyze the model and to answer research question #1, the Western-culture parents and the Eastern-culture parents were first separated into subsets. I then conducted a series of principal components and factor analysis routines to identify a coherent solution – one which would identify the relationships among the factors of the International School Parents Involvement Survey (ISPIS).

Principal components analysis – confirmatory factor analysis

Using the Western-culture parents, the theory of a five-factor construct was tested with a series of confirmatory routines. The principal components analysis (PCA) with no rotation found a Kaiser-Meyer-Olkin (KMO) measure = .717, which indicates an acceptable degree of correlation among the 27 items of the ISPIS and that data are suitable to factor analysis for structure detection.

The solution, however, was uninterpretable with many items loading on multiple components and the fifth component consisting of only a single item. Even though the solution accounted for 63.29% of the variance in total, the last three components contributed little in terms of variance accounted for: component 3, 8.15%, component 4, 7.86%, and component 5, 4.85%. The data were well-suited to a data reduction routine based on the KMO of .717. This showed that the parents in the sample responded to the items in the ISPIS survey in such a way that the items are well-correlated. These correlations are consistent with the theory that these items, when taken together provide a measurement of an underlying latent construct (i.e., international school parent involvement) (Roberts & Siegel, 2012). I concluded that I would need to rotate the factor axes in order to uncover the latent structure inherent in the data.

Exploratory factor analysis

After running the second analysis through principal components analysis with a varimax (orthogonal) rotation, the solution was also uninterpretable. The five components of the ISPIS are: 1) General Decision Making, 2) Academic Decision Making, 3) Social Involvement, 4) Parents' Presence at School, and 5) Communication. The underlying theory is that 1 and 2 are related in Epstein's (1995) framework as Type 5 Decision Making. Similarly, components 3 and 4 are related as Type 3 Volunteering within the framework. Based on the theory that the two decision-making components would be correlated and that the two volunteering components would be correlated, I next conducted an oblique rotation, a solution that allowed for correlated components.

The penultimate run through principal components analysis was conducted with an oblimin rotation. The solution that emerged appeared more coherent and interpretable

than the prior solutions and only one item double-loaded (i.e. loaded on two separate components). The components that emerged were as follows:

- 1) Component 1: General and Academic decision-making (plus an item from the Social Involvement dimension).
- 2) Component 2: Communication (plus two General Decision-Making items, one of which loaded negatively, “Parents alone should decide school policies.”).
- 3) Component 3: Social Involvement (only two items, C and D).
- 4) Component 4: Parents’ Presence at School (plus Communication G).
- 5) Component 5: Social Volunteering (only two items, A and B).

In examining these results, two components contained only two items each and accounted for small proportions of the variance. I decided to test another model with a four-component restraint. Table 10 shows the pattern matrix for the five-component model.

Table 10. *Pattern Matrix^{a,b} for the five component model – with an oblimin rotation.*

Item	Component				
	1	2	3	4	5
AcaDMD	.827				
AcaDMB	.819				
AcaDMC	.792				
GenDME	.738				
GenDMF	.712				
GenDMB	.677				
GenDMC	.666				
AcaDMA	.637				
AcaDME	.636				
GenDMD	.614				
GenDMG	.593	-.403			
SocVolE	.400				
CommunicB		.857			
CommunicC		.846			
CommunicD		.775			
CommunicE		.666			
CommunicA		.636			
GenDMA		.516			
CommunicF		.505			
SocVolC			.814		
SocVolD			.468		
AcaVolC				-.900	
AcaVolA				-.868	
AcaVolB				-.728	

CommunicG	-0.633	
SocVolB		-0.753
SocVolA		-0.752
Extraction Method: Principal Component Analysis		
Rotation Method: Oblimin with Kaiser Normalization		
^a Rotation converged in 18 iterations.		
^b Only cases for which culture = Western are used in the analysis phase.		

Four component model

Using a four-component restraint, the principal component analysis with oblimin rotation provided a coherent solution. Note that coefficients were redefined as those with loading < .5 whereas prior analyses defined small coefficients as those with loadings < .4 (Roberts & Siegel, 2012). The resulting components were as follows:

- 1) Component 1: General and academic (policy) decision-making.
- 2) Component 2: Communication (plus General Decision-Making: Item A)
- 3) Component 3: Social Volunteering
- 4) Component 4: Parents' Presence at School (plus Communication: Item G)

Table 11 shows the pattern matrix for the four-component model for Western-culture parents. The percent of variance accounted for by each component is included in Table 12.

Together, the four components made up 58.44% of the variance in the data for the Western-culture parents. The final solution differed from the hypothesized solution. As can be plainly accepted, the General Decision-Making and Academic Decision-Making items did not load on separate components, but are, instead all incorporated into a single component. One item, Social Volunteering: Item E did not load with any of the other components at the criterion level of .5. Item E asked parents how often they wished to have social activities (e.g., *In one school year, how often should there be school activities*

that involve students, parents, and teachers such as dinners, music programs, drama productions, and sports events?). This meant the variability was too dispersed to account for any major pattern among the parents. General Decision-Making: Item A did not load with the other decision-making items, but loaded on the Communication component.

Table 11. *Pattern Matrix^{a,b} for the four component model (Western-culture parents).*

Item	Component			
	1	2	3	4
AcaDMB	.807			
GenDME	.803			
AcaDMD	.776			
GenDMF	.772			
AcaDMC	.758			
GenDMB	.746			
GenDMC	.693			
GenDMD	.675			
AcaDMA	.671			
GenDMG	.588			
AcaDME	.578			
SocVolE				
CommunicB		.862		
CommunicC		.852		
CommunicD		.774		
CommunicE		.665		
CommunicA		.621		
CommunicF		.525		
GenDMA		.517		
SocVolC			.678	
SocVolD			.606	
SocVolA			.598	
SocVolB			.556	
AcaVolC				-.863
AcaVolA				-.839
AcaVolB				-.703
CommunicG				-.689

Extraction Method: Principal Component Analysis

Rotation Method: Oblimin with Kaiser Normalization

^a Rotation converged in 8 iterations.

^b Only cases for which culture = Western are used in the analysis phase.

Table 12. *Variance accounted for by each component – Western-culture parents.*

Component	Eigenvalue	% Variance	Cumulative %	Name
1	16.768	25.067	25.067	Decision-Making
2	4.689	17.366	42.433	Communication
3	2.199	8.146	50.579	Social Volunteering
4	2.122	7.858	58.437	Parents' Presence at School

This item (e.g., *Parents have a responsibility to attend parent meetings at the school.*) would make sense to load on the Communication component as it addresses direct interaction between teachers and parents. Finally, Communication: Item G did not load on the communication component, but instead loaded on the Parents' Presence at School component. Item G (e.g., *Parents should visit the school during the school day to understand the experiences their children have in school.*) clearly should be included as part of the Parents' Presence at School components since it involves being physically present at school. The original inclusion in the Communication component was because it was thought to present an opportunity for communication to take place, much like General Decision-Making: Item A was thought to allow the opportunity for parent input in decision-making.

The fourth solution produced for the Western-culture parents seemed promising for the Eastern-culture parents. The same four- component solution with Principal Components (PC) extraction and oblimin rotation methods emerged to provide a coherent solution as well. Table 13 shows the pattern matrix for the four-component model for Eastern-culture parents. The percent of variance accounted for by each component is included in table 14. All together, the four components made up 52.63% of the variance

Table 13. *Pattern Matrix^{a,b} for the four component model (Eastern-culture parents).*

Item	Component			
	1	2	3	4
AcaDMC	.777			
AcaDMD	.770			
AcaDMB	.742			
AcaDME	.706			
AcaDMA	.684			
GenDMF	.665			
GenDMD	.633			
GenDMG	.623			
GenDMC	.558			
GenDME	.546			
GenDMB				
CommunicG				
CommunicC		.816		
CommunicB		.763		
CommunicA		.639		
CommunicE		.630		
GenDMA		.545		
CommunicF				
CommunicD				
AcaVolB			.902	
AcaVolC			.771	
AcaVolA			.767	
SocVolE			.558	
SocVolA				
SocVolB				
SocVolD				.773
SocVolC				.728

Extraction Method: Principal Component Analysis

Rotation Method: Oblimin with Kaiser Normalization

^a Rotation converged in 16 iterations.

^b Only cases for which culture = Eastern are used in the analysis phase.

in the data for the Eastern-culture parents. The first component accounted for 26.88%; the second accounted for 12.29%; the third accounted for 8.35%; and the fourth accounted for 5.11%. These percentages are quite close to the corresponding percentages uncovered with the sample of Western-culture parents. One difference was that the Parents' Presence at School component accounted for more variation in the Eastern-culture

sample and Social Involvement accounted for more variation in the Western-culture sample.

As with the Western-culture parents, this final solution differed from the hypothesized solution. The General Decision-Making and Academic Decision-Making items did not load on separate components, but were, instead all incorporated into a single component. This finding was consistent with the solution uncovered for the Western-culture parents. Six items (General Decision-Making: Item B, Communication: Items D, G, and G, and Social Involvement: Items A and B) did not load on any of the components at the criterion level of .5. General Decision-Making: Item A did not load with the other decision-making items. Instead, it loaded on the Communication component. This was consistent with the solution found for the Western-culture sample. Social Involvement: Item E did not load on the Social Involvement component. Instead it loaded on the Parents' Presence at School Component. Only two items loaded on the Social Involvement component: Social Involvement: Items C and D (Roberts & Siegel, 2012).

Table 14. *Variance accounted for by each component – Eastern-culture parents.*

Component	Eigenvalue	% Variance	Cumulative %	Name
1	7.258	26.883	26.883	Decision-Making
2	3.318	12.289	39.173	Communication
3	2.254	8.348	47.521	Parents' Presence at School
4	1.380	5.112	52.633	Social Volunteer

The similarities and difference in the component loading for the Western-culture parents and Eastern-culture parents are shown in Table 15. I fit a separate model for each

component and for each cultural group. The criterion for an acceptable fit was $\chi^2 / df \leq 5$ (Wheaton, Muthen, Alwin, & Summers, 1977).

Table 15. *Similarities and differences in the component loadings for Western and Eastern cultures*

Factor Category	Western-culture	Eastern-culture
Decision-Making	AcaDMA	AcaDMA
	AcaDMB	AcaDMB
	AcaDMC	AcaDMC
	AcaDMD	AcaDMD
	AcaDME	AcaDME
	GenDMB	
	GenDMC	GenDMC
	GenDMD	GenDMD
	GenDME	GenDME
	GenDMF	GenDMF
	GenDMG	GenDMG
Communication	CommunicA	CommunicA
	CommunicB	CommunicB
	CommunicC	CommunicC
	CommunicD	
	CommunicE	CommunicE
	CommunicF	
GenDMA	GenDMA	
Social Involvement	SocVolA	
	SocVolB	
	SocVolC	SocVolC
	SocVolD	SocVolD
Parents' Presence at School	AcaVolA	AcaVolA
	AcaVolB	AcaVolB
	AcaVolC	AcaVolC
	CommunicG (visit school)	
		SocialVolE
Whole Model		
All Decision Making, Communication, Social Involvement, and Parents' Presence at School Components	Criterion $\chi^2 / df \leq 5$	Criterion $\chi^2 / df \leq 5$
	513.77/298 = 1.72	940.65/298 = 3.16
	Criterion Met	Criterion Met
	Conclusion	Conclusion
	Accept null hypothesis	Accept Null hypothesis

Model and data are not sig dif	Model and data are not sig dif
Model fits data	Model fits data
RMSEA	RMSEA
Criterion ≤ 0.10	Criterion ≤ 0.10
RMSEA = 0.10	RMSEA = 0.10
Criterion met	Criterion met
CFI	CFI
Criterion $> .90$	Criterion $> .90$
CFI = .76	CFI = .71
Criterion not met	Criterion not met

To review, I applied a two-step process to generate the scale scores for the ISPIS. First, I conducted a series of principal components analyses to examine the item loadings on the various hypothesized components. The second step was to test the goodness-of-fit of the structural model for each group: a separate fitness test was run for the Western-culture parents and the Eastern-culture parents.

The Principal Components Analysis generated the final four-component structural model. The first analysis was a confirmatory analysis that failed to confirm the hypothesized five-component structure. The second set was an exploratory analysis that returned a four-component structure, which combined the two decision-making factors (General and Academic) into a single component. There were some other minor modifications of the item loading as indicated in Table 15. For the most part, the items in the other three components (Social Involvement, Parents' Presence in School, and Communication) loaded as predicted by the theory.

Goodness of fit tests for the ISPIS

I examined three different indices to determine the goodness-of-fit of the structural model to the data. Separate tests were conducted for the Western-culture

parents and the Eastern-culture parents. These tests included: (a) the Chi square/df ratio, (b) the Root Mean Square Error of Approximation (RMSEA), and (c) the Comparative Fit Index (CFI). Each index has a criterion level that can be used to assess goodness-of-fit.

For the Chi Square/df ratio, I used a criterion of 5. Different analysts have asserted different criterion levels for this ratio. For example, Carmines and McIver (1981) suggest a criterion of 3. Byrne (1989) recommended a criterion as low as 2. However, several well-regarded analysts have acknowledged a criterion of 5 as an index of reasonable fit (Marsh & Hocevar, 1985; Schumaker & Lomax, 2004; Wheaton, et al., 1977). The more liberal criterion of 5 was selected because this is the first time this instrument has been validated with a sample of Eastern-culture parents. Over time, as the instrument is refined and developed with this population the fit indices will become tighter (Roberts & Siegel, 2012). I reasoned the relatively liberal criterion of 5 was appropriate at this early stage of construct development with this particular population.

The criterion recommended regarding good fit for the Root Mean Square Error of Approximation (RMSEA) also varies from analyst to analyst. According to Browne and Cudeck (1993), “we are of the opinion that a value of about .08 or less for the RMSEA would indicate a reasonable error of approximation and would not want to employ a model with RMSEA greater than 0.1” (p. 144). Here again, because this research is the first attempt to fit a model for the construct of interest (international school parent involvement) with a sample of Eastern-culture parents, I chose the relatively liberal criterion of $RMSEA \leq 0.1$ as the criterion for a good fit.

The Comparative Fit Index (CFI) will always fall in the range of 0 to 1. According to Arbuckle and Wothke (1999) CFI values close to 1 indicate a very good fit. Authorities in the field have set the criterion $\geq .90$ or even $.95$ though values $\geq .70$ have been acceptable in the past (Hu & Bentler, 1999).

As shown in Table 15, the test of model fit for Western-culture parents met the criterion goodness-of-fit indices in 2 out of 3 tests. More specifically, the chi square/df ratio was well within the accepted criterion level (1.72, whereas the criterion specified a value less than 5). The RMSEA was exactly at the criterion of 0.10. The CFI value was $.76$ and thus was not high enough to meet the criterion of values greater than $.9$. However, given that 2 of the 3 criteria were met, I deemed the structural model an acceptable fit to the data generated by the Western-culture sample (Roberts & Siegel, 2012).

Eastern-culture parents' goodness-of-fit model is also presented in Table 15. Once again the criterion goodness of fit indices were met in 2 out of 3 tests. More specifically, the chi square/df ratio was 3.16, which was within the accepted criterion level (a value less than 5.) The RMSEA was exactly at the criterion of 0.10. The CFI value was $.71$ and thus was not high enough to meet the criterion of values greater than $.9$. However, given that this is the first time this construct and this instrument have been examined with a sample of Eastern-culture parents, I deemed the structural model an acceptable fit to the data.

Ethnic Group Analysis

A scaled score analysis was conducted to answer research questions 2-3. The results of the tests follow with scaled scores on parent involvement as the outcome

variable, ethnicity/culture as the question predictors, and school as the control predictor. In other words, responses to the Communication, Social Involvement, Parents' Presence at School, and Decision Making scales were analyzed to determine if there were differences between ethnic/culture groups. The concepts of question predictor and control predictor are important to discuss. A question predictor is a variable on the independent side of the equation in which the researcher has a strong interest. In this case, the question predictors are ethnicity and culture. The control predictors are the variables on the independent side of the equation in which the researcher does not have a strong interest. They are included in the equation to control for correlated error or other similar reasons. In this case, the school is a control predictor (Roberts, personal communication, July 10, 2012).

Scaled score analysis

The scaled scores were computed by a Principal Components (PC) analysis (see previous section). The items that loaded on each component with a loading of .5 or greater were selected to be the representative items for that component. I then averaged the scores for these items to create their respective scaled scores.

Ethnic expectations for volunteering and communication

In order to answer question # 2:

- (2) Do parents of different specific ethnic groups (American, Thai, Indian, and Japanese) at three International Schools in Thailand have different expectations with regard to involvement (volunteering and communication) in school?

an analysis was conducted on the responses to the Communications, Social Involvement, and Parents' Presence at School Scales. The results are shared below in this order starting with Communication. Recall that lower scores on these scales indicate more agreement

with the items. Table 16 shows the response counts, means, and standard deviations by school and ethnicity for the Communications scale. Table 17 shows the between-subjects factors and number of responses for the Communications scale.

Table 16. *Descriptive Statistics – Communication Scale*

School ID	Ethnicity	Count	Mean	SD
School 1	American	1	2.00	.
	Thai	20	1.66	.43
	Japanese	-	-	-
	Indian	1	2.14	.
	Total	22	1.70	.43
School 2	American	24	1.46	.52
	Thai	93	1.90	.56
	Japanese	19	1.98	.50
	Indian	29	1.75	.59
	Total	165	1.82	.57
School 3	American	32	1.38	.46
	Thai	10	1.53	.46
	Japanese	17	1.64	.48
	Indian	-	-	-
	Total	59	1.48	.47
Total	American	57	1.43	.49
	Thai	123	1.83	.55
	Japanese	36	1.82	.51
	Indian	30	1.77	.58
	Total	246	1.73	.56

Table 17. *Between-Subjects Factors – Communications Scale*

	Value	Value Label	n
Ethnicity revised	1.00	American	57
	6.00	Thai	123
	7.00	Japanese	36
	8.00	Indian	30
School ID	1111	School 1	22
	9514	School 2	165
	9876	School 3	59

Levene’s test of equality of error variances was computed for each research question to test the assumption of equal variances for both ethnicity and culture. The Levene’s statistic is included in Appendix O for all the scales.

The tests of mean differences among ethnic groups on the Communication scale are shown in Table 18. The variable “school” is a control predictor. I included it in the model because I wanted to control for and eliminate it as a source of variation in the outcome variable (parent involvement). Although it is a significant predictor of parent involvement, it was not my focus of interest. This variable was significant ($F[2] = 3.99, p < .02$). The question predictor, “ethnicity,” is the variable of interest for this research. It is a significant predictor of parent involvement (as measured by communication, $F[3] = 4.80, p < .003$) even after the effects of school have been removed from the analysis.

Table 18. *Tests Mean Differences among Ethnic Groups - Communications Scale*

Source		F	df	Sig.
Intercept	Hypothesis	324.94	1	.001
	Error		2.47	
School	Hypothesis	3.99	2	.02
	Error		240	
Ethnicity	Hypothesis	4.80	3	.003
	Error		240	

The power of the test was .90, meaning that there was a 90% probability of detecting any significant effect, which indeed was found for the Communication scale for the American group. Americans indicated significantly stronger agreement to the Communication items than did any of the other ethnic group parents. None of the contrasts between any of the other ethnic group parents were significant. However, it is important to keep in mind, the scale ranged from 1 (strongly agree) to 7 (strongly disagree). In general, all the groups’ average scores ranged from 1.43 to 1.83 indicating a tendency to strongly agree or agree with the items. Finally, a multiple comparisons of means are shown in Table 19.

Table 19. Multiple Comparisons – Communication Scale – Tukey HSD

(I) Ethnicity revised	(J) Ethnicity revised	Mean Difference (I-J)	Standard Error	Sig.
American	Thai	-.40*	.08	.0005
	Japanese	-.39*	.11	.003
	Indian	-.34*	.12	.03
Thai	American	.40*	.08	.0005
	Japanese	.02	.10	1.00
	Indian	.07	.11	1.00
Japanese	American	.39*	.11	.003
	Thai	-.02	.10	1.00
	Indian	.05	.13	1.00
Indian	American	.34*	.12	.03
	Thai	-.07	.11	1.00
	Japanese	-.05	.13	1.00

*The mean difference is significant. Based on observed means.

The error term is Mean Square (Error) = .278.

Table 20 shows the response counts, means, and standard deviations by school and ethnicity for the Social Involvement Scale. Table 21 shows the between-subjects factors and number of responses for the Social Involvement Scale.

Table 20. *Descriptive Statistics – Social Involvement Scale*

School ID	Ethnicity	Count	Mean	SD
School 1	American	1	2.00	.
	Thai	20	2.76	.73
	Japanese	-	-	-
	Indian	1	3.00	.
	Total	22	2.74	.71
School 2	American	24	2.68	.72
	Thai	93	2.80	.73
	Japanese	19	3.74	.68
	Indian	29	3.21	1.10
	Total	165	2.96	.86
School 3	American	32	3.29	1.05
	Thai	10	2.50	.98
	Japanese	17	4.13	.98
	Indian	-	-	-
	Total	59	3.40	1.14
Total	American	57	3.01	.97
	Thai	123	2.77	.75
	Japanese	36	3.92	.85
	Indian	30	3.20	1.08
	Total	246	3.05	.94

Table 21. *Between-Subjects Factors- Social Involvement Scale*

	Value Label	<i>n</i>
Ethnicity revised	American	57
	Thai	123
	Japanese	36
	Indian	30
School ID	School 1	22
	School 2	165
	School 3	59

The tests of mean differences among ethnic groups for the Social Involvement scale are shown in Table 22. The variable “school” is a control predictor. I included it in the model because I wanted to control for and eliminate it as a source of variation in the outcome variable (parent involvement). Although it was *not* a significant predictor of

parent involvement ($F[2] = 2.05, p = \text{n.s.}$), it was also not my focus of interest. The question predictor, “ethnicity,” is the variable of interest for this research. It is a significant predictor of parent involvement (as measured by Social Involvement, $F[3] = 13.72, p < .0005$) even after the effects of school have been removed from the analysis.

Table 22. *Tests of Mean Differences among Ethnic groups – Social Involvement Scale*

Source		F	df	Sig.
Intercept	Hypothesis	832.32	1	.0005
	Error		2.95	
School	Hypothesis	2.05	2	.13
	Error		240	
Ethnicity	Hypothesis	13.72	3	.0005
	Error		240	

The power of the test was very high (1.00) meaning that there was a 100% probability of detecting any significant effect, which indeed was found for the Social Involvement scale for the Japanese group. Finally, the multiple comparisons of means are shown in Table 23. There are significant contrasts between Japanese and the other ethnic groups. A lower score indicates a greater agreement with the individual items pertaining to social involvement (i.e., they prefer more social involvement). It appears that the Japanese mean differs significantly from all the other groups in a positive direction indicated less agreement with the items in this scale, and thus are statistically least inclined ($p < .005$) to be socially involved at school among the four ethnicities in this study. The mean scores varied from 2.77 (Thai) to 3.92 (Japanese) as indicated in Table 19. A score of 2 corresponds to “agree,” a score of 3 corresponds to “slightly agree,” and finally a score of 4 corresponds to “no opinion.” In practical terms, the variation is slight and most likely has little clinical importance.

Table 23. *Multiple Comparisons –Social Involvement Scale – Tukey HSD*

(I) Ethnicity revised	(J) Ethnicity revised	Mean Difference (I-J)	Standard Error	Sig.
American	Thai	.24	.14	.3
	Japanese	-.91*	.18	.005
	Indian	-.19	.19	.8
Thai	American	-.24	.14	.3
	Japanese	-1.15*	.16	.005
	Indian	-.43	.17	.07
Japanese	American	.91*	.18	.005
	Thai	1.15*	.16	.005
	Indian	.72*	.21	.005
Indian	American	.19	.19	.8
	Thai	.43	.17	.07
	Japanese	-.72*	.21	.005

*The mean difference is significant. Based on observed means.

The error term is Mean Square (Error) = .737.

Table 24 shows the response counts, means, and standard deviations by school and ethnicity for the Parents' Presence at School Scale. Table 25 shows the between-subjects factors and number of responses for the Parents' Presence at School Scale.

Table 24. *Descriptive Statistics – Parents’ Presence at School Scale*

School ID	Ethnicity	Count	Mean	SD
School 1	American	1	3.25	.
	Thai	20	2.68	.88
	Japanese	-	-	-
	Indian	1	3.50	.
	Total	22	2.74	.86
School 2	American	24	3.11	.98
	Thai	93	3.01	.97
	Japanese	19	3.79	.84
	Indian	29	3.61	1.18
	Total	165	3.22	1.03
School 3	American	32	2.36	1.04
	Thai	10	2.45	.69
	Japanese	17	2.85	.79
	Indian	-	-	-
	Total	59	2.52	.93
Total	American	57	2.69	1.07
	Thai	123	2.91	.95
	Japanese	36	3.35	.93
	Indian	30	3.61	1.16
	Total	246	3.01	1.04

Table 25. *Between-Subjects Factors- Parents’ Presence at School Scale*

	Value Label	n
Ethnicity revised	American	57
	Thai	123
	Japanese	36
	Indian	30
School ID	School 1	22
	School 2	165
	School 3	59

The tests of between-subjects effects for the Parents’ Presence at School scale is shown in Table 26. The variable “school” is a control predictor. I included it in the model because I wanted to control for and eliminate it as a source of variation in the outcome variable (parent involvement). Although it is a significant predictor of parent

involvement, it was not my focus of interest. This variable was significant ($F[2] = 10.40$, $p < .0005$). The question predictor, “ethnicity,” is the variable of interest for this research. It is a significant predictor of parent involvement (as measured by Parents’ Presence at School scale, $F[3] = 6.32$, $p < .0005$) even after the effects of school have been removed from the analysis.

Table 26. *Tests of Mean Differences among Ethnic Groups – Parents’ Presence at School Scale*

Source		F	df	Sig.
Intercept	Hypothesis	131.32	1	.006
	Error		2.17	
School	Hypothesis	10.40	2	.0005
	Error		240	
Ethnicity	Hypothesis	6.32	3	.0005
	Error		240	

The power of the test was high (.97) meaning that there was a 97% probability of detecting any significant effect, which indeed was found for the Parents’ Presence at School scale for multiple groups. Finally, a multiple comparisons of means is shown in Table 27. There are significant contrasts between the American and the Japanese and Indian groups in regard to Parents’ Presence at School. A negative sign on the mean differences indicates that the group had lower mean scores on Parents’ Presence at School than the other ethnic group on average. This lower score indicates a greater agreement with the individual items pertaining to Parents’ Presence at School (i.e., they expect more Parents’ Presence at School). It appears that the American mean minus the Japanese and Indian means differ significantly in a negative direction indicating that the Japanese and Indian parents have less desire to volunteer in classrooms or other academically related tasks than the American group. The Thai ethnic group had

expectations similar to the American ethnic group and were significantly different ($p < .01$) only to the Indian parents, while trending toward significant differences with the Japanese ($p < .08$).

Table 27. *Multiple Comparisons – Parents’ Presence at School Scale – Tukey HSD*

(I) Ethnicity revised	(J) Ethnicity revised	Mean Difference (I-J)	Standard Error	Sig.
American	Thai	-.22	.15	.5
	Japanese	-.65*	.21	.01
	Indian	-.92*	.22	.005
Thai	American	.22	.15	.5
	Japanese	-.43	.18	.08
	Indian	-.70*	.20	.005
Japanese	American	.65*	.21	.01
	Thai	.43	.18	.08
	Indian	-.26	.24	.7
Indian	American	.92*	.22	.005
	Thai	.70*	.20	.005
	Japanese	.26	.24	.7

*The mean difference is significant. Based on observed means.
The error term is Mean Square (Error) = .930.

To summarize the answer to research question #2, there is a significant difference between the American ethnic group and the other three ethnicities in regard to Communications. As previously stated, the Americans expect somewhat greater communication than the other three ethnic groups. However, all ethnic groups had communication scores in the “strongly agree” to “agree” range, with the American ethnic group closer to “strongly agree” and the other three ethnic groups closer to “agree.” Table

28 shows the means of the four ethnicities in order from most to least agreement for Communications.

Table 28. Means for each Ethnic group from Most to Least Agreement for Communications.

Ethnicity	Count	Mean	SD
American	57	1.43	.49
Indian	30	1.77	.58
Japanese	36	1.82	.51
Thai	123	1.83	.55

In regard to Social Involvement, Japanese parents expect to be less involved at a social level at the school when compared to the other three ethnic groups in this study.

Table 29 shows the means of the four ethnicities in order from most to least agreement for Social Involvement.

Table 29. Means for each Ethnic group from Most to Least Agreement for Social Involvement.

Ethnicity	Count	Mean	SD
Thai	123	2.77	.75
American	57	3.01	.97
Indian	30	3.20	1.08
Japanese	36	3.92	.94

Finally, for Parents' Presence at School, there is commonality between American and Thai parents as compared to Japanese and Indian parents. The latter expect to volunteer less in academic situations such as in classrooms than the former. Table 30 shows the means for the four ethnicities in order from most to least agreement for Parents' Presence at School.

Table 30. Means for each Ethnic group from Most to Least Agreement for Parents' Presence at School.

Ethnicity	Count	Mean	SD
American	57	2.69	1.07
Thai	123	2.91	.95
Japanese	36	3.35	.93
Indian	30	3.61	1.16

Ethnic expectations for school decision making

In order to answer question # 3:

- (3) What are the differences in parental expectations of involvement in school decision-making (general and academic) between specific ethnic groups (American, Thai, Indian, and Japanese) at three International Schools in Thailand?

an analysis was conducted on the responses to the Decision Making Scale. Table 31 shows the response counts, means, and standard deviations for the schools and ethnicities for the Decision Making scale. Table 32 shows the between-subjects factors and number of responses for the Decision Making scale.

Table 31. *Descriptive Statistics – Decision Making Scale*

School ID	Ethnicity	Count	Mean	SD
School 1	American	1	2.09	.
	Thai	20	2.47	.82
	Japanese	-	-	.
	Indian	1	4.00	.
	Total	22	2.52	.85
School 2	American	24	4.78	1.23
	Thai	93	3.22	.96
	Japanese	19	3.90	.72
	Indian	29	3.79	1.06
	Total	165	3.62	1.13
School 3	American	32	4.25	1.23
	Thai	10	2.56	.71
	Japanese	17	3.39	.76
	Indian	-	-	-
	Total	59	3.72	1.21
Total	American	57	4.44	1.28
	Thai	123	3.04	.96
	Japanese	36	3.66	.77
	Indian	30	3.80	1.04
	Total	246	3.55	1.17

Table 32. *Between-Subjects Factors- Decision Making Scale*

	Value Label	N
Ethnicity revised	American	57
	Thai	123
	Japanese	36
	Indian	30
School ID	School 1	22
	School 2	165
	School 3	59

The tests of mean differences among ethnic groups the Decision Making scale are shown in Table 33. The variable “school” is a control predictor. I included it in the model because I wanted to control for and eliminate it as a source of variation in the outcome variable (parent involvement). Although it is a significant predictor of parent involvement, it was not my focus of interest. This variable was significant ($F[2] = 9.33, p < .0005$). The question predictor, “ethnicity,” is the variable of interest for this research. It is a significant predictor of parent involvement (as measured by the Decision Making scale, $F[3] = 24.21, p < .0005$) even after the effects of school have been removed from the analysis.

Table 33. *Tests of Mean Differences among Ethnic Groups – Decision Making Scale*

Source		F	df	Sig.
Intercept	Hypothesis	182.68	1	.004
	Error		2.19	
School	Hypothesis	9.33	2	.0005
	Error		240	
Ethnicity	Hypothesis	24.21	3	.0005
	Error		240	

The power of the test was high (1.00) meaning that there was a 100% probability of detecting any significant effect, which indeed was found for the Decision Making scale for multiple groups. There are statistically significant differences among the means for all

the ethnicities in regard to Decision Making at school. A negative sign on the mean differences indicates that the ethnic group on the left side of the table had lower mean scores on Decision Making than the ethnic group given on the right side of the table, on average. This lower score indicates a greater agreement with the individual items pertaining to Decision Making (i.e., they expect more involvement in Decision Making). It appears that the Thai means differ significantly from the all the other groups in a negative direction indicating that the Thai parents expect to be more involved in decision making related tasks than the other ethnic groups. A multiple comparisons of means is shown in Table 34.

Table 34. *Multiple Comparisons – Decision Making – Tukey HSD*

(I) Ethnicity revised	(J) Ethnicity revised	Mean Difference (I-J)	Standard Error	Sig.
American	Thai	1.40*	.16	.005
	Japanese	.77*	.21	.005
	Indian	.64*	.22	.03
Thai	American	-1.40*	.16	.005
	Japanese	-.62*	.19	.01
	Indian	-.76*	.20	.005
Japanese	American	-.77*	.21	.005
	Thai	.62*	.19	.01
	Indian	-.14	.25	1.00
Indian	American	-.64*	.22	.03
	Thai	.76*	.20	.005
	Japanese	.14	.25	1.00

*The mean difference is significant. Based on observed means.

The error term is Mean Square (Error) = .994.

To summarize the answer to research question #3, there was a significant difference between the American ethnic group, the Japanese and Indian ethnic groups, and the Thai ethnic group in regard to decision making in international schools. The American ethnic group responses indicated the least expectation to be involved with decision making at the international school. The Japanese and Indian ethnic group responses did not differ in a statistically significant way from each other, while the Thai ethnic group showed the highest expectation for involvement in decision-making. In rank order from most expectation for involvement among the four ethnic groups in this survey shifts from Thai, to Japanese, then Indian, and finishes with Americans for the least expectation for involvement in decision making (see Table 35). It should be noted that the Indian and Japanese ethnic groups did not show a significant difference between their means for expected involvement in decision-making.

Table 35. Means for each Ethnic group from Most to Least Agreement for Decision Making.

Ethnicity	Count	Mean	SD
Thai	123	3.04	.96
Japanese	36	3.66	.77
Indian	30	3.80	1.04
American	57	4.44	1.28

Cultural Group Analysis

A scaled score analysis was also conducted to answer research questions 4-5. The results of the tests follow with scaled scores on parent involvement as the outcome variable, culture as the question predictors, and school as the control predictor. In other words, responses to the Communication, Social Involvement, Parents' Presence at School, and Decision Making scales were analyzed to determine if there were differences

between culture groups. The concepts of question predictor and control predictor were presented previously and pertain to these analyses as well.

Scaled score analysis

The scaled scores were computed by a Principal Components (PC) analysis (see previous section). The items that loaded on each component with a loading of .5 or greater were selected to be the representative items for that component. I then averaged the scores for these items to create their respective scaled scores.

Cultural expectations for volunteering and communication

In order to answer question # 4:

- (4) Is there a difference between Eastern and Western cultures with regard to expectations of involvement (volunteering and communication) in International Schools in Thailand?

an analysis was conducted on the Eastern versus Western responses to the Communications, Social Involvement, and Parents' Presence at School Scales. Table 36 shows the response counts, means, and standard deviations for the schools and cultures for the Communications scale. Table 37 shows the between-subjects factors and number of responses for the Communications scale.

Table 36. *Descriptive Statistics – Communication Scale*

School ID	Culture	Count	Mean	SD
School 1	Eastern	25	1.59	.45
	Western	2	2.00	.00
	Total	27	1.62	.45
School 2	Eastern	148	1.88	.56
	Western	30	1.49	.53
	Total	178	1.81	.57
School 3	Eastern	27	1.60	.47
	Western	36	1.40	.46
	Total	63	1.49	.47
Total	Eastern	200	1.80	.55
	Western	68	1.46	.50
	Total	268	1.71	.55

Table 37. *Between-Subjects Factors – Communications Scale*

	Value Label	N
Culture	Eastern	200
	Western	68
School ID	School 1	27
	School 2	178
	School 3	63

The test of mean differences among the cultural groups for the Communication scale is shown in Table 38. The variable “school” is a control predictor. I included it in the model because I wanted to control for and eliminate it as a source of variation in the outcome variable (parent involvement). Although it is a significant predictor of parent involvement, it was not my focus of interest. This variable was significant ($F[2] = 4.41, p < .02$). The question predictor, “culture,” is the variable of interest for this research. It is a significant predictor of parent involvement (as measured by Communication scale, $F[1] = 12.29, p < .001$) even after the effects of school have been removed from the analysis.

Table 38. *Tests of Mean Differences between Cultural Groups - Communications Scale*

Source		F	df	Sig.
Intercept	Hypothesis	320.34	1	.001
	Error		2.37	
School	Hypothesis	4.41	2	.02
	Error		264	
Culture	Hypothesis	12.29	1	.001
	Error		264	

The power of the test was high (.94) meaning that there was a 94% probability of detecting any significant effect, which indeed was found for the Communication scale. The Eastern culture responses mean was 1.80 indicating agreement, on average, to the Communication items while the Western culture responses mean was 1.46, showing even stronger agreement at a statistically significant level ($p < 0.001$). However, it is important to keep in mind, the scale ranged from 1 (strongly agree) to 7 (strongly disagree). In general, both the average scores indicated a tendency to strongly agree or agree with the items.

The next data analyzed were the Social Involvement responses. Table 39 shows the response counts, means, and standard deviations for the schools and cultures for the Social Involvement scale. Table 40 shows the between-subjects factors and number of responses for the Social Involvement scale.

Table 39. *Descriptive Statistics – Social Involvement Scale*

School ID	Culture	Count	Mean	SD
School 1	Eastern	25	2.64	.78
	Western	2	3.00	1.41
	Total	27	2.67	.80
School 2	Eastern	148	3.00	.88
	Western	30	2.80	.75
	Total	178	2.97	.86
School 3	Eastern	27	3.53	1.25
	Western	36	3.35	1.04
	Total	63	3.42	1.13
Total	Eastern	200	3.03	.95
	Western	68	3.10	.95
	Total	268	3.05	.95

Table 40. *Between-Subjects Factors – Social Involvement Scale*

	Value Label	N
Culture	Eastern	200
	Western	68
School ID	School 1	27
	School 2	178
	School 3	63

The test of mean differences between cultural groups for the Social Involvement scale is shown in Table 41. The variable “school” is a control predictor. I included it in the model because I wanted to control for and eliminate it as a source of variation in the outcome variable (parent involvement). Although it was a significant predictor of parent involvement ($F[2] = 8.78, p < .0005$), it was not my focus of interest. The question predictor, “culture,” is the variable of interest for this research. It was *not* a significant predictor of parent involvement (as measured by Social Involvement, $F[1] = 1.45, p = \text{n.s.}$) after the effects of school had been removed from the analysis.

Table 41. *Tests of Mean Differences between Cultural Groups – Social Involvement Scale*

Source		F	df	Sig.
Intercept	Hypothesis	203.92	1	.003
	Error		2.18	
School	Hypothesis	8.78	2	.0005
	Error		264	
Culture	Hypothesis	1.45	1	.2
	Error		264	

The power of the test was quite low (.23) meaning that there was only a 23% probability of detecting any significant effect, which indeed, was not found for the Social Involvement scale. It is possible that the non-significant finding for culture was due to a type 2 error, which occurs when one is unable to detect a significant difference between means, not because the effect does not exist, but because of low power. The Eastern culture mean was 3.03, indicating slight agreement to the Social Involvement items while the Western culture mean was 3.10, only slightly different and not significantly different. However, it is interesting to note that the differences between cultures by school were significant at the $p < .0005$ level for Social Involvement. Indeed, one school showed a reversal from the other two school regarding Eastern versus Western agreement with the items in this factor.

The next variable analyzed for this research question was the Parents' Presence in School scale. Table 42 shows the response counts, means, and standard deviations for the schools and cultures for the Parents' Presence in School scale. Table 43 shows the between-subjects factors and number of responses for the Parents' Presence in School scale.

Table 42. *Descriptive Statistics – Parents’ Presence in School Scale*

School ID	Culture	Count	Mean	SD
School 1	Eastern	25	2.68	.90
	Western	2	3.13	.177
	Total	27	2.71	.87
School 2	Eastern	148	3.23	1.03
	Western	30	3.07	1.09
	Total	178	3.21	1.04
School 3	Eastern	27	2.70	.76
	Western	36	2.40	1.09
	Total	63	2.53	.97
Total	Eastern	200	3.09	1.01
	Western	68	2.72	1.12
	Total	268	3.00	1.05

Table 43. *Between-Subjects Factors – Parents’ Presence in School Scale*

	Value Label	N
Culture	Eastern	200
	Western	68
School ID	School 1	27
	School 2	178
	School 3	63

The tests of between-subjects effects for the Parents’ Presence in School scale are shown in Table 44. The variable “school” is a control predictor. I included it in the model because I wanted to control for and eliminate it as a source of variation in the outcome variable (parent involvement). Although it was a significant predictor of parent involvement ($F[2] = 8.80, p < .0005$), it was not my focus of interest. The question predictor, “culture,” is the variable of interest for this research. It was *not* a significant predictor of parent involvement (as measured by Parents’ Presence at School scale, $F[1] = 1.49, p = n.s.$) after the effects of school had been removed from the analysis.

Table 44. *Tests of Mean Differences between Cultural Groups – Parents’ Presence in School Scale*

Source		F	df	Sig.
Intercept	Hypothesis	147.11	1	.005
	Error		2.18	
School	Hypothesis	8.80	2	.0005
	Error		264	
Culture	Hypothesis	1.49	1	.2
	Error		264	

The power of the test was quite low (.23) meaning that there was only a 23% probability of detecting any significant effect, which indeed, was not found for the Parents’ Presence in School scale. The non-significant finding could be a type 2 error due to low power. The Eastern culture responses mean was 3.09, indicating slight agreement to the Parents’ Presence in School items while the Western culture responses mean was 2.72, only slightly different and not significantly different. However, it is interesting again to note that the differences between cultures by school were significant at the $p < .0005$ level for Parents’ Presence in School. Indeed, one school showed a reversal from the other two school regarding Eastern versus Western agreement with the items in this factor.

Cultural expectations for school decision making

In order to answer question # 5:

- (5) What are the differences in parental expectations of involvement in school decision-making (general and academic) between Eastern and Western cultures at three International Schools in Thailand?

an analysis was conducted on the Eastern versus Western responses to the Decision Making scale. Table 45 shows the response counts, means, and standard deviations for the schools and cultures for the Decision Making scale. Table 46 shows the between-subjects factors and number of responses for the Decision Making scale.

Table 45. *Descriptive Statistics – Decision Making Scale*

School ID	Culture	Count	Mean	SD
School 1	Eastern	25	2.51	.85
	Western	2	3.14	1.48
	Total	27	2.56	.88
School 2	Eastern	148	3.44	1.01
	Western	30	4.79	1.29
	Total	178	3.67	1.18
School 3	Eastern	27	3.08	.83
	Western	36	4.30	1.21
	Total	63	3.78	1.22
Total	Eastern	200	3.28	1.02
	Western	68	4.49	1.28
	Total	268	3.58	1.21

Table 46. *Between-Subjects Factors – Decision Making Scale*

	Value Label	N
Culture	Eastern	200
	Western	68
School ID	School 1	27
	School 2	178
	School 3	63

The test of mean differences between the cultural groups for the Decision Making scale is shown in Table 47. The variable “school” is a control predictor. I included it in the model because I wanted to control for and eliminate it as a source of variation in the outcome variable (parent involvement). Although it is a significant predictor of parent involvement, it was not my focus of interest. This variable was significant ($F[2] = 12.08$, $p < .0005$). The question predictor, “culture,” is the variable of interest for this research.

It is a significant predictor of parent involvement (as measured by Decision Making scale, $F[1] = 62.30, p < .0005$) even after the effects of school have been removed from the analysis.

Table 47. *Tests of Mean Differences between Cultural Groups - Decision Making Scale*

Source		<i>F</i>	<i>df</i>	<i>Sig.</i>
Intercept	Hypothesis	172.77	1	.004
	Error		2.13	
School	Hypothesis	12.08	2	.0005
	Error		264	
Culture	Hypothesis	62.30	1	.0005
	Error		264	

The power of the test was quite high (1.00) meaning that there was a 100% probability of detecting any significant effect, which indeed was found for the Decision Making scale. The Eastern culture mean was 3.28 indicating slight agreement to the Decision Making items while the Western culture mean was 4.49, at a statistically significant level ($p < 0.0005$). The scale ranged from 1 (strongly agree) to 7 (strongly disagree) with a score in the middle of 4 (no opinion). Clinically, this indicates a difference between slightly agree (for Eastern culture parents) and slightly disagree (for Western culture parents). This is important to note, as this may be incongruent with Western administrator's experience in schools in their home countries.

Focus Groups Analysis

To answer the final two research questions:

- (6) What information regarding variation in expectations for parents in Eastern versus Western cultures is important to school leaders?
- (7) What practices can school leaders utilize to serve better the needs of their Eastern and Western culture constituents (parents)?

four focus groups were held, two at school two and two at school three and the content was transcribed as prescribed in the data collection step provided by Giorgi and Giorgi (2003). One focus group at each school gathered information from Western parents, while the other focus group at each school gathered information from Eastern parents. Upon completion of the data analysis from the quantitative survey, I compiled a list of questions to discuss within each group (see Appendix P for the Discussion Guide).

Focus group discussion guide

I generated the discussion questions to extend the logical line of thought that emerged from the results in the quantitative survey. Parents' agreement with Communication items indicated it as an important dimension in parent involvement. One of the discussion questions thus asked what types of communication are most important. The items involving volunteering (Social Involvement and Parents' Presence at School) were similar for both Eastern and Western cultures so the question of what ways would parents like to volunteer was discussed. The most significant difference was found for decision making in that Eastern parents were more likely to want to be involved while Western parents were less likely to want to be involved. A clarification question was asked about parents wanting to be involved in decision-making as well as in which types of decisions parents would like to be involved.

The final questions arose from an interest in the relationship between administrators and parents. As positive effects have been shown for parent involvement, questions centered on how the school can solicit effective parent involvement. Supporting parent involvement may be different for Eastern parents versus Western parents. The content analysis reveals the differences.

Text analysis

A conventional text analysis was conducted to determine what themes would emerge from each culture. I hired two naïve coders to review the transcripts of the focus groups. First, the coders read through the transcripts for a sense of the whole and then determined parts by establishing meaningful units (Giorgi & Giorgi, 2003). This stage of the process was conducted as a conventional content analysis (Hsieh & Shannon, 2005) in which the coders had no preconceived ideas about a theory or coding scheme. However, it is possible that the structure I provided during the focus groups gave the coders some hints regarding the theory and coding scheme that existed in my mind.

Each coder developed a set of coding schemes independent of each other. More specifically, each coder developed a coding scheme for Eastern-culture parents and a coding scheme for Western-culture parents. Then the two coders came together and discussed their Eastern and Western coding schemes. The next step was to integrate their ideas so that there was only one Eastern and one Western scheme. Discussion and a process of coming to consensus accomplished this (Appendix Q and R).

The following similarities were noted for the Eastern and Western coding schemes (Roberts, Flanagan, & Nitroy, 2012):

- a. Theme 1 Eastern and Theme 1 Western are the same. Both pertain to building child-parent relationships through involvement; parents become involved in order to forge stronger bonds with their children, rather than purely to help advance their children's education.
- b. Theme 2 Eastern is similar, but not identical, to Theme 2 Western. Both themes address how parental involvement can have a positive impact on education. In addition, both themes point out that parents care deeply about their children. However, Theme 2 Eastern identifies parents' concerns about their children's future success while Theme 2 Western pertains to active involvement, such as volunteering.

- c. Theme 3 Eastern is similar, but not identical, to Theme 3 Western. Both themes pertain to communication between home and school. The emphasis for Western parents pertains to wanting to be informed about important decisions before they are implemented and wanting their opinions to be valued when appropriate. In contrast, Eastern parents sometimes want guidelines from the school about their involvement to prevent conflict of interest.
- d. Theme 4 Eastern and Theme 4 Western are exactly the same: parents show support for the school at large; emphasis is on appreciating the teachers and identifying how the school is successful at accomplishing its goals.
- e. Theme 5 Eastern and Theme 5 Western are closely related. Both pertain to the problem of parent involvement becoming unnecessary, detrimental, or burdensome for parents, the school, or the students. Another aspect of this theme from the Western parent perspective was that some parents show little concern for the school at large because they only focus on their own child's needs.
- f. Theme 6 Eastern is similar to, but not exactly like, Theme 6 Western. In both cases, the theme pertains to thoughts about cultural differences in the school. Eastern parents tend to comment, in general, on how attitudes and values differ from culture to culture. Western parents speculate more specifically on how being American shapes attitudes and values.

The following differences were noted for Eastern and Western coding schemes (Roberts, et al., 2012):

- a. These Western themes did not have a corresponding Eastern theme:
 - Theme 7: Comment pertains to more subtle involvement in child's education; interaction with children rather than with teachers; communication with teacher over email; checking academic calendars for updates and accessing grades online; "reading between the lines" to assess what your child needs; letting your child mature and grow without too much interference; most common for parents with older children.
 - Theme 8: Parents like the idea of implementing technology, such as text messaging, to make communication more expedient and effective.
 - Theme 9: Parents express a desire to know how their child is doing socially, organizationally, and in other areas they cannot observe at home; they want to know what kind of social activities are available to help foster discussion with their children at home.

b. These Eastern themes did not have a corresponding Western theme:

Theme 10: Technology and modern standards have changed the nature of contemporary education; some parents feel school work today is arguably more challenging than it has been in the past.

Theme 11: Parents want to be able to meet other parents through their involvement with the school to obtain perspective on how other parents feel about the school in general.

Theme 12: Parents desire a more personal/casual type of communication; they want to share ideas more closely, especially regarding board meetings; they also want more interaction between countries.

The final step in the qualitative analysis was to conduct a summative content analysis (Hsieh & Shannon, 2005) in which the coders count the occurrences of examples of each theme in the Eastern and Western culture transcripts. This counting was conducted based on particular terms or phrases, but the coders also identified alternative expressions and underlying meanings in a process Hsieh and Shannon refer to as latent content analysis. See Table 48 for the results.

In order to assess the reliability of the measurement of themes identified in each transcript, two different individuals counted themes separately. Once each individual provided a preliminary data table, these two tables were compared for consistency. Due to several discrepancies between the two tables, the transcripts were recounted. Taking into consideration the two preliminary data tables and the recount, the final data table (Table 47) was fashioned and was agreed upon with 100% of inter-rater agreement (L. Roberts, personal communication, June 2, 2012).

Table 48. *Number of Instances of Each Theme Identified in Each Transcript**

	Western RIS	Western ISB	Eastern RIS	Eastern ISB	Total Western	Total Eastern
Theme 1	3	10	1	5	13	6
Theme 2	12	23	7	2	35	9
Theme 3	14	21	12	27	35	39
Theme 4	15	16	10	6	31	16
Theme 5	10	11	1	1	21	2
Theme 6	2	7	18	0	9	18
Theme 7	18	15	-	-	33	-
Theme 8	3	4	-	-	7	-
Theme 9	7	1	-	-	8	-
Theme 10	-	-	4	5	-	9
Theme 11	-	-	3	5	-	8
Theme 12	-	-	0	9	-	9

*An instance of a given theme was defined as a line of thought pertaining to that theme.

Important information for school leaders

To summarize an answer for research question #6, that is what information regarding variation in expectations for parents in Eastern versus Western cultures is important to school leaders, I would point out that the differences between Eastern and Western cultures with regard to decision-making is most important. Eastern parents wish to be involved in decision-making in order to prevent a conflict of interest between the school’s goals and parents’ interests (i.e., *“So I need some guideline that there is no conflict at least me and school, we doing the same things. And I think the school need the parent and the parent need the school, it’s a partnership.”*) Western parents want to be informed of important decisions before an outcome has been decided. In this way, they can have their say to provide their perspective (i.e. *“If the issues were the school changing or curriculum changing, for example, like something like the school is deciding*

to adopt PYP. I would, as a parent, want to know why, what motivates that, or what is pushing that forward”). Western parents also desire to receive messages via texting or email (i.e., making use of technology) to provide efficient means for receiving information about school events. In contrast, Eastern parents prefer more face-to-face types of interactions as well as opportunities to meet other parents to discuss their children and the school (i.e., *So when I move here I try to contact my son’s friends parents but it is difficult to find them, who are my son’s friends parents but if we have a coffee-morning we can see that whoever in the same grade or the same school so they can share the information” & “But when I went to school I could make the friends and I could understand the school system”).* This shared perspective is important to Eastern culture and supports the importance of relationships in Eastern culture. Finally, while both Eastern and Western culture parents care deeply about their children and believe their involvement has positive influences on children, Eastern culture parents are more concerned about how their involvement will affect their children’s future success (i.e., long term) while Western culture parents are concerned more with active involvement (i.e., *You know your children are socially and academically, you know the -- you know, the -- and if they’re in good group of peer group or if they are getting towards the not so positive peer group”) and volunteering at school (i.e., short term).*

Practices for school leaders

To summarize an answer for research question #7, that is what practices can school leaders utilize to serve better the needs of their Eastern and Western culture constituents (parents), school leaders need to take more time with Eastern culture parents to build relationships and to interact face-to-face than perhaps their Western culture

constituents (i.e., *It is just casual things but we can share and I think that would make us very comfortable to walking in. They ask many different details so which is not so important but it can be in the end very important and very helpful to people, new comer too*”). While this approach takes more time, it assists Eastern culture parents to understand and support school initiatives. Eastern culture parents expressed a desire to support the school, but appreciate guidelines or direct requests for their assistance (i.e., *“...in Japanese school there are many activities for PTA but very passive activity. They (parents) do what they are told to do by school...”*). Eastern perspective parents also appreciate the differences among cultures at the school; however, Western culture parents, and particularly American parents, seemed to focus only on Western cultural values (i.e., *I think sometimes because we are Americans and we are so involved, we kind of push our American views*”). It may be appropriate to provide culture awareness workshops for American parents to assist them to understand local customs and practices during their transition to a new school.

Chapter V

Discussion and Implications

Introduction

Parental involvement in schools has been shown to be a positive influence on student achievement and in building a sense of community in schools (Cotton & Wikelund, 2001). The teaching and learning environment in international schools should support parental involvement and international school administrators must acknowledge and take into account differences in cultural expectations for involvement (Hall, 2005). This study was undertaken to determine what differences, if any, existed between different ethnicities/cultures at three international schools in Bangkok, Thailand. A quantitative analysis of the data supported that there are indeed differences as well as similarities among the respondents. The qualitative portion of this study presented a deeper understanding of the reasons for these expectations and how international school administrators can modify practice to support parental involvement.

This chapter presents a discussion of the most critical findings in this investigation, suggestions for applying these findings to practice, and recommendations for possible routes for forthcoming investigation.

Purpose of the Study

The purpose of this study was to investigate the similarities and differences in the expectations for involvement among parents of different cultural/ethnic groups at three international schools in Bangkok, Thailand. This study also examined parent expectations for what constitutes an effective international school. The data analyzed from this

research guides international school principals and “heads of school” to engage parents from different cultures/nationalities in an appropriate manner.

Sample and Population

All parents who have children attending three independent international schools in Bangkok were asked to complete an online survey designed to assess their views on the appropriate level of parent involvement in the school. Those parents identifying themselves on the survey as American, Canadian, UK, Australian, New Zealander, Thai, Indian, and Japanese were included in the analysis for this study. A quantitative analysis was conducted on the sample comparing ethnic groups (i.e., American, Thai, Japanese, and Indian) and cultural groups (i.e., Eastern and Western). Parents who indicated via the online survey that they are also willing to participate in the focus group discussions were contacted for focus group discussions. The qualitative portion process also created two cultural groups: Western (American, Canadian, UK, Australian, New Zealander) and Eastern (Thai, Indian, Japanese).

The parents recruited at these three schools arguably make up a random sample of the population from these three schools. As shown previously in the Chi-Square Analysis (Table 9), the sample was an acceptable representation of the population at large. Many of the statistical findings in this research reached significance and indicate applicability at the population level. It also is plausible that they may generalize to the larger international school parent population to the extent that other international schools resemble the accessible parent population on demographic and contextual variables.

Discussion of Findings

ISPIS reliability and validity

The rigorous tests that the survey underwent provide a useful instrument for researchers to utilize in future research on parental expectations for involvement in international schools. While the originally proposed model had five-components, the principal component analysis and exploratory factor analysis yielded a four-component model to measure parent expectations for involvement that has congeneric validity with both Western and Eastern cultures. The four components are:

- 1) Component 1: General and academic (policy) decision-making.
- 2) Component 2: Communication (plus General Decision-Making: Item A)
- 3) Component 3: Social Volunteering
- 4) Component 4: Parents' Presence at School (plus Communication: Item G)

General and academic decision-making loaded on the same component, which makes logical sense. Communication loaded as a second component and included General Decision Making: Item A, which asked parents about attendance at parent/teacher conferences, an obvious communication opportunity. Social volunteering loaded on the third component and the fourth component was composed of questions regarding Parents' Presence at School with an additional Communication: Item G, which asked parent about their expectations to visit the school during the day to experience the environment. This item does lend itself more to the opportunity to be at school during the day rather than communication. All-in-all, the model and instrument demonstrate a reliable and valid way to measure international school parents' involvement expectations.

Parents' expectations for involvement in decision-making

The most notable finding was that, concerning decision-making, Eastern and Western cultures are on opposite sides of a neutral point regarding involvement in decision-making. Eastern culture parents are slightly inclined to expect to be involved with decision making while Western parents are slightly disinclined to expect to be involved with decision-making. According to the research, parents prefer to be more involved and feel they have a “right” to be a part of the decisions affecting their children such as those involving classroom instruction and school governance (Bolívar & Chrispeels, 2011; Meadows, 1993). Hall’s (2005) work with Chinese, Korean, and American parents at an international school in China showed that all three ethnicities expected not to be involved in decisions regarding policy, hiring teachers or deciding about curriculum. Findings of the present study diverge from these findings as Eastern culture parents demonstrated a “Slightly Agree” position for decision making. This research demonstrates that there are differences among the Asian ethnicities, but also provides insight for these differences. The robust nature of the mixed-method approach in this research provided greater differentiation among the ethnicities; however, as Chinese and Korean cultures were not examined in this research, it is difficult to predict how their responses would have turned out.

The findings of this study depart from Hall’s (2005) results most likely due to the different cultural ethnicities and perhaps the socio-economic backgrounds of the schools’ populations. Therefore, these findings mean for administrators, contrary to what they may have experienced in the USA, that Eastern culture parents expect to be involved with decision making at school. This difference may have to do with the notion of a “stranger

in a strange land,” such that, Western culture parents are slightly disinclined to be involved in the decision making process in international schools in Bangkok, while Eastern parents may feel the same way in school decision making in the USA. The focus group discussion indicated that Western, more specifically American, parents’ ideas about involvement in decision making were “culturocentric” and focused on a straightforward agree/disagree stance with administrators. Nesbitt (2003) describes the assumptions under which Americans and Asians operate in their thought processes. Americans assume individuals are individualistic and want to be distinctive from others, are in control of their behavior, endeavor toward personal goals of success and achievement, wish to feel good about themselves, favor equality in personal relationships, and trust the same rules apply to everyone. These same assumptions are not appropriate for Eastern cultures; in fact, there is linguistic support for the opposite. In Chinese, there is no word for individualism – and the closest word is the word for selfishness. Chinese language has influenced the development of many other Asian languages. From these earliest moments of linguistic development, many Asians are raised to believe that debate and questioning are not positive traits. The Eastern parents’ perspective in this research reflected a “worldly” sense of awareness of other cultures and the similarities and differences among cultures. This awareness segued to the desire for Eastern culture parents to be more intimately involved with the process of decision making so that conflicts of interest could be avoided.

In reviewing the individual ethnic group results, the same pattern has emerged. The American ethnic group responses indicated the least expectation to be involved with decision making at the international school. Indeed, the mean of 4.44 (on the slightly

disagree side of neutral) shows a disinclination of the American parents to be involved in decision making. The Japanese (3.66) and Indian (3.80) ethnic group response means did not differ in a statistically significant way from each other, while the Thai ethnic group mean (3.04) showed the highest expectation for involvement in decision-making among the four ethnicities. All three of these Eastern ethnicity response means were on the “slightly agree” side of neutral (4.00). In rank order from most expectation for involvement among the four ethnic groups in this survey shifts from Thai, to Japanese, then Indian, and finishes with Americans for the least expectation for involvement in decision making (see Table 35). The differences residing on either side of neutral indicate a major finding for this research.

Parents’ expectations for involvement in communication

The results for parental expectations for communication showed that, while statistically significant, the difference between Western and Eastern culture parents has little meaning for administrators. All four ethnicities and both cultural group means fell in the “strongly agree” to “agree” range and confirm that parents of both cultures highly value communication with the school. An important difference was discovered however in *how* Eastern and Western parent prefer to have that communication. Western parents prefer efficient, straightforward communication that is timely in nature so that they have an opportunity to provide input before a final decision is made regarding important items such as curriculum, finances, human resources, or physical plant. Eastern parents indicated that, while using technology helped ensure timeliness (i.e., text messages and email), they prefer personal forms of communication such as face-to-face or informal conversation. In this way, the thought process or explanation for a decision is clarified.

Parents' expectations for involvement in volunteering

Though a statistical difference was not found between Eastern and Western culture parents' expectations for social involvement or presence at school (the power for both tests were quite low, see tables 41 and 44), the *nature* of that involvement does appear to be quite different. The Eastern culture parents' desire to meet other parents was an interesting discussion point about volunteering. This most likely involves Eastern parents' desire to ensure smooth personal relationships with other parents, teachers, and school administrators (Krairiksh, 2011; Nisbett, 2003). Western, particularly American, parents based their perspectives on professional or business relationships. It is positive that both cultures saw parent involvement as an opportunity to improve the relationship with their child rather than purely for their child's educational process. Eastern parents seem to think more about their child's future success – as referred to earlier, the success of the child is success for the whole family (Krairiksh, 2011; Mathews, 2000). Western parents want positive influence for their child as well and see volunteering as a natural opportunity to influence their children's success, but in a short-term point of view. Both cultures support the success of the school and what it to support it to accomplish its goals – and are particularly appreciative of teachers. The downside of parent involvement that parents offered was when it becomes burdensome for parents, the school, or the students. The Western culture parent perspective showed that some parents only focus on their child's needs rather than the needs of the whole school. Eastern culture perspectives discussed during focus groups indicated a desire to be part of a whole or group rather than seek individualistic goals.

The results of the social involvement portion of the quantitative research found that only the Japanese parents were significantly different from the other ethnicities. Japanese parents expect to be less involved at a social level at the school when compared to the other three ethnic groups in this study. The Japanese mean was quite close to “neutral” and would indicate neither an inclination nor disinclination to be socially involved at school. An explanation for this attitude arose during the focus group discussion. A Japanese parent shared that her culture would expect specific requests from the school or administrators for assistance at school. She continued to add that while quite happy to do their part, the Japanese parental expectation was to wait to be asked.

Other findings

Western parents voiced more subtle involvement for interactions with their child or a sort of “paralleling” the child’s progress through school to ensure “course corrections” to keep the child going in the right direction without too much interference. All these interaction are believed to help their children to become more independent. The differences for Eastern parents included how technology has changed education and made teaching more difficult. Parents expressed a desire to meet other parents and discuss their perspectives about the school. As mentioned previously, Eastern culture parents prefer personal forms of communication such as face-to-face conversation. This supports a culture which is more relationship oriented (Nisbett, 2003). According to Chavkins and Willkins (1993), ethnic minorities expect schools to provide opportunities for participation – this research may support this idea, at least for the Japanese parents in this international setting. The characteristic, however, may simply be a trait of Japanese

parents as stated previously. One Japanese parent in the focus groups presented that they expected to have specific tasks available for their involvement in school.

From Hwa-Forelich and Vigil's (2004) description of the collectivist nature of Asian cultural context in decision-making, a parallel was found from the focus group discussion of the desire of parents to interact with one another at school. School leaders may find that providing opportunities for Eastern parents to interact with one another at school offers increased solidity between school goals and parent goals. In Mau's (1997) research, a lack of Asian parent involvement may be explained by fluency issues or understanding of the school environment. Anecdotally, there was very little involvement of Eastern parents in the focus groups – indeed, only one Japanese parent – who did not speak English. This may support Mau's view of reduced parents' presence at school due to fluency issues, but cannot confirm the possible explanation regarding cultural beliefs that involvement is not important to Asian parents. The focus group discussions with Eastern parents seemed to support the opposite that these parents believe that their involvement is indeed important. The nature of that involvement may be the issue as Eastern culture parents might have a different operational definition of what parent involvement means. Jeynes (2010, 2011) suggested that Albert Bandura's theory of social learning and personality development, as a theoretical framework, may influence "social variables, particularly those active in the home, [and] play a large role in the personality development of children." (p. 748). It seems logical that the socio-cultural environment that exists in Eastern cultural families influences how parents and children interact concerning school involvement. This might also be explained by the voluntary nature of the focus group and a predisposition for involvement among the group participants.

Tucker and Fail's (2007) research on the expectation of Thai parents is supported by this research. That is that Thai parents stressed the idea of academic achievement and career preparation as the key aims of education. However, the current study also supports parent involvement among Eastern parents for relationship building between parents and their children rather than just for bolstering academic success.

Lastly, there was substantively more discussion from the Western culture parents than the Eastern culture parents in terms of how many times various themes were mentioned (see Table 48) in the focus groups. I believe there are combinations of factors that explain this difference. The first factor is that there were fewer Eastern culture participants from one of the participating schools. An ideal group would have consisted of 6-10 participants, but only three parents attended. The reduced number of participants may be a reasonable explanation for the reduced number of times themes were mentioned. Another factor is that the Western culture parents may have felt more comfortable sharing their ideas with another Western culture individual. As discussed previously, Eastern culture parents are less likely to share opinions that may damage relationships with other parents. Finally, it has been my experience that Western culture parents also share their personal or individual experiences as related to other parents' experiences, but point out the individual differences in those experiences. This may also account for the number of times that issues were mentioned by Western culture parents.

Theoretical contributions

Epstein's (1987b) framework of overlapping spheres of influence also appears to apply in Eastern cultural circumstances. The model shows the interaction at two levels; between institutions (school and family) and between individuals (parents and teachers),

See Figure 1. The findings of this research support the levels of interaction so that the school interacts with families on an institutional level and parents interact with individuals such as teachers or administrators on an individual basis. The desire of Eastern culture individuals to communicate face-to-face gives administrators and parents an insight as to how better to approach communication at both levels. Eastern culture parents have shown a desire to have the opportunity to interact on a personal level rather than through electronic means. In terms of decision-making, Eastern culture parents appear to have a stronger desire to be involved with the process than Western culture parents in international school settings.

Summary

International school parents' expectations for involvement vary not only by ethnicity and culture, but also individually within those groups. It is important for school administrators to differentiate how they interact with parents for decision-making, communication, and volunteering. The findings of this research indicate that Eastern culture and Western culture parents differ in their expectations for involvement in decision-making: Eastern parents are slightly inclined to be involved while Western parents are slightly disinclined. Eastern and Western culture parents have similarly high expectations for communication, though American parents particularly have strong expectations. Finally, Eastern culture parents expect opportunities for interaction with other parents while at school and desire specific tasks to accomplish while Western parents seek to support the school's goals in more business or professional interactions.

Recommendations for Practice

Any international school administrator interested in determining parental expectations at their school should use the ISPIIS to gather data. Certainly, the data collected would provide insights on what differences and similarities exist among the different ethnicities or cultures of their parent population. The philosophy and practice of differentiation that administrators expect teachers to apply in the classroom is apropos for how administrators must work with parents. Different parents have differing expectations and needs for their particular circumstances and cannot be treated as if all parents have the equal understanding of the happenings at school.

The practices that Epstein (1995) described as Type 2 (communication) interactions – parent conferences, language translators, review of student work, notices or memos, and information on policies, reforms, and programs – should take place in situations where parents can ask questions and seek to understand what is happening at school. These situations would include Back-to-School nights or Open Houses, Coffee mornings with parents, or Parent/Teacher Conferences.

Type 3 (Volunteering) practices such as setting up volunteer programs, providing a parent room, and surveying parents about talents and availability (Epstein, 1995) seem particularly important in an environment where some parents may expect the school to request parents to do specific tasks. There is usually a spectacular parental pool of talent from which to draw upon at most international schools. A modest effort in collecting information and availability could pay tremendous dividends for the students of the school.

Finally, Epstein's (1995) Type 5 (Decision-Making) practices that include input on curriculum, school improvement, and facilities are especially relevant for Eastern culture parents. Parents from Eastern cultures wish to be involved in the process so that they can avoid conflicts between their goals and the school's goals. Western culture administrators' experience may be counter-intuitive because Western culture parents in this research wished to know what decisions were being made so that they could give input, but seem less interested in becoming part of the process of determining the way forward. Communication and decision-making work hand-in-hand in these circumstances to ensure parent stakeholders are included in the each step of important projects or reform initiatives.

Recommendations for Future Research

The results of this study indicate that differences in expectations for involvement do exist between ethnicities and cultures at international schools. As the validity and reliability has been established for the ISPIS, it seems straightforward that the next step be to apply the instrument in other international schools around the world. The cultural mixes within schools in the Middle East, South America, and Africa provide rich sources for exploring expectations there. It also is logical to continue to validate the instrument in any school environment – public or private – in which there exists a multicultural parent population, such as those that exist in the USA, UK, and Australia.

As the power of the tests for differences in expectations for volunteering (social involvement and parents' presence at school) among the ethnicities was quite low, a larger sample size of Indian and Japanese parents may indeed provide an opportunity to determine if there are differences among the four ethnicities. This research did not find a

difference, due perhaps, to a type 2 error. These questions seem worthy of closer examination.

The richness of the interactions in the focus group discussions seems to be fertile ground for further exploration of the reasons why parents feel the way they do in regard to expectations for involvement. Further research investigating of the cultural expectations for in-depth understanding of specific ethnicities should provide administrators with better-developed interpersonal skills for working with the increasing diversity of parent cultures in international schools.

Epstein's (1995) other types of interactions, Type 1 (Parenting), Type 4 (Learning at Home), and Type 6 (Collaborating in the Community) should be investigated to further expand cultural understanding of these types of interactions. These interactions may best be investigated through mixed-methods research – quantitatively through a survey and then followed up by focus group interactions to provide deeper understanding of the cultural practices in international schools.

Chrispeel's (1996) model for establishing partnerships with parents to provide better learning environments at home could also provide an appropriate conceptual framework for international schools research. Her five types of involvement include: (1) two-way communication, (2) support of the child, family, and the school, (3) learning about each other and how to work together, (4) sharing teaching responsibilities, and (5) collaborating in decision-making and advocacy. In understanding how the home learning environment is different in differing cultures, teachers and administrators can provide opportunities for collaboration between teachers and parents.

Changing living situations and schooling environments is a challenging experience. There are demanding circumstances in which families must adapt or adopt when living in a different country. Another focus for further research is on “stranger in a strange land” issue. As a minority in another country, individuals used to being in a majority, may behave differently in these circumstances. If so, this would be useful information for school heads or principals to know given that they are in many cases a minority.

While the purpose of this study examined cultural/ethnic differences and similarities, it became obvious that the effect of school was also significant in many instances during the analysis. In a post hoc analysis, it was conceivable that school has an important effect on parent involvement expectations as related to school climate of the organization and the impact of individual leadership. This effect should be expanded upon and included in development of future models describing parent expectations for involvement.

Finally, socio-economic status influences parental decision-making and involvement (Epstein, 1995; Fan & Chen, 2001; Harvey, as cited in Gillies, 2001; Sheldon, 2002). The participants in the current study all belong to a high socio-economic segment of the population. Determining the answers to similar research questions in local schools in Thailand would prove interesting.

Final Reflection

The partnership between parents and the school is an important bond that must be nurtured and developed. It is a relationship that will test the determination and patience of individuals on both sides, but the benefits, both for the individual and their constituent

groups, make the distress worthwhile in the end. International school leaders who genuinely seek to include stakeholders' input for both process and product will find support and satisfaction in their schools.

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Appendices

Appendix A (English): International School Parent Involvement Survey

Dear Parent,

This is a survey about parent involvement in schools. As we are an international school with parents from many different countries, this survey will help us better understand how to work with our school community. There are no right or wrong answers. I am only interested in your opinions for my research purposes.

Thank you for your time and interest in answering these questions. Please do not hit the "exit this survey" button at the top right hand corner until you have completed the entire questionnaire.

Mr. J. Andrew Westerman
MS Principal – Ruamrudee International School

Background- Please provide the following information about yourself:

1. Cultural and National Identity. Please choose the answer that best describes you.

- American
- Canadian
- UK
- Australian
- New Zealand
- Thailand
- Japan
- India
- Other (please specify)

2. Relationship to Child

- Mother
- Father
- Other (please specify)

3. If first language is not English – Rate your level of English Understanding

- 6 High
- 5
- 4
- 3
- 2
- 1 Low
- My first language is English

4. Your Age

- <25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- 51-55
- 56-60
- 60+

5. Highest Level of Education

- Some formal schooling
- High School diploma
- Undergraduate degree(BA, BS)
- Graduate degree (MA, MS)
- Doctorate (PhD, EdD)

6. Number of years your children have attended an international school

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12 or more

7. Number of different international schools your children have attended

- 1
- 2
- 3
- 4 or more

8. Which statement best describes your family?

- Single Parent Family
- Two parents - one parent works outside of the home

- Two parents - both parents work outside of the home
- Other (please specify)

9. Does your family have young children at home who do not attend school yet?

- Yes
- No

10. Grade level of your children (Please check all that apply)

- ES (Grade PK-5)
- MS (Grade 6-8)
- HS (Grade 9-12)

11. Household income

- THB < 50,000/month
- THB 50,001-200,000/month
- THB 200,001-400,000/month
- > THB 400,000/month

12. General School Decision Making

Please rate your agreement with each statement below using the scale provided. Please think of this as your opinion, not a right or privilege.

	Strongly Agree	Agree	Slightly Agree	No Opinion	Slightly Disagree	Disagree	Strongly Disagree
A. Parents have a responsibility to attend parent meetings at the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Parents should be involved in developing written school policies (such as attendance and homework).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Parents should be involved in evaluating how well teachers perform their duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Parent should be involved in evaluating how well administrators perform their duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Parents should be involved in establishing the discipline code in the school (for example guidelines for consequences).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Parents should be involved in setting the school budget.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Parents alone should decide school policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Academic Decision Making

Please rate your agreement with each statement below using the scale provided. Please think of this as your opinion, not a right or privilege.

	Strongly Agree	Agree	Slightly Agree	No Opinion	Slightly Disagree	Disagree	Strongly Disagree
A. Parents should be asked for input before teachers and administrators make changes in the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Parents should be involved in selecting textbooks and other learning materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Parents should make decisions for changes in the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Parents should be allowed to have input in the hiring of teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Parents should be allowed to choose their child's teacher(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Social Involvement at the School

Please rate your agreement with each statement below using the scale provided. Please think of this as your opinion, not a right or privilege.

	Strongly Agree	Agree	Slightly Agree	No Opinion	Slightly Disagree	Disagree	Slightly Disagree
A. Parents should volunteer to tutor students and to assist teachers in classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. School administration should consult with parents for ideas concerning social activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Parent involvement should mainly support the social activities of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Parents should feel appreciated when they attend parent meetings and functions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please choose an answer to the following question.

	Several times a week	Weekly	Monthly	Quarterly	Once per Semester	Once per Year	None
E. In one school year, how often should there be school activities that involve students, parents, and teachers such as dinners, music programs, drama productions, and sports events?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Communication

Please rate your agreement with each statement below using the scale provided. Please think of this as your opinion, not a right or privilege.

	Strongly Agree	Agree	Slightly Agree	No Opinion	Slightly Disagree	Disagree	Strongly Disagree
A. It is important for parents to attend parent/teacher conferences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. It is important for parents to communicate with teachers about their children's performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. It is important for parents to effectively communicate with their children's teachers. (Effectively means an open exchange of information, responsiveness to communication and appropriate follow up.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. It is important for parents to effectively communicate with the school's administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. It is important for parents to receive information from the school to understand their children's progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Parents should initiate conferences with teachers when they feel it is necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Parents should visit the school during the school day to understand the experiences their children have in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Volunteering

Please rate your agreement with each statement below using the scale provided. Please think of this as your opinion, not a right or privilege.

	Strongly Agree	Agree	Slightly Agree	No Opinion	Slightly Disagree	Disagree	Strongly Disagree
A. I want to be asked about my interests, talents, and availability for volunteering at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. I want to volunteer at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. All parents should be encouraged to volunteer at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you so much for answering the questions on this survey. Your support of this research is greatly appreciated and valued. Please click the "Next" button!

Sincerely,

Mr. J. Andrew Westerman

Appendix A (Thai) : International School Parent Involvement Survey

เรียน ท่านผู้ปกครอง

แบบสอบถามนี้ทำเพื่อสำรวจการมีส่วนร่วมของผู้ปกครอง

เนื่องจากโรงเรียนของเราเป็นโรงเรียนนานาชาติที่มีผู้ปกครองมาจากนานาประเทศ

แบบสำรวจนี้จะช่วยให้เข้าใจเกี่ยวกับเรื่องการทำงานในโรงเรียนของเราได้ดียิ่งขึ้น อนึ่งในการตอบคำถามในแบบสำรวจนี้ จะไม่มีคำตอบถูกหรือผิด ผมเพียงต้องการรับทราบในความคิดเห็นของท่านเพื่องานวิจัยของผม

ขอขอบคุณสำหรับเวลาและความสนใจในการตอบคำถามเหล่านี้ กรุณาอย่ากดคลิกที่ "exit this survey"

ทางด้านมุมบนขวามือ หากท่านยังตอบแบบสอบถามทั้งหมดนี้ไม่ครบถ้วนเสร็จสมบูรณ์

นายจอห์น แอนดรู เวสเตอร์แมน

ครูใหญ่แผนกมัธยมต้น โรงเรียนร่วมฤดีวิเทศศึกษา

กรุณาระบุข้อมูลเกี่ยวกับตัวท่านเองตามหัวข้อต่อไปนี้

1. เชื้อชาติและสัญชาติ โปรดเลือกข้อที่สอดคล้องกับของท่าน

- อเมริกัน
- แคนาเดียน
- อังกฤษ
- ออสเตรเลีย
- นิวซีแลนด์
- ไทย
- ญี่ปุ่น
- อินเดีย

อื่นๆ (โปรดระบุ)

2. ความสัมพันธ์กับนักเรียน

- บิดา
- มารดา
- อื่นๆ (โปรดระบุ)

**3. ถ้าภาษาแม่ไม่ใช่ภาษาอังกฤษ — กรุณาระบุระดับความเข้าใจในภาษาอังกฤษของท่าน
ระดับ**

- 6 สูง
- 5
- 4
- 3
- 2
- 1 ต่ำ
- ภาษาแม่เป็นภาษาอังกฤษ

4. อายุ

- น้อยกว่า 25 ปี
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- 51-55
- 56-60
- มากกว่า 60 ปี

5. ระดับการศึกษาสูงสุด

ต่ำกว่ามัธยมศึกษาตอนปลาย(เฉพาะการศึกษาในระบบโรงเรียน)

มัธยมศึกษาตอนปลาย

ปริญญาตรี

ปริญญาโท

ปริญญาเอก

6. จำนวนปีที่บุตรธิดาของท่านเข้าเรียนในโรงเรียนนานาชาติ นับจากอดีตถึงปัจจุบัน

1

2

3

4

5

6

7

8

9

10

11

12 หรือมากกว่า

7. จำนวนโรงเรียนนานาชาติที่บุตรธิดาของท่านเข้าศึกษา นับจากอดีตจนถึงปัจจุบัน

- 1
- 2
- 3
- 4 หรือมากกว่า

8. สถานภาพของครอบครัวท่านเป็นรูปแบบใด

ครอบครัวที่มีผู้ปกครองเพียงคนเดียว (พ่อหรือแม่เท่านั้น หรือผู้ปกครองอื่นที่อาศัยอยู่เพียงลำพัง)

ครอบครัวที่มีพ่อและแม่ หรือผู้ปกครองอื่นที่อาศัยอยู่ร่วมกัน -
พ่อหรือแม่หรือผู้ปกครองอื่นคนใดคนหนึ่งต้องออกไปทำงานนอกบ้าน

ครอบครัวที่มีพ่อและแม่ หรือผู้ปกครองอื่นที่อาศัยอยู่ร่วมกัน -
พ่อและแม่หรือผู้ปกครองอื่นที่ต้องออกไปทำงานนอกบ้านด้วยกันทั้งคู่

อื่น(โปรดระบุ)

9. ครอบครัวของท่านมีบุตรธิดาที่ยังไม่ได้เข้ารับการศึกษหรือไม่

ใช่

ไม่ใช่

10. ระดับชั้นเรียนที่บุตรธิดาของท่านศึกษา (โปรดระบุทั้งหมด)

ประถมศึกษา (เตรียมอนุบาลถึงเกรด 5)

มัธยมศึกษาตอนต้น (เกรด 6 ถึง 8)

มัธยมศึกษาตอนปลาย (เกรด 9 ถึง 12)

11. สถานภาพทางเศรษฐกิจและสังคม – รายได้ของครอบครัว

น้อยกว่าเดือนละ 50.000 บาท

เดือนละ 50.001 – 200,000 บาท

เดือนละ 200.001 – 400,000 บาท

มากกว่าเดือนละ 400.000 บาท

12. การตัดสินใจเกี่ยวกับโรงเรียน

กรุณาระบุระดับน้ำหนักที่มีต่อความคิดเห็นของท่าน โดยมีค่าหนึ่งถึงสิทธิที่พึงได้รับ ในประเด็นต่อไปนี้

เห็นด้วยอย่างยิ่ง เห็นด้วย เห็นด้วยบางส่วน ไม่มีความคิดเห็น ไม่เห็นด้วยบางส่วน ไม่เห็นด้วย ไม่เห็นด้วยอย่างยิ่ง

A.

ผู้ประกอบการควรรับผิดชอบเข้าร่วมประชุมผู้ประกอบการกับทางโรงเรียน

B.

ผู้ประกอบการควรมีส่วนร่วมในการพัฒนานโยบายของโรงเรียน เช่น การเข้าเรียน และการให้การบ้าน เป็นต้น

C.

ผู้ประกอบการควรมีส่วนร่วมในการประเมินการทำงานของคุณ

D.

ผู้ประกอบการควรมีส่วนร่วมในการประเมินการทำงานของผู้บริหาร

E.

ผู้ประกอบการควรมีส่วนร่วมในการกำหนดระเบียบวินัยของโรงเรียน เช่น ผลที่ควรจะได้รับจากการฝ่าฝืนกฎระเบียบของโรงเรียน เป็นต้น

F.

ผู้ประกอบการควรมีส่วนร่วมในการกำหนดงบประมาณของโรงเรียน

G.

ผู้ประกอบการสามารถตัดสินใจ

เห็นด้วยอย่างยิ่ง เห็นด้วย เห็นด้วยบางส่วน ไม่มีความคิดเห็น ไม่เห็นด้วยบางส่วน ไม่เห็นด้วย ไม่เห็นด้วยอย่างยิ่ง

นใจในนโยบายของโรงเ
เรียนได้

13. การตัดสินใจทางด้านวิชาการ

คุณาระบุนระดับนำหน้าที่มีต่อความคิดเห็นของท่าน โดยมีค่าหนึ่งถึงสิทธิที่พึงได้รับ ในประเด็นต่อไปนี้

เห็นด้วยอย่างยิ่ง เห็นด้วย เห็นด้วยบางส่วน ไม่มีความคิดเห็น ไม่เห็นด้วยบางส่วน ไม่เห็นด้วย ไม่เห็นด้วยอย่างยิ่ง

A.
ผู้ปกครองควรจะได้แสดงความคิดเห็นก่อนที่ครูและผู้บริหารจะมีการเปลี่ยนแปลงหลักสูตร

B.
ผู้ปกครองควรมีส่วนร่วมในการเลือกตำราเรียนและอุปกรณ์การเรียนอย่างอื่น

C.
ผู้ปกครองควรมีส่วนในการตัดสินใจในการเปลี่ยนแปลงหลักสูตร

D.
ผู้ปกครองควรได้รับอนุญาตในการมีส่วนร่วมในการจ้างครูผู้สอน

E.
ผู้ปกครองควรได้รับอนุญาตในการเลือกรูปแบบของบุตรธิดา

14. การมีส่วนร่วมทางสังคมภายในโรงเรียน

กรุณาระบุระดับน้ำหนักที่มีต่อความคิดเห็นของท่าน โดยมีค่าหนึ่งถึงฉันทิที่พึงได้รับ ในประเด็นต่อไปนี้

เห็นด้วยอย่างยิ่ง เห็นด้วย เห็นด้วยบางส่วน ไม่มีความคิดเห็น ไม่เห็นด้วยบางส่วน ไม่เห็นด้วย ไม่เห็นด้วยอย่างยิ่ง

A.

ผู้ปกครองควรอาสาช่วยติ
วนักเรียน
ตลอดจนช่วยเหลือครูใน
ชั้นเรียน

B.

ผู้บริหารโรงเรียนควรปรึก
ษาผู้ปกครองเกี่ยวกับการ
จัดกิจกรรมทางสังคมต่าง
ๆ ในโรงเรียน

C.

ผู้ปกครองควรทำการสนับ
สนุน
กิจกรรมทางสังคมต่าง
ๆ ของโรงเรียน

D.

ผู้ปกครองควรเห็นคุณค่า
ของการเข้าร่วมประชุมกั
บทางโรงเรียน

กรุณาระบุระดับน้ำหนักที่มีต่อความคิดเห็นของท่าน ในประเด็นต่อไปนี้

หลายครั้งต่อสัปดาห์ ทุกสัปดาห์ ทุกเดือน ทุกสามเดือน ภาคเรียนละครั้ง ปีละครั้ง ไม่ต้องมีเลย

E.

ในหนึ่งปีการศึกษาควรมีการทำกิจกรรม
ร่วมกันของนักเรียน, ผู้ปกครอง
และครู เช่น
การรับประทานอาหารค่ำ, เล่นดนตรี,
แสดงละคร, ตลอดจนเล่นกีฬา
เป็นจำนวนกี่ครั้ง

15. การสื่อสาร

กรุณาระบุระดับน้ำหนักที่มีต่อความคิดเห็นของท่าน โดยมีค่าหนึ่งถึงสิทธิที่พึงได้รับ ในประเด็นต่อไปนี้

เห็นด้วยอย่างยิ่ง เห็นด้วย เห็นด้วยบางส่วน ไม่มีความคิดเห็น ไม่เห็นด้วยบางส่วน ไม่เห็นด้วย ไม่เห็นด้วยอย่างยิ่ง

A.

ผู้ประกอบการมีความจำเป็นที่
จะต้องเข้าร่วมในการประชุม
ปรึกษาหารือระหว่างครูกับ
ผู้ประกอบการ

B.

ผู้ประกอบการมีความจำเป็นที่
จะต้องแจ้งให้ครูทราบถึงการ
ปฏิบัติงานของบุตรธิดา

C.

ผู้ประกอบการมีความจำเป็นที่
จะต้องสื่อสารกับครูผู้สอน
อย่างมีประสิทธิภาพ
ซึ่งหมายรวมถึงการแลกเปลี่ยน
ข้อมูลข่าวสาร,
การตอบรับ,
และการติดตามผล

D.

ผู้ประกอบการมีความจำเป็นที่
จะต้องสื่อสารกับผู้บริหารโร
เรียนอย่างมีประสิทธิภาพ

E.

ผู้ประกอบการมีความจำเป็นที่
จะต้องรับข้อมูลจากโรงเรียน
เพื่อที่จะได้เข้าใจถึงพัฒนา
การทางการศึกษาของบุตร
ธิดา

F.

ผู้ประกอบการควรเป็นฝ่ายริเริ่ม
เข้าหาครูก่อนเพื่อปรึกษาห
ารือกับครูผู้สอนในเรื่องที่
จำเป็น

G.

ผู้ประกอบการควรรหาโอกาสมา
เยี่ยมชมโรงเรียนในระหว่าง
วัน
เพื่อจะได้เข้าใจประสบการณ์
ทางการศึกษาที่บุตรธิดาไ
ด้รับจากโรงเรียน

16. กรุณาระบุระดับน้ำหนักที่มีต่อความคิดเห็นของท่าน โดยมีค่าหนึ่งถึงสิททิที่พึงได้รับ ในประเด็นต่อไปนี้

เห็นด้วยอย่างยิ่ง เห็นด้วย เห็นด้วยบางส่วน ไม่มีความคิดเห็น ไม่เห็นด้วยบางส่วน ไม่เห็นด้วย ไม่เห็นด้วยอย่างยิ่ง

A.

ฉันต้องการที่จะถูกถามใน
เรื่องความสนใจ,
ความสามารถพิเศษ,
และเวลาว่างที่จะเป็นอาสา
สมัครให้กับโรงเรียน

B.

ท่านเป็นอาสาสมัครให้กับ
โรงเรียน

C.

ผู้ปกครองควรได้รับการส
ับสนุนในการเป็นอาสา
สมัครให้กับโรงเรียน

ขอขอบพระคุณสำหรับการตอบแบบสำรวจนี้

ผมรู้สึกซาบซึ้งเป็นอย่างยิ่งในความช่วยเหลือของท่านสำหรับการทำงานวิจัยของผมในครั้งนี้ กรุณาคลิกปุ่ม "Next"

ขอแสดงความนับถือ

นายจอห์น แอนครู เวสเตอร์แมน

Appendix A (Japanese) : International School Parent Involvement Survey

インター校における保護者調査 (ISPIS) – 日本語 (Japanese)

護者の皆様

このアンケートは、保護者と学校との関わりについて調査することを目的としたものです。私たちの学校は、インター校であり、保護者の方々は様々な国から来ています。この調査により私たちが、今後どのように保護者の皆様とともに連携を持っていくべきかを知ることができると信じています。回答には、正解、不正解はありません。私が、研究者として関心があるのは、本研究への皆様のご意見です。

皆様の貴重なお時間をこのアンケート回答のためにお借りできることを感謝いたします。

このアンケートが完全に終了するまで、右上にある「Exit this survey (このアンケートから退出する)」というボタンを押さないでください。

MS Principal – Ruamrudee International School
Mr. J. Andrew Westerman

ジョン アンドリュー ウェスタマン

ルアムルーディー インターナショナル スクール中等部副校長

1. 文化的・国籍的アイデンティティ :

あなたの立場を表すのにもっともふさわしい回答を選んでください。

アメリカ人

カナダ人

イギリス人

オーストラリア人

ニュージーランド人

タイ人

日本人

インド人

その他 (please specify)

2. 子供との関係

父親

母親

その他 (please specify)

3. 第一カ国語が英語でない場合 —

あなたの英語力を6-1まで数字に表すと、どれになりますか。当てはまる

数字を選んでください。6が1番高く、1が1番低いことを表します。

6 高い

5

4

3

2

1 低い

私の第一言語は英語です

4. 年齢

2 5歳以下

2 6歳から30歳

3 1歳から35歳

3 6歳から40歳

4 1歳から45歳

4 6歳から50歳

5 1歳から55歳

5 6歳から60歳

6 0歳以上

5. 最終学歴

中学卒業以下

高校卒業

大学卒業 (BA, BS)

大学院卒業 (MA, MS)

博士号取得 (PhD, EdD)

6. お子様がインター校に通われている年数

1

2

3

4

5

6

7

8

9

10

11

12年以上

7. 今までにお子さんが通ってきたインター校の数

1

2

3

4年以上

8. あなたの家族形態は、以下のどれにもっとも当てはまりますか。

母子／父子家庭

両親がそろっている　－　一人が家庭におり、一人が働いている

両親がそろっている　－　共稼ぎ

その他（明記してください）

9. あなたのご家庭では、まだ学校に行っていない小さいお子さんがいらっしゃいますか。

はい

いいえ

10. お子様の学年（当てはまるものすべてにチェックしてください）

小学校 (Grade PK-5)

中学校(Grade 6-8)

高校 (Grade 9-12)

11. 社会経済的地位　収入（1ヶ月単位）

5万バーツ以下

5万1バーツから20万バーツ

20万1バーツから40万バーツ

40万バーツ以上

12. 学校の一般的な事柄に関する決断

以下の項目に関し、もっとも適するものを選んで下さい。あくまでもあなたのご意見としてお考えください。

強く同意 同意 ほぼ同意 特に意見なし やや不同意 不同意 強く不同意

A.
保護者は、学校の保護者の参加すべきミーティングに出席する責任がある。

B.
保護者は学校の規則（出席や宿題など）をまとめた文書作成の発展に寄与すべきである。

C.
保護者は教師の評価に関わるべきだ。

D.
保護者は学校管理職の評価に関わるべきだ。

E.
保護者は生徒の不正行為における懲戒処罰ガイドライン作成にかかわりを持つべきだ。

F.
保護者は学校の予算案作成に関わりを持つべきだ。

G.
保護者のみが学校の政策を作成すべきだ。

13. 学習に関する決断

以下の項目に関し、もっとも適するものを選んで下さい。あくまでもあなたのご意見としてお考えください。

強く同意 同意 ほぼ同意 特になし やや不同意 不同意 強く不同意

A.
カリキュラム
変更の前に、
保護者は、教
師と学校管理
者に意見を述
べる体制があ
るべきだ。

B.
学習教材の選
択に関わるべ
きだ。

C.
保護者はカリ
キュラム変更
の決定権を持
つべきだ。

D.
保護者は教師
雇用の際に意
見を述べる体
制があるべき
だ。

E.
保護者は自分
の子供の教師
を選択できる
べきだ。

14. 学校での社交的な面について

以下の項目に関し、もっとも適するものを選んで下さい。あくまでもあなたのご意見としてお考えください。

強く同意 同意 ほぼ同意 特になし やや不同意 不同意 強く不同意

A.
保護者は、生徒の学習サポートをしたり、授業中、教師の指導の手伝いをすべきだ。

B.
学校管理者は、交流の機会に関して、保護者に相談すべきだ。

C.
保護者が関わる学校行事は、主に社交的なものに留まるべきだ。

D.
保護者は、学校の会議等に参加した場合、感謝されるべきだ。

以下より、適する答えを選んでください。
あくまでもあなたのご意見としてお考えください。

週に数回 毎週一度 月に一度 3ヶ月に一度 半年に一度 一年に一度 なし

E.
保護者、生徒、教員がともに食事をしたり、芸術観賞をしたり、スポーツを行う機会は1年間を通して、どれくらいの頻度必要だと思いますか。

15. コミュニケーションについて

以下の項目に関し、もっとも適するものを選んで下さい。あくまでもあなたのご意見としてお考えください。

強く同意 同意 ほぼ同意 特に意見なし やや不同意 不同意 強く不同意

A.
保護者が、三者面談に出席することは大切である。

B.
保護者が生徒の様子について教員と連絡を取り合うことは大切である。

C.
保護者が、教員と効果的なコミュニケーションをとることは大切である（効果的とは、オープンに情報公開し合い、回答、その後のフォローアップがしっかりしていること）

D.
保護者が管理職（校長、副校長）と効果的なコミュニケーションをとることは大切である。

E.
子供の学習状況が分る情報を保護者が受けることは大切である。

F.
保護者は、必要に応じ、教員との親子面談の機会を持つよう、教員に頼むべきである。

G.
保護者は、学校で子供が体験することを理解するため、授業中に学校を訪れるべきである。

16. ボランティア活動について

以下の項目に関し、もっとも適するものを選んで下さい。あくまでもあなたのご意見としてお考えください。

強く同意 同意 ほぼ同意 特に意見なし やや不同意 不同意 強く不同意

A.
学校のボランティア活動に貢献するため、自分の興味、才能、空いている時間帯についてアンケートをしてほしいと思う。

B.
学校でボランティア活動を行いたい。

C.
すべての保護者は学校のボランティア活動に参加すべきである。

このアンケートの質問に答えていただきありがとうございました。
この調査に対する皆さんの協力は非常に価値のあるもので、大変感謝しています。
以下の 「Next(次へ)」 のボタンを押してください。

真心こめて

Mr. J. Andrew Westerman
ジョン アンドリュー ウェスタマン

Appendix B: Calculations for the ANCOVA for criterion related validity

Table B-1. *Between-Subjects Factors*

		<i>Value Label</i>	<i>N</i>
School Level	.00	Secondary	166
	1.00	Elementary	59

Table B-2. *Levene's Test of Equality of Error Variances*

Dependent Variable: Decision Making Scale			
F	df1	df2	Sig.
3.985	1	223	.047

Levene's Test of Equality of Error Variances tests the null hypothesis that the error variance of the dependent variable is equal across groups.

Table B-3. *Tests of Between-Subjects Effects*

Dependent Variable: Decision Making Scale				
		Source		
	Corrected Model	Intercept	Young Child	Level
Type III Sum of Squares	5.138 ^a	71.161	2.319	4.343
df	2	1	1	1
Mean Square	2.569	71.161	2.319	4.343
F	1.681	46.555	1.517	2.841
Sig.	.189	.000	.219	.093
Partial Eta Squared	.015	.173	.007	.013
Noncent. Parameter	3.361	46.555	1.517	2.841
Observed Power^b	.352	1.000	.232	.389

a. R Squared = .015 (Adjusted R Squared = .006)

b. Computed using alpha =

Table B-4. *Parameter Estimates*

Dependent Variable: Decision Making Scale					
		Parameter			
		Intercept	Young Child	[Level=.00]	[Level=1.00]
B		4.109	-.406	.334	0 ^b
Std. Error		.609	.330	.198	.
t		6.748	-1.232	1.686	.
Sig.		.000	.219	.093	.
95% Confidence Interval	Lower Bound	2.909	-1.057	-.057	.
	Upper Bound	5.309	.244	.725	.
Partial Eta Squared		.170	.007	.013	.
Noncent. Parameter		6.748	1.232	1.686	.
Observed Power^a		1.000	.232	.389	.
a. Computed using alpha					
b. This parameter is set to zero because it is redundant.					

Table B-5. *Estimated Marginal Means: School Level*

Dependent Variable: Decision Making Scale				
		95% Confidence Interval		
School Level	<i>Mean</i>	<i>Std. Error</i>	Lower Bound	Upper Bound
Secondary	3.661 ^a	.097	3.469	3.853
Elementary	3.326 ^a	.168	2.995	3.657
a. Covariates appearing in the model are evaluated at the following values: young children = 1.92.				

Table B-6. *Levene's Test of Equality of Error Variances*

Dependent Variable: Communication Scale				
F	df1	df2	Sig.	
.818	1	223	.367	

Levene's Test of Equality of Error Variances tests the null hypothesis that the error variance of the dependent variable is equal across groups.

Table B-7. *Tests of Between-Subjects Effects*

Dependent Variable: Communication Scale				
		Source		
	Corrected Model	Intercept	Young Child	Level
Type III Sum of Squares	1.723 ^a	12.891	.080	1.700
df	2	1	1	1
Mean Square	.861	12.891	.080	1.700
F	2.715	40.640	.251	5.358
Sig.	.068	.000	.617	.022
Partial Eta Squared	.024	.155	.001	.024
Noncent. Parameter	5.431	40.640	.251	5.358
Observed Power^b	.533	1.000	.079	.635

a. R Squared = .024 (Adjusted R Squared = .015)
b. Computed using alpha

Table B-8. *Parameter Estimates*

Dependent Variable: Communication Scale					
		Parameter			
		Intercept	Young Child	[Level=.00]	[Level=1.00]
B		1.715	-.075	.209	0 ^b
Std. Error		.277	.150	.090	.
t		6.184	-.501	2.315	.
Sig.		.000	.617	.022	.
95% Confidence Interval	Lower Bound	1.169	-.372	.031	.
	Upper Bound	2.262	.221	.387	.
Partial Eta Squared		.147	.001	.024	.
Noncent. Parameter		6.184	.501	2.315	.
Observed Power^a		.533	1.000	.079	.635

a. Computed using alpha
b. This parameter is set to zero because it is redundant.

Table B-9. *Estimated Marginal Means: School Level*

Dependent Variable: Communication Scale				
School Level	<i>Mean</i>	<i>Std. Error</i>	95% Confidence Interval	
			Lower Bound	Upper Bound
Secondary	1.78	.04	1.69	1.87
Elementary	1.57	.08	1.42	1.72

a. Covariates appearing in the model are evaluated at the following values: young children = 1.92.

Table B-10. *Levene's Test of Equality of Error Variances*

Dependent Variable: Social Involvement Scale				
F	df1	df2	Sig.	
.013	1	223	.908	

Levene's Test of Equality of Error Variances tests the null hypothesis that the error variance of the dependent variable is equal across groups.

Table B-11. *Tests of Between-Subjects Effects*

Dependent Variable: Social Involvement Scale				
	Corrected Model	Source		
		Intercept	Young Child	Level
Type III Sum of Squares	2.684 ^a	46.488	.927	2.456
df	2	1	1	1
Mean Square	1.342	46.488	.927	2.456
F	1.571	54.417	1.085	2.875
Sig.	.210	.000	.299	.091
Partial Eta Squared	.014	.197	.005	.013
Noncent. Parameter	3.142	54.417	1.085	2.875
Observed Power^b	.331	1.000	.179	.393

a. R Squared = .014 (Adjusted R Squared = .005)

b. Computed using alpha

Table B-12. *Parameter Estimates*

Dependent Variable: Social Involvement Scale					
		Parameter			
		Intercept	Young Child	[Level=.00]	[Level=1.00]
B		3.330	-.257	.251	0 ^b
Std. Error		.455	.247	.148	.
t		7.316	-1.042	1.696	.
Sig.		.000	.299	.091	.
95% Confidence Interval	Lower Bound	2.433	-.743	-.041	.
	Upper Bound	4.227	.229	.543	.
Partial Eta Squared		.194	.005	.013	.
Noncent. Parameter		7.316	1.042	1.696	.
Observed Power^a		1.000	.179	.393	.
a. Computed using alpha					
b. This parameter is set to zero because it is redundant.					

Table B-13. *Estimated Marginal Means: School Level*

Dependent Variable: Social Involvement Scale				
School Level	<i>Mean</i>	<i>Std. Error</i>	95% Confidence Interval	
			Lower Bound	Upper Bound
Secondary	3.09	.07	2.94	3.23
Elementary	2.84	.13	2.59	3.08
a. Covariates appearing in the model are evaluated at the following values: young children = 1.92.				

Table B-14. *Levene's Test of Equality of Error Variances*

Dependent Variable: Parents' Presence at School Scale			
F	df1	df2	Sig.
.433	1	223	.511

Levene's Test of Equality of Error Variances tests the null hypothesis that the error variance of the dependent variable is equal across groups.

Table B-15. *Tests of Between-Subjects Effects*

Dependent Variable: Parents' Presence at School Scale				
	Source			
	Corrected Model	Intercept	Young Child	Level
Type III Sum of Squares	4.231 ^a	50.385	1.611	3.781
df	2	1	1	1
Mean Square	2.116	50.385	1.611	3.781
F	1.966	46.815	1.497	3.513
Sig.	.142	.000	.222	.062
Partial Eta Squared	.017	.174	.007	.016
Noncent. Parameter	3.932	46.815	1.497	3.513
Observed Power^b	.404	1.000	.230	.463

a. R Squared = .017 (Adjusted R Squared = .009)

b. Computed using alpha

Table B-16. *Parameter Estimates*

Dependent Variable: Parents' Presence at School Scale					
		Parameter			
		Intercept	Young Child	[Level=.00]	[Level=1.00]
B		3.442	-.339	.312	0 ^b
Std. Error		.511	.277	.166	.
t		6.737	-1.223	1.874	.
Sig.		.000	.222	.062	.
95% Confidence Interval	Lower Bound	2.435	-.884	-.016	.
	Upper Bound	4.449	.207	.640	.
Partial Eta Squared		.170	.007	.016	.
Noncent. Parameter		6.737	1.223	1.874	.
Observed Power^a		1.000	.230	.463	.

a. Computed using alpha

b. This parameter is set to zero because it is redundant.

Table B-17. *Estimated Marginal Means: School Level*

Dependent Variable: Parents' Presence at School Scale				
School Level	<i>Mean</i>	<i>Std. Error</i>	95% Confidence Interval	
			Lower Bound	Upper Bound
Secondary	3.10	.08	2.94	3.26
Elementary	2.79	.14	2.51	3.07

a. Covariates appearing in the model are evaluated at the following values: young children = 1.92.

Appendix C: Pilot Study Frequency Data Tables

Table C1. *Frequency Table (Pilot Study) – Cultural and National Identity*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American	9	20.5	20.5	20.5
	Australian	2	4.5	4.5	25.0
	Thailand	11	25.0	25.0	50.0
	Japan	12	27.3	27.3	77.3
	India	10	22.7	22.7	100.0
	Total	44	100.0	100.0	

Table C2. *Frequency Table (Pilot Study) – Relationship to Child*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Other	1	2.3	2.3	2.3
	Mother	18	40.9	41.9	44.2
	Father	24	54.4	55.8	100.0
	Total	43	97.7	100.0	
Missing	System	1	2.3		
Total		44	100.0		

Table C3. *Frequency Table (Pilot Study) – Level of English Understanding*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6 High	8	18.2	18.6	18.6
	5	7	15.9	16.3	34.9
	4	7	15.9	16.3	51.2
	3	4	9.1	9.3	60.5
	2	4	9.1	9.3	69.8
	1 Low	4	9.1	9.3	79.1
	My first language is English	9	20.5	20.9	100.0
	Total	43	97.7	100.0	
Missing	System	1	2.3		
Total		44	100.0		

Table C4. *Frequency Table (Pilot Study) – Your Age*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26 to 30	1	2.3	2.3	2.3
	31 to 35	1	2.3	2.3	4.5
	36 to 40	3	6.8	6.8	11.4
	41 to 45	15	34.1	34.1	45.5
	56 to 50	17	38.6	38.6	84.1
	51 to 55	4	9.1	9.1	93.2
	56 to 60	2	4.5	4.5	97.7
	Older than 60	1	2.3	2.3	100.0
	Total	44	100.0	100.0	

Table C5. *Frequency Table (Pilot Study) – Highest Level of Education*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School diploma	2	4.5	4.7	4.7
	Undergraduate degree (BA, BS)	15	34.1	34.9	39.5
	Graduate degree (MS, MS)	23	52.3	53.5	93.0
	Doctorate (PhD, EdD)	3	6.8	7.0	100.0
	Total	43	97.7	100.0	
Missing	System	1	2.3		
Total		44	100.0		

Table C6. *Frequency Table (Pilot Study) – Number of years your children have attended an international school*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	20.5	20.5	20.5
	2	6	13.6	13.6	34.1
	3	7	15.9	15.9	50.0
	4	2	4.5	4.5	54.5
	5	2	4.5	4.5	59.1
	6	3	6.8	6.8	65.9
	7	3	6.8	6.8	72.7
	8	4	9.1	9.1	81.8
	9	1	2.3	2.3	84.1
	10	2	4.5	4.5	88.6
	11	0	0.0	0.0	88.6
	12 or more	5	11.4	11.4	100.0
	Total	44	100.0	100.0	

Table C7. *Frequency Table (Pilot Study) – Number of different international schools your children have attended*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	21	47.7	51.2	51.2
	2	12	27.3	29.3	80.5
	3	6	13.6	14.6	95.1
	4 or more	2	4.5	4.9	100.0
	Total	41	93.2	100.0	
Missing	System	3	6.8		
Total		44	100.0		

Table C8. *Frequency Table (Pilot Study) – Which statement best describes your family?*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single Parent Family	4	9.1	9.3	9.3
	Two Parents – one parent works outside of the home	28	63.6	65.1	74.4
	Two Parents – both parents work outside of the home	11	25.0	25.6	100.0
	Total	43	97.7	100.0	
Missing	System	1	2.3		
Total		44	100.0		

Table C9. *Frequency Table (Pilot Study) – Young children at home who do not attend school yet*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	4.5	4.5	4.5
	No	42	95.5	95.5	100.0
	Total	44	100.0	100.0	

Table C-10. *Frequency Table (Pilot Study) – Grade Level of your children - ES*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ES (Grade PK-5)	19	43.2	100.0	100.0
Missing	System	25	56.8		
Total		44	100.0		

Table C11. *Frequency Table (Pilot Study) – Grade Level of your children - MS*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MS (Grade 6-8)	15	34.1	100.0	100.0
Missing	System	29	65.9		
Total		44	100.0		

Table C12. *Frequency Table (Pilot Study) – Grade Level of your children - HS*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	HS (Grade 9-12)	20	45.5	100.0	100.0
Missing	System	24	54.5		
Total		44	100.0		

Table C13. *Frequency Table (Pilot Study) – Household income*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	THB 50,001- 200,000/ month	21	47.7	50.0	50.0
	THB 200,001- 400,000 /month	13	29.5	31.0	81.0
	> THB 400,000/ month	8	18.2	19.0	100.0
	Total	42	95.5	100.0	
Missing	System	2	4.5		
Total		44	100.0		

Table C14. *Pilot Study Statistics*

	N Valid	Missing
Cultural and National Identity	44	0
Relationship to Child	43	1
Level of English Understanding	43	1
Your Age	44	0
Highest Level of Education	43	1
Number of years your children have attended an international school	44	0
Number of different international schools your children have attended	41	3
Which statement best describes your family?	43	1
Young children at home who do not attend school	44	0
Grade level of your children-ES	19	25
Grade level of your children-MS	15	29
Grade level of your children-HS	20	24
Household income	42	2

Table C15. *Nationality Recode (Pilot Study)*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Western	11	24.4	25.0	25.0
	Eastern	33	73.3	75.0	100.0
	Total	44	97.7	100.0	
Missing	System	1	2.3		
	Total	45	100.0		

Table C16. *Frequencies and Descriptive Statistics (Pilot Study) - Factors 1 to 5*

		General Decision Making	Academic Decision Making	Social Involvement	Parents' Presence at School	Communication
N	Valid	44	44	44	44	44
	Missing	0	0	0	0	0
	Mean	3.42	4.23	3.44	3.05	1.89
	Median	3.21	4.20	3.30	3.00	1.79
	Mode	2.57	4.00 ^a	3.00	2.00	1.43
	Std. Deviation	1.11	1.13	.87	1.09	.67
	Minimum	1.43	1.40	2.00	1.00	1.00
	Maximum	5.71	6.60	5.40	5.33	4.00

a. Multiple modes exist. The smallest value is shown.

Appendix D: Pilot Study Calculations for Reliability and Validity Statistics

Table D1. *Factor 1: General Decision Making (Pilot Study) – Item-Total Statistics and Reliability*

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
A. Parents have a responsibility to attend parent meetings at the school.	21.91	54.50	.37	.83
B. Parents should be involved in developing written school policies (such as attendance and homework.)	21.25	50.52	.42	.82
C. Parents should be involved in evaluating how well teachers perform their duties.	20.86	38.17	.78	.76
D. Parents should be involved in evaluating how well administrators perform their duties.	20.93	39.32	.80	.76
E. Parents should be involved in establishing the discipline code in the school (for example guidelines for consequences).	20.57	45.41	.56	.80
F. Parents should be involved in setting the school budget.	19.86	40.68	.69	.78
G. Parents alone should decide school policies.	18.20	50.21	.37	.83
Reliability Statistics:	Cronbach's Alpha		N of Items	
	.827*		7	
	*Achieved the reliability criterion of > .70			

Table D2. *Factor 2: Academic Decision Making (Pilot Study) – Item-Total Statistics and Reliability*

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
A. Parents should be asked for input before teachers and administrators make changes in the curriculum.	18.66	24.32	.36	.80
B. Parents should be involved in selecting textbooks and other learning materials.	16.44	19.80	.74	.67
C. Parents should make decisions for changes in the curriculum.	16.42	19.85	.65	.70
D. Parents should be allowed to have input in the hiring of teachers.	16.42	20.24	.63	.71
E. Parents should be allowed to chose their child's teacher(s).	16.74	23.59	.40	.78
Reliability Statistics:	Cronbach's Alpha		N of Items	
	.776*		5	
*Achieved the reliability criterion of > .70				

Table D3. *Factor 5: Communication (Pilot Study) – Item-Total Statistics and Reliability*

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
A. It is important for parents to attend parent/teacher conferences.	11.50	17.05	.36	.78
B. It is important for parents to communicate with teachers about their children's performance.	11.57	17.13	.66	.73
C. It is important for parents to effectively communicate with their children's teachers. (Effectively means an open exchange of information, responsiveness to communication and appropriate follow up.)	11.66	17.02	.70	.73
D. It is important for parents to effectively communicate with the school's administration.	10.98	14.77	.57	.74
E. It is important for parents to receive information from the school to understand their children's progress.	11.86	18.35	.55	.75
F. Parents should initiate conferences with teachers when they feel it is necessary.	11.41	17.64	.48	.76
G. Parents should visit the school during the school day to understand the experiences their children have in school.	10.25	14.24	.50	.77
Reliability Statistics:	Cronbach's Alpha		N of Items	
	.780*		7	
	*Achieved the reliability criterion of > .70			

Table D4. *Factor 3: Social Involvement (Pilot Study) – Item-Total Statistics and Reliability*

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
A. Parents should volunteer at the school mainly to help with tasks such as Parent-Sponsored Activities (i.e., carnivals or fairs) or After-School Activities.	17.18	18.80	.28	.71
B. Parents should volunteer to tutor students and to assist teachers in classrooms.	15.32	16.22	.46	.65
C. School administration should consult with parents for ideas concerning social activities.	16.64	17.59	.47	.64
D. Parent involvement should mainly support the social activities of the school.	16.61	16.57	.54	.62
E. Parents should feel appreciated when they attend parent meetings and functions.	17.23	16.18	.54	.62
F. In one school year, how often should there be school activities that involve students, parents, and teachers such as dinners, music programs, drama productions, and sports events?	15.20	20.31	.29	.69
Reliability Statistics:	Cronbach's Alpha		N of Items	
	.697*		6	
*DID NOT achieve the reliability criterion of > .70				

Table D5. *Factor 4: Parents' Presence at School (Pilot Study) – Item-Total Statistics and Reliability*

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
A. I want to be asked about my interests, talents, and availability for volunteering at school.	14.68	13.15	.46	.32
B. I want to volunteer at school.	14.41	12.95	.40	.34
C. All parents should be encouraged to volunteer at school.	14.59	12.25	.37	.34
D. Administration should select parents to volunteer.	13.48	10.21	.41	.29
E. I believe only trained teachers should work with the children, so it is not necessary for parents to volunteer.	13.30	18.12	-.17	.69
Reliability Statistics:	Cronbach's Alpha		N of Items	
	.478*		5	
*DID NOT achieve the reliability criterion of > .70				

Table D6. *Factor 3: Social Involvement (Pilot Study) – Revised Item-Total Statistics and Reliability*

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B. Parents should volunteer to tutor students and to assist teachers in classrooms.	12.86	13.00	.33	.72
C. School administration should consult with parents for ideas concerning social activities.	14.18	13.04	.49	.65
D. Parent involvement should mainly support the social activities of the school.	14.16	11.95	.59	.60
E. Parents should feel appreciated when they attend parent meetings and functions.	14.77	11.16	.64	.57
F. In one school year, how often should there be school activities that involve students, parents, and teachers such as dinners, music programs, drama productions, and sports events?	12.75	15.45	.30	.71
Reliability Statistics:				
	Cronbach's Alpha		N of Items	
	.706*		5	
*Revised - Achieved the reliability criterion of > .70 if A is dropped.				

Table D7. *Factor 4: Parents' Presence at School (Pilot Study) – Revised Item-Total Statistics and Reliability*

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
A. I want to be asked about my interests, talents, and availability for volunteering at school.	6.23	5.58	.69	.58
B. I want to volunteer at school.	5.95	5.11	.67	.58
C. All parents should be encouraged to volunteer at school.	6.14	5.38	.45	.86
Reliability Statistics:				
	Cronbach's Alpha		N of Items	
	.757*		3	
*Revised – Achieved the reliability criterion of > .70 if D and E are dropped.				

Table D8. *Between-Subjects Factors(Pilot Study)*

		Value Label	N
Nationality Recode	1	Western	11
	2	Thailand	11
	3	Japan	12
	4	India	10

Table D9. *Box's Test of Equality of Covariance Matrices (Pilot Study)*

Box's M	66.84
F	1.14
df1	45.00
df2	3826.46
Sig.	.25

Table D10. *Bartlett's Test of Sphericity (Pilot Study)*

Likelihood Ratio	.00
Approx. Chi-Square	60.03
df	14.00
Sig.	.00

Table D11. *Levene's Test of Equality of Error Variances (Pilot Study)*

	F	df1	df2	Sig.
General Decision Making	.25	3.00	40.00	.86
Academic Decision Making	1.87	3.00	40.00	.15
Social Involvement w/o "A" response	.97	3.00	40.00	.41
Parents' Presence at School w/o "D & E" responses	.24	3.00	40.00	.87
Communication	1.55	3.00	40.00	.22

Table D12. *Multiple Comparisons- Pilot Data*

Dependent Variable	Nationality Recode (I)	Nationality Recode (J)	Mean Difference (I - J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
General Decision Making	Western	Thailand	1.42*	.40	.01	.33	2.50
		Japan	.94	.30	.10	-.12	2.00
		India	1.65*	.41	.00	.54	2.75
	Thailand	Western	-1.42*	.40	.01	-2.50	-.33
		Japan	-.48	.39	.62	-1.54	.58
		India	.23	.41	.94	-.88	1.34
	Japan	Western	-.94	.39	.10	-2.00	.12
		Thailand	.48	.39	.62	-.58	1.54
		India	.71	.40	.31	-.38	1.79

	India	Western	-1.65*	.41	.00	-2.75	-.54
		Thailand	-.23	.41	.94	-1.34	.88
		Japan	-.71	.40	.31	-1.79	.38
Academic Decision Making	Western	Thailand	1.42*	.43	.01	.26	2.58
		Japan	1.12	.42	.05	-.01	2.26
		India	1.26*	.44	.03	.07	2.45
	Thailand	Western	-1.42*	.43	.01	-2.58	-.26
		Japan	-.29	.42	.90	-1.43	.84
		India	-.16	.44	.98	-1.35	1.03
	Japan	Western	-1.12	.42	.05	-2.26	.01
		Thailand	.29	.42	.90	-.84	1.43
		India	.14	.43	.99	-1.03	1.30
	India	Western	-1.26*	.44	.03	-2.45	-.07
		Thailand	.16	.44	.98	-1.03	1.35
		Japan	-.14	.43	.99	-1.30	1.03
Social Involvement w/o "A" response	Western	Thailand	-.04	.29	1.00	-.81	.74
		Japan	-1.24*	.28	.00	-2.00	-.48
		India	.09	.30	.99	-.71	.89
	Thailand	Western	.04	.29	1.00	-.74	.81
		Japan	-1.20*	.28	.00	-1.97	-.44
		India	.13	.30	.97	-.67	.92
	Japan	Western	1.24*	.28	.00	.48	2.00
		Thailand	1.20*	.28	.00	.44	1.97
		India	1.33*	.29	.00	.55	2.11
	India	Western	-.09	.30	.99	-.89	.71
		Thailand	-.13	.30	.97	-.92	.67
		Japan	-1.33	.29	.00	-2.11	-.55

Parents' Presence at School w/o "D & E" response	Western	Thailand	-.09	.45	1.00	-1.31	1.12
		Japan	-.92	.44	.18	-2.11	.27
		India	-.50	.46	.71	-.175	.75
	Thailand	Western	.09	.45	1.00	-1.12	1.31
		Japan	-.83	.44	.26	-2.02	.36
		India	-.41	.46	.81	-1.65	.84
	Japan	Western	.92	.44	.18	-.27	2.11
		Thailand	.83	.44	.26	-.36	2.02
		India	-.41	.46	.80	-.80	1.64
India	Western	.50	.46	.71	-.75	1.75	
	Thailand	.41	.46	.81	-.84	1.65	
	Japan	-.42	.46	.80	-1.64	.80	
Communication	Western	Thailand	-.52	.25	.18	-.120	.16
		Japan	-.90*	.25	.00	-1.56	-.24
		India	-.25	.26	.78	-.94	.45
	Thailand	Western	.52	.25	.18	-.16	1.20
		Japan	-.38	.25	.42	-1.04	.28
		India	.27	.26	.72	-.42	.97
	Japan	Western	.90*	.25	.00	.24	1.56
		Thailand	.38	.25	.42	-.02	1.34
		India	.66	.25	.06	-.02	1.34
India	Western	.25	.26	.78	-.45	.04	
	Thailand	-.27	.26	.72	-.97	.42	
	Japan	-.66	.25	.06	-1.34	.02	
Based on observed means.		The error term is Mean Square (Error) = 1.130. * The mean difference is significant at the .05 level.					

Appendix E (English): Consent Form

International School Parent Involvement Survey (ISPIS)

You are invited to be in a research study of how parents in an international school view involvement in school. You were selected as a possible participant because your child is enrolled in an international school in Bangkok. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by: J. Andrew Westerman – MS Principal, Ruamrudee Intl School, as part of doctoral studies at Lehigh Univ, under the direction of Dr. George White, Professor of Education Leadership (Lehigh Univ, Bethlehem, PA).

Purpose of the Study

The purpose of this study is to:

- study cultural links to expectations for parent involvement in school

Procedures

If you agree to be in this study, we would ask you to do the following tasks:

1. Complete an online survey (about 20 min).

After the survey data have been collected, volunteer parents, who provide contact information, will be randomly chosen for participation in a focus group dialogue. These focus groups will take place on site at the school and a translator will be present if needed. These focus groups will involve questions that help clarify and further extend the information from the survey. Parents will be contacted and invited to participate in these focus group dialogues. Participation in these focus group dialogues is voluntary. Participants agree that by returning the survey, they are consenting to the use of the responses in this and future research by the researcher.

Risks and Benefits

This study involves minimal risk to the participant, however, if criticisms of the school or individuals are linked to specific participants, conflict could arise that creates tension or retribution against the participant

Benefits involve providing useful information that could serve to improve the quality of experiences for participants and their children.

Confidentiality

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a subject. Research

records will be stored securely and only the researchers will have access to the records. These are kept for three years as required by the Institutional Review Board (IRB).

Voluntary Nature of the Study

Participation in this study is voluntary:

Your decision whether or not to participate will not affect your current or future relations your child's school or with Lehigh University. If you decide to participate, you are free to skip any question or withdraw at any time without affecting those relationships.

Contacts and Questions

The researchers conducting this study are: J. Andrew Westerman and Dr. George White

If you have questions, you are encouraged to contact them.

Mr. J. Andrew Westerman: Ruamrudee International School, 02-518-0320, jawj@lehigh.edu

Dr. George White: Lehigh University, (610)868-3716, gpw1@lehigh.edu

Questions or Concerns:

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), you are encouraged to contact Susan E. Disidore at (610)758-3020 (email: sus5@lehigh.edu) or Troy Boni at (610)758-2985 (email: tdb308@lehigh.edu) of Lehigh University's Office of Research and Sponsored Programs. All reports or correspondence will be kept confidential.

Statement of Consent

Please print this page for future reference.

By checking the box, you are indicating that you have read the above information and consent to participate in the study.

Yes

No

Appendix E (Thai) : Consent Form

แบบสำรวจการมีส่วนร่วมของผู้ปกครองในโรงเรียนนานาชาติ (ISPIS)

ท่านได้รับเกียรติในการมีส่วนร่วมวิจัยเพื่อศึกษาเกี่ยวกับการความคิดเห็นของผู้ปกครองนักเรียน โรงเรียนนานาชาติที่มีต่อการมีส่วนร่วมภายในโรงเรียน อนึ่งเหตุที่ท่านได้รับเลือกให้เป็นส่วนหนึ่งของงานวิจัยนี้ เนื่องจากบุตรธิดาของท่านกำลังศึกษาอยู่ในโรงเรียนนานาชาติเขตพื้นที่กรุงเทพมหานคร ผู้วิจัยขอให้ท่านช่วยกรุณาอ่านคำยินยอมนี้ หรือไขข้อข้องใจก่อนที่ท่านจะตกลงเป็นส่วนหนึ่งของงานวิจัยนี้

งานวิจัยนี้เป็นส่วนหนึ่งของการศึกษาหลักสูตรปริญญาเอก คณะศึกษาศาสตร์ มหาวิทยาลัยไฮ ของนายจอห์น แอนดรู เวสเตอร์แมน — ครูใหญ่ระดับมัธยมศึกษาตอนต้น โรงเรียนร่วมฤดีวิเทศศึกษา ภายใต้การควบคุมดูแลของ ศ.ดร.จอร์จ ไวท์ แห่งภาควิชาความเป็นผู้นำทางการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยไฮ เมืองเบรลเลแฮม มลรัฐเพนซิลเวเนีย ประเทศสหรัฐอเมริกา

จุดมุ่งหมายของงานวิจัย

จุดมุ่งหมายของงานวิจัยนี้คือ

- เพื่อศึกษาความเชื่อมโยงทางวัฒนธรรมกับความคาดหวังของผู้ปกครองในการมีส่วนร่วมภายในโรงเรียน

ขั้นตอนการทำงาน

ถ้าหากท่านยินดีที่จะเป็นส่วนหนึ่งของงานวิจัยนี้ ผู้วิจัยขอความร่วมมือจากท่าน โปรดดำเนินการดังต่อไปนี้:

1.ตอบแบบสอบถามออนไลน์ผ่านช่องทางนี้ ซึ่งจะใช้เวลาประมาณ 20 นาที

เมื่อมีการรวบรวมแบบสำรวจนี้แล้ว ผู้ปกครองที่ให้ข้อมูลจะถูกสุ่มเลือกเพื่อการเข้าร่วมใน Focus Group โดย Focus Group นี้จะจัดให้มีขึ้นภายในโรงเรียนพร้อมคำถามที่จะช่วยในการแปลภาษา อนึ่ง Focus Group นี้

ท่านจะได้รับการซักถามเพิ่มเติมเพื่อให้ความกระจ่างและขยายความในแบบสำรวจ

ซึ่งผู้ปกครองที่ได้ถูกสุ่มเลือกมานี้จะได้รับการติดต่อและเชิญเข้าร่วมประชุมใน Focus Group

การเข้าร่วมนี้เป็นไปตามความสมัครใจ

ซึ่งผู้เข้าร่วมตกลงยินยอมที่จะให้ผู้วิจัยใช้ผลการสำรวจเพื่อดำเนินการวิจัยในครั้งนี้และในอนาคต

ความเสี่ยงและผลประโยชน์จากงานวิจัยนี้

งานวิจัยนี้จะนำมาซึ่งความเสี่ยงน้อยที่สุดกับผู้เข้าร่วม อย่างไรก็ตาม

หากการวิจัยหรือตัวบุคคลนั้นเชื่อมโยงไปถึงผู้เข้าร่วมคนใดคนหนึ่งโดยเฉพาะ

ข้อขัดแย้งที่เกิดขึ้นอาจนำมาซึ่งความตึงเครียดแก่ผู้เข้าร่วมได้

ประโยชน์จากการให้ข้อมูลนี้จะนำมาใช้ในการปรับปรุงคุณภาพและสมรรถภาพของผู้เข้าร่วมวิจัยตลอดจนบุตรธิดาของท่าน

ความไว้วางใจ

ผลการบันทึกข้อมูลจะถูกเก็บเป็นความลับ ในกรณีที่มีการพิมพ์เผยแพร่รายงานนี้ จะไม่มีการระบุชื่อ นามสกุลบุคคลใด ผลการบันทึกข้อมูลนี้จะถูกเก็บอย่างแน่นหนาและเฉพาะผู้วิจัยเท่านั้นถึงจะเข้าถึงข้อมูลเหล่านี้ได้ โดยข้อมูลเหล่านี้จะถูกเก็บไว้เป็นเวลา **3 ปี** ตามข้อกำหนดของ **Institutional Review Board (IRB)**

การอาสาสมัครเข้าร่วมในงานวิจัยนี้

การเข้าร่วมในงานวิจัยเป็นความสมัครใจ

การตัดสินใจเข้าร่วมหรือไม่เข้าร่วมในงานวิจัยนี้ไม่ได้มีผลต่อความสัมพันธ์ทั้งในปัจจุบันและอนาคตกับโรงเรียนของบุตรหลานท่านหรือกับมหาวิทยาลัยไลไฮแต่อย่างใด ถ้าท่านตัดสินใจที่จะเข้าร่วมในงานวิจัยนี้ ท่านสามารถจะเลือกที่จะไม่ตอบคำถามใดๆ ก็ได้ หรือท่านสามารถจะถอนตัวจากการเข้าร่วมในงานวิจัยนี้ได้ทุกเมื่อ โดยที่จะไม่มีผลใดๆ ต่อสัมพันธภาพที่กล่าวข้างต้น

การติดต่อและคำถามต่างๆ

ผู้วิจัยงานนี้ คือ นายจอห์น แอนดรู เวสเตอร์แมน และ ดร. จอร์จ ไวท์

ถ้าท่านมีข้อสงสัย กรุณาติดต่อ:

นายจอห์น แอนดรู เวสเตอร์แมน, โรงเรียนร่วมฤติวิเทศศึกษา โทร. +66 (0)2-518-0320 หรือทางอีเมล jawj@lehigh.edu

ดร. จอร์จ ไวท์, มหาวิทยาลัยไลไฮ โทร. +1-610-868-3716 หรือทางอีเมล gpw1@lehigh.edu

คำถามและข้อกังวล

ถ้าท่านมีข้อสงสัยเกี่ยวกับงานวิจัยนี้และต้องการสอบถามบุคคลอื่นนอกเหนือจากผู้วิจัยทั้งสองข้างต้น ท่านสามารถติดต่อไปยัง -ซูซาน อี. คีชีคโค โทร. +1-610-758-3020 หรือทางอีเมล sus5@lehigh.edu -ทรอย โบนิ โทร. +1-610-758-2985 หรือทางอีเมล tdb308@lehigh.edu แห่งสำนักวิจัยมหาวิทยาลัยไลไฮ โดยรายงานและการติดต่อจะเป็นความลับทั้งสิ้น

การให้ความยินยอม

โปรดพิมพ์หน้านี้เก็บไว้เป็นหลักฐาน

กรุณาทำเครื่องหมายในกล่องด้านข้างนี้ เพื่อยืนยันว่าท่านได้อ่านข้อความข้างต้นนี้แล้วและยินยอมที่จะอาสาเข้าร่วมในงานวิจัยนี้

ใช่

ไม่ใช่

Appendix E (Japanese) : Consent Form

インターナショナルスクールにおける保護者の学校との関わりに関する調査 (ISPIS)

皆様は保護者が学校との関わりをどのように考えているかという研究に対する調査を依頼されました。皆様のお子様はバンコクのインター校に通っておられるので、この調査のふさわしい対象者として選ばれました。この調査の参加に同意していただく前に、この同意書を読んでいただき、質問があれば何でもしていただければありがたいです。

この研究はDr. George White ジョージ ホワイト博士 – 教育管理学教授（リーハイ大学、ベツレヘム、ペンシルベニア）の指導の下、ルアムルーディーインターナショナルスクール中等部校長J. Andrew Westerman ジョン アンドリュー ウエスタマンが博士論文の研究の一部として実施しているものです。

研究目的

この研究の目的：

保護者の学校との関連に対する期待度における文化間相違について研究する

研究の手順

この研究に賛同されるなら、以下の点でご協力いただきたいと思ます。

1. オンラインアンケートに答える（約20分）

アンケート結果の集計後、連絡先を提供くださった保護者の方から、一定の保護者が抽選により選ばれ、フォーカスグループという話し合いの場に参加するよう求められます。

このフォーカスグループの話し合いは学校で行われ、必要であれば通訳もご提供いたします。このフォーカスグループはアンケートから判明した問題を明確にしたり、さらなる発展を得るために協力していただくものです。選ばれた保護者はこのフォーカスグループの話し合いにご参加いただくよう連絡があります。フォーカスグループの参加はボランティアです。このアンケートを提出することにより、将来の本研究者の研究

にも貢献することを同意したことになります。

リスクと有益性

この研究の参加者へのリスクは最小限ですが、もし、学校や一定人物の批判が参加者と影響する場合、将来的な葛藤や応報も生じる可能性があります。

この研究参加の利得は、有益な情報を提供いただくことで、参加者の方とお子様にとって、一層質のよい学校生活へと改善するよう、貢献いただくことです。

機密性

この研究における記録は内密に保管されます。仮に、何らかのかたちで出版化されても、被験者であると認識できるような個人情報はその上に載ることはありません。調査の記録は安全に保管され、調査者のみがその記録にアクセスできます。これらの記録はInstitutional Review Board (IRB) に基づき3年間保存されます。

この研究でのボランティアの性質について

この研究への参加者は任意（ボランティア）です：この研究に参加する、しないで現在のまた将来のリーハイ大学、そしてお子様の現在通う学校との関係に影響することはありません。参加すると決めても、上記の関係に影響することなく、すべての質問に答えなければいけない義務はありませんし、回答を途中で終了することもできます。

連絡先と質問

この研究を運営しているのは：ジョン アンドリュー ウェスタマンとジョージ ホワイト博士です。

質問があれば、どうか遠慮なくご連絡ください。

Mr. J. Andrew Westerman ジョン アンドリュー ウェスタマン：
ルアムルディー インターナショナル スクール 電話 +66 (0)2-518-
0320 内線108 メール jawj@lehigh.edu

Dr. George White
ジョージ ホワイト博士： リーハイ大学 電話 +1-610-868-3716
メール gpw1@lehigh.edu

質問や関心事

この研究に関して質問やその他ご不明な点がありましたら、この研究運営者以外の者にお聞きになりたい場合はリーハイ大学リサーチスポンサープログラム事務局のSusan E. Disidore スーザン E ディシドーレ 電話(610)758-3020 (email: sus5@lehigh.edu)、もしくはTroy Boni トロイ ボニー 電話 (610)758-2985 (email: tdb308@lehigh.edu) に連絡をいただくとありがたいです。すべてのレポートやコミュニケーションは内密に扱われます。

同意声名

将来の資料として、このページを印刷しておいてください。

私はこの研究に参加するための上記の情報と同意書を読み、理解したことを表します。

はい

いいえ

Appendix F: Sample Contact Email to Heads of School for Participation

August 1, 2011

Dear Head of School,

I'd like to invite your school to participate in a doctoral research study entitled "A Comparison of Thai, Indian, Japanese, and American Parents' views toward parent involvement in international schools." I believe this research will provide insight on the expectations of the parents we serve. Please find a draft version of the survey and the consent form attached to this email as well as a draft acceptance letter. Your school's participation is vital for my doctoral study.

I have yet to get formal approval of the proposal (expected in late September/early October), but I expect to collect data in the fall of 2011. My request of you would be that you send an email with a link (Survey Monkey) to all parents in October asking them to participate in answering the survey. I would hold a focus group for each of the ethnicities included in the study (American, Thai, Indian, and Japanese) on your campus. This would require a meeting place on your campus if that's possible. Those parents willing to participate in a focus group, would be asked to attend for approximately one hour only on that day. The focus groups would be expected to take place in fall 2011/spring 2012. I would meet with each group for an hour for a total of four hours for all four groups. All information linked to individuals will be kept in the strictest confidence.

If you accept my invitation, please send me the approval letter via email at jaw@rism.ac.th or snail-mail at 6 Ramkhamhaeng 184, Minburi 10510, Bangkok, Thailand.

I appreciate your time in assisting this research project and will be happy to share the results with you. My mobile number is 08-5995-6212, I appreciate a call if you need any clarifications.

Respectfully,

J. Andrew Westerman

Appendix G: Letters of acceptance from Heads of School



50 Years of Caring Education

RUAMRUDEE INTERNATIONAL SCHOOL

6 Ramitramhaeng 184, Minburi, Bangkok 10510, Thailand. www.rism.ac.th
Tel. +66(0)2518-0320-29 Fax. +66(0)2518-0334 E-mail: info@rism.ac.th



August 1, 2011

Dear Mr. Westerman,

On behalf of Ruamrudee International School/ Redeemer International School of Thailand (RIS/RIST), I accept your invitation to participate in the research study entitled "A Comparison of Thai, Indian, Japanese, and American Parents' views toward parent involvement in international schools." I have looked over the draft version of the "International School Parental Involvement Survey" and the consent form; both of which will be administered in an online format.

I understand that that you will send an email with a link (Survey Monkey) for all RIS/RIST parents to complete in October 2011. I will send this email out to all of our parents. Each school will only be identified by a unique PIN number which each Head of School will create and provide to parents for the survey. This PIN will not be shared with the researchers. You will be provided with a room in which to hold the focus group discussions in October/November (exact date to be determined). I appreciate that all information linked to individuals will be kept in the strictest confidence.

Sincerely,

A handwritten signature in blue ink that reads "Peter M. Toscano".

Dr. Peter Toscano
Head of School
Ruamrudee International School/
Redeemer International School of Thailand (RIS/RIST)



August 1, 2011

Dear Mr. Westerman,

On behalf of the International School Bangkok, I accept your invitation to participate in the research study entitled "A Comparison of Thai, Indian, Japanese, and American Parents' views toward parent involvement in international schools." I have looked over the draft version of the "International School Parental Involvement Survey" and the consent form; both of which will be administered in an online format.

I understand that that you will send an email with a link (Survey Monkey) for all ISB parents to complete in October 2011. I will send this email out to all of our parents. Each school will only be identified by a unique PIN number which each Head of School will create and provide to parents for the survey. This PIN will not be shared with the researchers. You will be provided with a room in which to hold the focus group discussions (exact date to be determined). I appreciate that all information linked to individuals will be kept in the strictest confidence.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Andrew Davies', is written over a circular blue ink stamp. The stamp contains the text 'INTERNATIONAL SCHOOL BANGKOK' around the perimeter and a central emblem featuring a book and a torch.

Dr. Andrew Davies

Head of School

International School Bangkok

EKAMAI INTERNATIONAL SCHOOL
Formerly Adventist English School



57 Soi Pridi Banomyong 31, 37 Sukhumvit 71 (Ekamai 12)
Mail: Box 107, Prakhanong Post Office
Bangkok 10110, Thailand
Telephone: 0-2381-9303-7
Fax. (66-2) 381-4622
e-mail: info@eis.ac.th

September 8, 2011

Mr. John Andrew Westerman
Middle School Principal
Ruamrudee International School
Bangkok

Dear Mr. Westerman:

On behalf of Ekamai International School (EIS), I accept your invitation to participate in the research study entitled "A Comparison of Thai, Indian, Japanese, and American Parents' views toward parent involvement in international schools." I have looked over the draft version of the "International School Parental Involvement Survey" and the consent form; both of which will be administered in an online format.

I understand that you will send an email with a link (Survey Monkey) for all EIS parents to complete in October 2011. I will send this email out to all of our parents. Each school will only be identified by a unique PIN number which each Director will create and provide to parents for the survey. This PIN will not be shared with the researchers. You will be provided with a room in which to hold the focus group discussions (exact date to be determined). I appreciate that all information linked to individuals will be kept in the strictest confidence.

Sincerely,

Rajdeep Takeuchi
Rajdeep Takeuchi
Director



โรงเรียนนานาชาติเอกมัย ตู้ ป.ณ. 107 ปทจ. พระโขนง กรุงเทพมหานคร 10110

Appendix H: Sample Email to Heads of School to Initiate the Collection of Data

February 2012

Dear Head of School,

Thank you for agreeing to participate in my research study. The pilot study is complete and I have adjusted the survey accordingly to improve validity and reliability. I request now that you invite **all parents** of your school (via email) to participate in my study by completing an online survey. I appreciate that this email goes out to all of your parents immediately for validity reasons.

Please “create” a **random** four-digit code for your school that your parents will enter in the survey to keep your school’s answers confidential. **This number needs to be added in three (3) places below for each language version.**

Please find attached the text of an invitation (also in Thai and Japanese) and the link to the online survey that I am using for my research.

Thank you for your time. Please confirm receipt of this email and when parents from your school have been sent the email.

Sincerely,
J. Andrew Westerman

08-5995-6212
jaw@rism.ac.th

February 2012

Dear Parents,

The Middle School Principal at Ruamrudee International School has developed a research study for his doctoral dissertation at Lehigh University **investigating cultural differences in expectations for parent involvement in international schools.**

I am inviting you to participate in this important study by completing an online survey within the next week.

The survey should take less than 20 minutes to complete and is available in English, Thai, and Japanese languages. If selected, a few individuals may be asked to participate in a focus group for one hour on campus. Participation in this research is entirely voluntary.

The survey will ask for a four-digit code identifying the school. **This code is: XXXX**

The link to the online survey is https://www.surveymonkey.com/s/IPSIS_Full_Study

Thank you for your time.

Sincerely,
Head of School

(Thai Version)

กุมภาพันธ์ 2555

เรียน ท่านผู้ปกครอง

เนื่องด้วยครูใหญ่ ระดับมัธยมศึกษาตอนต้นของโรงเรียนร่วมฤดีวิเทศศึกษา ได้ดำเนินการวิจัยอันเป็นส่วนหนึ่งของการศึกษาหลักสูตรปริญญาเอก มหาวิทยาลัยไอโฮ สหรัฐอเมริกา ทั้งนี้เพื่อศึกษาความแตกต่างทางวัฒนธรรมเกี่ยวกับความคาดหวังของผู้ปกครองที่มีต่อการมีส่วนร่วมของผู้ปกครองในโรงเรียนนานาชาติ

ข้าพเจ้าใคร่ขอเรียนเชิญผู้ปกครองทุกท่านเข้ามามีส่วนร่วมในการศึกษาวิจัยที่สำคัญครั้งนี้ โดยการร่วมตอบแบบสำรวจออนไลน์ ซึ่งสามารถตอบแบบสำรวจได้ตั้งแต่บัดนี้ไปจนถึงสัปดาห์หน้า ผ่านช่องทางการตอบแบบสำรวจออนไลน์

https://www.surveymonkey.com/s/IPSIS_Full_Study อนึ่ง

ในการตอบแบบสำรวจผู้ปกครองจะต้องกรอกรหัสประจำโรงเรียนสี่หลัก ซึ่งรหัสประจำโรงเรียนของท่านคือ **XXXX**

การตอบแบบสำรวจนี้จะใช้เวลาประมาณ 20 นาที ซึ่งมีทั้งภาษาอังกฤษ ภาษาไทย

และภาษาญี่ปุ่น ให้ท่านเลือกตามภาษาที่ท่านใช้ในการสื่อสาร นอกจากนี้

ผู้ปกครองบางท่านอาจได้รับเลือกให้เข้าร่วมประชุมกลุ่มย่อยที่จะจัดขึ้นภายในโรงเรียน โดยจะใช้เวลาประมาณ 1 ชั่วโมง ซึ่งทุกขั้นตอนของการมีส่วนร่วมวิจัยในครั้งนี้ยึดความสมัครใจของผู้ปกครองเป็นสำคัญ

ท้ายที่สุดนี้ ข้าพเจ้าขอขอบคุณผู้ปกครองทุกท่านที่ได้เสียสละเวลาอันมีค่า เข้ามาเป็นส่วนหนึ่งของการศึกษาวิจัยในครั้งนี้

ขอแสดงความนับถือ

ครูใหญ่

(Japanese Version)

2012年2月

保護者の皆様

RISミドルスクール校長が、リーハイ大学の博士課程において、インターナショナルスクールの保護者が学校とのかかわりに対して、どのような期待を持っているのか、また、その文化的相違はどういったものかということに関し、研究を行っています。来週、インターネットで本調査にご協力いただくことにより、この重要な研究に、皆様にもご参加いただけることを学校代表として、切に願っております。リンクは https://www.surveymonkey.com/s/IPSIS_Full_Study です。

このオンライン調査にかかる時間は20分程度です。英語、タイ語、日本語の三つの言語より一言語を選択し、調査にお答えいただくことができます。調査終了後、選ばれた保護者の方には、学校にお越し頂き、フォーカスグループという一時間のミーティングにご参加いただくことが求められます。本調査への参加は、まったくの任意です。調査を行う前に、四桁のコード番号の入力が必要となります。コード番号はX X X X

です。皆様の貴重なお時間をお借りできることを感謝致します。

以上ご検討いただければ幸いです。

学校代表

Appendix I: Sample Email to Heads of School to Remind Parents to Participate

March 2012

Dear Head of School,

I want to thank you again for agreeing to participate in my research study. Please send out the following reminder to your parents via email. I have attached the text of a reminder email and the link again for the online survey.

Thank you for your time.

Sincerely,

J. Andrew Westerman

08-5995-6212

jaw@rism.ac.th

(English Version)

March 2012

Dear Parents,

Thanks to all the parents who have already taken the time to complete the Parent Involvement Survey being conducted by the Middle School Principal at Ruamrudee International School.

I wish to invite those who have not yet participated in this important study to go online to complete the survey as soon as possible. The link to the online survey is https://www.surveymonkey.com/s/IPSIS_Full_Study

The survey should take less than 20 minutes to complete and is available in English, Thai, and Japanese languages. If selected, a few individuals may be asked to participate in a focus group for one hour on campus. Participation in this research is entirely voluntary.

The survey will ask for a four-digit code identifying the school. **This code is: 9876.**

Thank you for your time.

Sincerely,

Head of School

(Thai Version)

มีนาคม 2555

เรียน ท่านผู้ปกครอง

ขอขอบคุณผู้ปกครองทุกท่านที่ได้สละเวลาในการตอบแบบสำรวจเพื่อการวิจัยของครูใหญ่แผนกมัธยมศึกษาตอนต้น

โรงเรียนร่วมฤทธิวิเทศศึกษา สำหรับท่านผู้ปกครองที่ยังไม่ได้ตอบแบบสำรวจนี้

ข้าพเจ้าใคร่ขอเรียนเชิญท่านเป็นส่วนหนึ่งของการศึกษาวิจัยที่สำคัญ ผ่านการตอบแบบสำรวจออนไลน์ที่

https://www.surveymonkey.com/s/IPSIS_Full_Study

แบบสำรวจนี้จะใช้เวลาไม่เกิน 20 นาที ซึ่งมีให้ท่านเลือกตอบทั้งภาษาอังกฤษ ภาษาไทยและภาษาญี่ปุ่น นอกจากนี้

ผู้ปกครองบางท่านอาจได้รับการคัดเลือกให้เข้าร่วมประชุมกลุ่มย่อยซึ่งจะจัดขึ้นภายในโรงเรียนโดยใช้เวลาประมาณ 1 ชั่วโมง

ทั้งนี้และทั้งนั้น การมีส่วนร่วมวิจัยครั้งนี้ยึดความสมัครใจของผู้ปกครองเป็นสำคัญ

สำหรับการตอบแบบสำรวจเพื่อการวิจัยนี้ ท่านผู้ปกครองจะต้องกรอกรหัสประจำโรงเรียน ซึ่งรหัสประจำโรงเรียนคือ **9876**

ขอขอบคุณสำหรับการเสียสละเวลาเพื่อการมีส่วนร่วมวิจัยในครั้งนี้

ขอแสดงความนับถือ

ครูใหญ่

(Japanese Version)

2012年3月

保護者の皆様

ルアムルディー・インターナショナルスクール中学校校長によって実施された保護者と学校とのかかわりに関する調査にご協力くださった方々に改めて御礼申し上げます。お忙しいところ、大変恐れ入りますが、まだ本調査にご参加いただいていない保護者の皆様にも、なるべく早く、ご協力いただければ幸いです。調査のリンクは以下の通りです。

https://www.surveymonkey.com/s/IPSIS_Full_Study

20分以内で終了いただける内容のものです。英語、タイ語、日本語にてご回答いただけます。調査終了後、一定数の方に、貴校キャンパスにおいて、1時間ほどのフォーカスグループという話し合いの場（日本語通訳つき）にご出席することをお願いする予定でございます。この調査への参加は、あくまでも任意です。調査を始めていただく際に、4桁のコードが必要です。コードは、**9876**です。

貴重なお時間をお借りし、まことにありがとうございます。

学校代表

Appendix J: Sample Final Email to Heads of School

April 2012

Dear Head of School,

The collection of data from the survey has closed and I want to thank you for your support during this research study. I will be in touch shortly to arrange a time and place for the Focus Groups to take place.

I will share the results with you as soon as I have a final document approved from my dissertation committee. Again, thank you for your support.

Sincerely,

J. Andrew Westerman

08-5995-6212

jaw@rism.ac.th

Appendix K: Focus Group Consent Form (English)

International School Parent Involvement Survey (ISPIS)

You are invited to be in a research study of how parents in an international school view involvement in school. You were selected as a possible participant because your child is enrolled in an international school in Bangkok. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by: J. Andrew Westerman – MS Principal, Ruamrudee Intl School, as part of doctoral studies at Lehigh Univ, under the direction of Dr. George White, Professor of Education Leadership (Lehigh Univ, Bethlehem, PA).

Purpose of the Study

The purpose of this study is to:

- study cultural links to expectations for parent involvement in school

Procedures

If you agree to be in this study, we would ask you to do the following tasks:

1. Complete an online survey (about 20 min). – ALREADY COMPLETED
2. Participate in a focus group dialogue if selected (about 60 min).

The survey data has been collected; you have chosen randomly for participation in a focus group dialogue. These focus groups are taking place on site at the school and a translator will be present if needed. These focus groups involve questions that help clarify and further extend the information from the survey. You have been invited to participate in this focus group dialogue to help **clarify these data from the survey regarding your cultural group**. Participation in this focus group dialogue is voluntary. The participants in this focus group will be identified by numbers or pseudonyms so that there is no link to identify individuals. The session will be audio recorded and transcribed. Participants agree that by returning this signed consent form, they are consenting to the use of the responses in this and future research by the researcher.

Risks and Benefits

This study involves minimal risk to the participant, however, if criticisms of the school or individuals are linked to specific participants, conflict could arise that creates tension or retribution against the participant

Benefits involve providing useful information that could serve to improve the quality of experiences for participants and their children.

Confidentiality

The records of this study will be kept private. In any sort of report we might publish, **we will not include any information that will make it possible to identify a subject or be**

attributed to an individual participant. Research records will be stored securely and only the researchers will have access to the records. These are kept for three years as required by the Institutional Review Board (IRB). Recordings will be accessed by the researcher or designated transcriber for purposes of this research and will be erased upon completion of the research.

Voluntary Nature of the Study

Participation in this study is voluntary:

Your decision whether or not to participate will not affect your current or future relations your child’s school or with Lehigh University. If you decide to participate, you are free to skip any question or withdraw at any time without affecting those relationships.

Contacts and Questions

The researchers conducting this study are:

- J. Andrew Westerman and Dr. George White

If you have questions, you are encouraged to contact them.

- Mr. J. Andrew Westerman: Ruamrudee International School, 02-518-0320, jawj@lehigh.edu
- Dr. George White: Lehigh University, (610)868-3716, gpw1@lehigh.edu

Questions or Concerns:

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), you are encouraged to contact Susan E. Disidore at (610)758-3020 (email: sus5@lehigh.edu) or Troy Boni at (610)758-2985 (email: tdb308@lehigh.edu) of Lehigh University’s Office of Research and Sponsored Programs. All reports or correspondence will be kept confidential.

You will be given a copy of this information to keep for your records.

Statement of Consent

I have read the above information. I have had the opportunity to ask questions and have my questions answered. I consent to participate in the study.

Signature: _____ Date: _____

Signature of Investigator: _____ Date: _____

Appendix K: Focus Group Consent Form (Thai)

หนังสือแสดงความยินยอม

การมีส่วนร่วมวิจัยเพื่อศึกษาการมีส่วนร่วมของผู้ปกครองในโรงเรียนนานาชาติ (ISPIs)

ท่านได้รับเกียรติในการมีส่วนร่วมวิจัยเพื่อศึกษาเกี่ยวกับการความคิดเห็นของผู้ปกครองนักเรียนโรงเรียนนานาชาติที่มีต่อการมีส่วนร่วมภายในโรงเรียน ซึ่งสาเหตุที่ท่านได้รับเลือกให้เป็นส่วนหนึ่งของการวิจัยนี้เนื่องมาจากบุคลิกของท่านกำลังศึกษาอยู่ในโรงเรียนนานาชาติ เขตพื้นที่กรุงเทพมหานคร ผู้วิจัยขอให้ท่านช่วยกรุณาอ่านคำยินยอมนี้หรือซักถามข้อสงสัยใดๆ ก่อนที่ท่านจะตกลงเข้าร่วมเป็นส่วนหนึ่งของการศึกษาวิจัย

การวิจัยนี้เป็นส่วนหนึ่งของการศึกษาหลักสูตรปริญญาเอก คณะศึกษาศาสตร์ มหาวิทยาลัยลิโฮ ของนายจอห์น แอนดรู เวสเตอร์แมน ครูใหญ่ระดับมัธยมศึกษาตอนต้น โรงเรียนร่วมฤทธิวิเทศศึกษา ภายใต้ การควบคุมดูแลของ ศ.ดร.จอร์จ ไวท์ แห่งภาควิชาความเป็นผู้นำทางการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยลิโฮ เมืองเบธเลเฮม มลรัฐเพนซิลเวเนีย ประเทศสหรัฐอเมริกา

จุดมุ่งหมายของการวิจัย

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาความเชื่อมโยงทางวัฒนธรรมกับความคาดหวังของผู้ปกครองในการมีส่วนร่วมภายในโรงเรียน

ขั้นตอนการเข้าร่วมวิจัย

หากท่านยินดีที่จะเป็นส่วนหนึ่งของการวิจัยนี้ ผู้วิจัยขอความร่วมมือจากท่าน โปรดดำเนินการดังต่อไปนี้:

1. ตอบแบบสอบถามออนไลน์ ซึ่งจะใช้เวลาประมาณ 20 นาที (ท่านได้ดำเนินการเสร็จสมบูรณ์)
2. เข้าร่วมการสัมภาษณ์กลุ่มย่อย หากท่านได้รับการสุ่มเลือก ซึ่งจะใช้เวลาประมาณ 60 นาที

สำหรับการเก็บข้อมูลผ่านแบบสำรวจได้ดำเนินการเสร็จสมบูรณ์ ซึ่งท่านได้รับการสุ่มเลือกให้เข้าร่วมการสัมภาษณ์กลุ่มย่อยที่จัดให้มีขึ้นภายในโรงเรียนพร้อมคำถามที่จะช่วยในการแปลภาษาหากท่านมีความประสงค์ ทั้งนี้ เพื่อซักถามเพิ่มเติมถึงความกระจ่างและขยายความจากแบบสำรวจ ซึ่งการเข้าร่วมสัมภาษณ์กลุ่มย่อยนี้ถือเป็นความสมัครใจของผู้ปกครอง โดยการระบุข้อมูลจะไม่มีกรอ้างอิงถึงตัวบุคคล แต่จะใช้ตัวเลขเพื่อบันทึกข้อมูลทางการวิจัย สำหรับขั้นตอนการสัมภาษณ์จะมีการบันทึกเสียงและถอดเสียงในภายหลัง ผู้เข้าร่วมวิจัยที่ตกลงและได้ลงนามในหนังสือแสดงความยินยอมนี้ ได้ตกลงยินยอมที่จะให้ผู้วิจัยใช้ผลการสำรวจเพื่อดำเนินการวิจัยในครั้งนี้อีกและในอนาคต

ความเสี่ยงและผลประโยชน์จากงานวิจัย

การวิจัยนี้จะนำมาซึ่งความเสี่ยงน้อยที่สุดกับผู้เข้าร่วม อย่างไรก็ตามหากมีการวิพากษ์เกี่ยวกับโรงเรียนหรือบุคคลที่เชื่อมโยงไปถึงผู้เข้าร่วมคนใดคนหนึ่งโดยเฉพาะ ข้อขัดแย้งที่เกิเกิดขึ้นอาจนำมาซึ่งความตึงเครียดแก่ผู้เข้าร่วมได้ สำหรับประโยชน์จากการให้ข้อมูลนี้จะนำมาใช้ในการปรับปรุงคุณภาพและสมรรถภาพของผู้วิจัยตลอดจนบุคลิกของท่าน

ความไว้วางใจ

ผลการบันทึกข้อมูลจะถูกเก็บเป็นความลับ ในกรณีที่มีการพิมพ์เผยแพร่รายงานวิจัยนี้ จะไม่มีการระบุถึงข้อมูลใดๆ ที่สามารถระบุชื่อหรือระบุถึงตัวบุคคล ผู้เข้าร่วมการสัมภาษณ์ ผลการบันทึกข้อมูลนี้จะถูกเก็บอย่างรัดกุมและเฉพาะผู้วิจัยเท่านั้นที่จะเข้าถึงข้อมูลนี้ได้ โดยข้อมูลจะถูกเก็บไว้เป็นเวลา 3 ปี

ตามข้อกำหนดของ Institutional Review Board (IRB) อันึง การบันทึกข้อมูลจะกระทำโดยผู้วิจัยหรือผู้ที่ได้รับมอบหมายให้ถอดเสียงเพื่อวัตถุประสงค์ทางการวิจัยเท่านั้น และข้อมูลการให้สัมภาษณ์จะถูกบันทึกที่การวิจัยดำเนินการเสร็จสิ้น

การอาสาสมัครเข้าร่วมวิจัย

การเข้าร่วมในงานวิจัยนี้เป็นความสมัครใจ การตัดสินใจเข้าร่วมหรือไม่เข้าร่วมในการศึกษาวิจัยนี้ไม่ได้มีผลต่อความสัมพันธ์ทั้งในปัจจุบันและอนาคตกับโรงเรียนของบุตรหลานท่านหรือกับมหาวิทยาลัยไลโอ แต่อย่างไรก็ตามหากท่านตัดสินใจที่จะเข้าร่วมในงานวิจัยนี้ ท่านสามารถจะเลือกที่จะไม่ตอบคำถามใดๆ หรือท่านสามารถจะถอนตัวจากการเข้าร่วมในการวิจัยนี้ได้ทุกเมื่อ โดยที่จะไม่มีผลใดๆ ต่อสัมพันธ์ภาพดังกล่าวข้างต้น

การติดต่อและข้อคำถามต่างๆ

ผู้วิจัยงานนี้ คือ นายจอห์น แอนดรู เวสเตอร์แมน และ ดร.จอร์จ ไวท์ ถ้าท่านมีข้อสงสัย กรุณาติดต่อ: นายจอห์น แอนดรู เวสเตอร์แมน โรงเรียนร่วมฤทธิพิศศึกษา โทร. +66 (0)2-518-0320 หรือทางอีเมล jawj@lehigh.edu ศ.ดร.จอร์จ ไวท์ มหาวิทยาลัยไลโอ โทร. +1-610-868-3716 หรือทางอีเมล gpw1@lehigh.edu

คำถามและข้อกังวล

ถ้าท่านมีข้อสงสัยเกี่ยวกับการศึกษาวิจัยนี้และต้องการสอบถามบุคคลอื่นนอกเหนือจากผู้วิจัยทั้งสองข้างต้น ท่านสามารถติดต่อไปยังซูซาน อี. คีซีค โทร. +1-610-758-3020 หรือทางอีเมล sus5@lehigh.edu ทรอย โบนี โทร. +1-610-758-2985 หรือทางอีเมล tdb308@lehigh.edu แห่งสำนักวิจัย มหาวิทยาลัยไลโอ โดยรายงานและการติดต่อจะเป็นความลับทั้งสิ้น

คุณจะได้รับสำเนาสำหรับหนังสือแสดงความยินยอมนี้

ข้อความแสดงความยินยอม

ข้าพเจ้าได้อ่านข้อความทั้งหมดข้างต้น และได้มีโอกาสซักถามในประเด็นที่สงสัยพร้อมทั้งได้รับคำตอบอย่างชัดเจน ข้าพเจ้ายินยอมที่จะเข้าร่วมในการศึกษาวิจัยนี้

ลงชื่อ: _____ วัน/เดือน ปี: _____
ลงชื่อ ผู้วิจัย: _____ วัน/เดือน ปี: _____

Appendix K: Focus Group Consent Form (Japanese)

International School Parent Involvement Survey (ISPIS)

インターナショナルスクールの保護者の学校との関わりに関する調査 (ISPIS)

あなたは、インター校の保護者が、学校との関わりをどのように見ているかということに関する調査への参加に招かれました。お子様が、バンコクのインター校に在籍しているため、調査参加の候補者として選ばれました。このフォームを読んでいただき、調査参加を承認くださる前に、ご質問がございましたら、どうぞなさってください。

この研究は、Dr. George White ジョージ・ホワイト博士 - 教育管理学教授（リーハイ大学、ベツレヘム、ペンシルベニア）指導の下、リーハイ大学の博士研究の一部として、ルアムルディー・インターナショナルスクール・ミドルスクール校長 J. アンドリュー・ウエスタマンにより実施されるものです。

研究目的

この研究の目的：

保護者の学校との関連に対する期待度における文化的関わりについて研究する

研究の手順

この研究参加に賛同される場合、以下の点でご協力いただきます。

1. オンラインアンケートに答えていただく（約20分ほど） - 既に終了しています。
2. 選ばれた場合、フォーカスグループにご参加いただく（約60分）

アンケート調査のデータ収集は終了しました。あなたは、抽選により、フォーカスグループの対話の参加者として選ばれました。このフォーカスグループは、学校内で実施され、必要であれば、通訳もご提供致します。このフォーカスグループは、アンケートから判明した問題を明確にしたり、論点の延長をするために、ご協力いただくものです。あなたは、あなたの文化グループに関する調査のデータを明確化するためにこのフォーカスグループの対話に参加することを求められました。このフォーカスグループへの参加は、任意です。このフォーカスグループの参加者は、番号か仮名によって、表され、特定の個人として確定されないようになっています。対話は、録音され、文字起こされます。

この同意書にサインし、提出していただくことにより、参加者は、回答くださったことが、本研究者のこの研究、そして将来の研究に利用されることを同意してくださったことを意味します。

この研究の参加のリスクと有益

本研究における、参加者へのリスクは、最小限ですが、もし、学校や個人への批判が、特定の参加者と関連づけられる場合は、緊張や、参加者に対する報復的行為を生むような対立が起る可能性があります。利益は、参加者とお子様たちの経験の質が向上されるような有益な情報を提供できるということです。

機密性

この研究における記録は内密に保管されます。仮に、何らかのかたちで出版化されても、被験者であると認識できるような個人情報はその上に載ることはありません。調査の記録は安全に保管され、調査者のみがその記録にアクセスできます。これらの記録はInstitutional Review Board (IRB)

に基づき3年間保存されます。音声記録は調査者もしくは任命された写字担当者によってこの調査のみの目的でアクセスされ、その後調査者により完全に消去されます。

この研究参加の任意性

この研究への参加は、任意です。

この研究に参加する、しないで現在のまた将来のリーハイ大学との関係に影響することはありません。参加すると決めても、リーハイ大学との関係に影響することなく、すべての質問に答えなければいけない義務はありませんし、回答を途中で終了することもできます。

連絡先と質問

この研究を運営しているのは ジョン アンドリュー ウェスタマンと ジョージ ホワイト博士です。

質問があればご連絡ください。

Mr. John Andrew Westerman

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質問とその他この研究に関わること

この研究に関して質問があり、それをこの研究運営者以外の者にお聞きになりたい場合はリーハイ大学リサーチスポンサープログラム事務局のSusan E. Disidoreスーザン E ディシドレー 電話 (610)758-3020 (email: sus5@lehigh.edu)、もしくはTroy Boni トロイ ボニー 電話 (610)758-2985 (email: tdb308@lehigh.edu) に連絡をいただくとありがたいです。

この情報をあなたの記録として残しておくために、本書類のコピーを差し上げます。

同意声名

私は、上記の情報を読みました。私は、質問をする機会を与えられ、そして、行なった質問にも答えていただきました。この研究に参加することを同意致します。

サイン： _____

日付： _____

研究者サイン： _____

日付： _____

Appendix L: Variable Analysis

Variable	Type	Measured by	Range of categories
Cultural/ Ethnic Identity	Independent, question predictor	Survey Item (selected response)	American, Canadian, UK Australian, New Zealander, Thai, Indian, Japanese, Other
Parental expectations of school decision- making	Dependent, outcome	International School Parent Involvement Survey (ISPIS) Dimension 1 and 2, Descriptive statistics (mean score will be computed)	Likert scale (1-7)
Parental expectation with regard to involvement in school	Dependent, outcome	International School Parent Involvement Survey (ISPIS) Dimension 3, 4, and 5, Descriptive statistics (mean score will be computed)	Likert scale (1-7), Yes/No
Culture	Independent, question predictor	Survey item – sorted based on the ethnic group –[American, Canadian, UK Australian, New Zealander = Western][Thai, Indian, Japanese = Eastern]	Eastern and Western
Relationship to child	Co-Variable, control predictor	Survey items – Demographics	Mother, Father
Age	Co-variable, control predictor	Survey items - Demographics	(<25), 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, (60+)
Level of Education	Co-variable, control predictor	Survey items - Demographics	-Some formal schooling, -High School diploma, -Undergraduate degree(BA, BS), -Graduate degree (MA, MS) -Doctorate (PhD, EdD)
Years children have attended an International School	Co-variable, control predictor	Survey items - Demographics	1-12+
Number of different international schools children have attended	Co-variable, control predictor	Survey items – Demographics	1, 2, 3, 4 or more
Family structure and employment	Co-variable, control predictor	Survey items – Demographics	Single Parent family Two parents – one parent works outside of home Two parents – both

			parents work outside of home
Younger sibling(s) at home	Co-variable, control predictor	Survey items – Demographics	Yes/No
Grade level of children	Co-variable, control predictor	Survey items - Demographics	ES, MS, HS
Socio-Economic Status	Co-variable, control predictor	Survey items - Demographics	(1) < THB 50,000/month (2) THB 50,001-200,000/month (3) THB 200,001-400,000/month (4) > THB 400,000/month
Information regarding variation in expectations is important to school leaders	(Qualitative dialogue)	Focus group discussion (questions emerge from quantitative survey), content analysis	Answers emerge from analysis of qualitative dialogue
Practices that school leaders change to serve better the needs of their Eastern and Western parent constituents	(Qualitative dialogue)	Focus group discussion (questions emerge from quantitative survey), content analysis	Answers emerge from analysis of qualitative dialogue
ISPIS items		First, the researcher looked at the Cronbach alpha for the full set of items, then individual Cronbach's for each scale as they have been hypothetically defined. This provided information on the internal consistency of the instrument, a form of reliability. Content validity was demonstrated with the Delphi technique. Factor validity was demonstrated via Confirmatory Factor Analysis (CFA) to verify the factor structure and Exploratory Factor Analysis (EFA) to determine the factor structure (if an unacceptable model fit was found). Separate factor analyses was conducted with the data from the subsample of Eastern parents and the subsample of Western parents. Chi-square (closer to 0 indicates little difference in	

		observed and expected), Root Mean Square Error of Approximation (RMSEA) range 0 to 1, < 0.10 to be acceptable, Comparative Fit Index (CFI) range 0 to 1, > 0.90 to be acceptable.	
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Appendix M: ISPIS: Frequencies of the Responses to the Demographic Questions

Table M1. *Frequency Table – Relationship to Child*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Other	2	.7	.7	.7
	Mother	172	61.4	61.4	62.1
	Father	106	37.9	37.9	100.0
Total		280	100.0	100.0	

Table M2. *Frequency Table – Level of English Understanding*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6 High	52	18.6	18.6	18.6
	5	48	17.1	17.1	35.7
	4	46	16.4	16.4	52.1
	3	46	16.4	16.4	68.6
	2	13	4.6	4.6	73.2
	1 Low	10	3.6	3.6	76.8
	My first language is English	65	23.2	23.2	100.0
Total		280	100.0	100.0	

Table M3. *Frequency Table – Your Age*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<25	1	.4	.4	.4
	26 to 30	1	.4	.4	.7
	31 to 35	14	5.0	5.0	5.7
	36 to 40	37	13.2	13.2	18.9
	41 to 45	85	30.4	30.4	49.3
	56 to 50	81	28.9	28.9	78.2
	51 to 55	51	18.2	18.2	96.4
	56 to 60	6	2.1	2.1	98.6
	Older than 60	4	1.4	1.4	100.0
Total		280	100.0	100.0	

Table M4. *Frequency Table – Highest Level of Education*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some formal schooling	5	1.8	1.8	1.8
	High School diploma	21	7.5	7.5	9.3
	Undergraduate degree (BA, BS)	94	33.6	33.6	42.9
	Graduate degree (MS, MS)	146	52.1	52.1	95.0
	Doctorate (PhD, EdD)	14	5.0	5.0	100.0
Total		280	100.0	100.0	

Table M5. *Frequency Table – Number of years your children have attended an international school*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	50	17.9	17.9	17.9
	2	40	14.3	14.3	32.1
	3	28	10.0	10.0	42.1
	4	17	6.1	6.1	48.2
	5	15	5.4	5.4	53.6
	6	14	5.0	5.0	58.6
	7	17	6.1	6.1	64.6
	8	14	5.0	5.0	69.6
	9	14	5.0	5.0	74.6
	10	26	9.3	9.3	83.9
	11	18	6.4	6.4	90.4
	12 or more	27	9.6	9.6	100.0
Total		280	100.0	100.0	

Table M6. *Frequency Table – Number of different international schools your children have attended*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	124	44.3	44.3	44.3
	2	98	35.0	35.0	79.3
	3	42	15.0	15.0	94.3
	4 or more	16	5.7	5.7	100.0
Total		280	100.0	100.0	

Table M7. *Frequency Table – Which statement best describes your family?*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Other	13	4.6	4.6	4.6
	Single Parent Family	21	7.5	7.5	12.1
	Two Parents – one parent works outside of the home	145	51.8	51.8	63.9
	Two Parents – both parents work outside of the home	101	36.1	36.1	100.0
Total		280	100.0	100.0	280

Table M8. *Frequency Table – Young children at home who do not attend school yet*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	6.8	6.8	6.8
	No	261	93.2	93.2	100.0
Total		280	100.0	100.0	

Tables L9 – L11 show the respondents answers indicating the grade level of their children. Please note that parents may select multiple grade levels reflecting several children enrolled at the school.

Table M9. *Frequency Table – Grade Level of your children - ES*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	172	61.4	61.4	61.4
	Yes	108	38.6	38.6	100.0
Total		280	100.0	100.0	

Table M10. *Frequency Table – Grade Level of your children - MS*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	163	58.2	58.2	58.2
	Yes	117	41.8	41.8	100.0
Total		280	100.0	100.0	

Table M11. *Frequency Table – Grade Level of your children - HS*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	146	52.1	52.1	52.1
	Yes	134	47.9	47.9	100.0
Total		280	100.0	100.0	

Table M12. *Frequency Table – Household income*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< THB 50,000/month	11	3.9	3.9	3.9
	THB 50,001-200,000/ month	100	35.7	35.7	39.6
	THB 200,001-400,000/ month	92	32.9	32.9	72.5
	> THB 400,000/month	77	27.5	27.5	100.0
Total		280	100.0	100.0	

Appendix N: ISPIS: Frequencies of Responses to the Individual Factor Items

Table N1. *General Decision Making: Item A. Parents have a responsibility to attend parent meetings at the school.*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	99	35.4	36.3	36.3
	agree	119	42.5	43.6	79.9
	slightly agree	43	15.4	15.8	95.6
	no opinion	5	1.8	1.8	97.4
	slightly disagree	3	1.1	1.1	98.5

Table N2. *General Decision Making: Item B. Parents should be involved in developing written school policies (such as attendance and homework).*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	43	15.4	15.8	15.8
	agree	99	35.4	36.3	52.0
	slightly agree	69	24.6	25.3	77.3
	no opinion	27	9.6	9.9	87.2
	slightly disagree	13	4.6	4.8	91.9
	disagree	16	5.7	5.9	97.8
	strongly disagree	6	2.1	2.2	100.0
	Total	273	97.5	100.0	
Missing	System	7	2.5		
Total		280	100.0		
	disagree	4	1.4	1.5	100.0
	Total	273	97.5	100.0	
Missing	System	7	2.5		
Total		280	100.0		

Table N3. *General Decision Making: Item C. Parents should be involved in evaluating how well teachers perform their duties.*

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	56	20.0	20.5	20.5
	agree	93	33.2	34.1	54.6
	slightly agree	66	23.6	24.2	78.8
	no opinion	13	4.6	4.8	83.5
	slightly disagree	12	4.3	4.4	87.9
	disagree	29	10.4	10.6	98.5
	strongly disagree	4	1.4	1.5	100.0
	Total	273	97.5	100.0	
Missing	System	7	2.5		
Total		280	100.0		

Table N4. *General Decision Making: Item D. Parents should be involved in evaluating how well administrators perform their duties.*

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	54	19.3	19.8	19.8
	agree	97	34.6	35.5	55.3
	slightly agree	65	23.2	23.8	79.1
	no opinion	25	8.9	9.2	88.3
	slightly disagree	9	3.2	3.3	91.6
	disagree	19	6.8	7.0	98.5
	strongly disagree	4	1.4	1.5	100.0
	Total	273	97.5	100.0	
Missing	System	7	2.5		
Total		280	100.0		

Table N5. *General Decision Making: Item E. Parents should be involved in establishing the discipline code in the school (for example guidelines for consequences).*

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	35	12.5	12.8	12.8
	agree	84	30.0	30.8	43.6
	slightly agree	71	25.4	26.0	69.6
	no opinion	27	9.6	9.9	79.5
	slightly disagree	20	7.1	7.3	86.8
	disagree	29	10.4	10.6	97.4
	strongly disagree	7	2.5	2.6	100.0
	Total	273	97.5	100.0	
Missing	System	7	2.5		
Total		280	100.0		

Table N6. *General Decision Making: Item F. Parents should be involved in setting the school budget.*

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	27	9.6	9.9	9.9
	agree	48	17.1	17.6	27.5
	slightly agree	72	25.7	26.4	53.8
	no opinion	58	20.7	21.2	75.1
	slightly disagree	14	5.0	5.1	80.2
	disagree	34	12.1	12.5	92.7
	strongly disagree	20	7.1	7.3	100.0
	Total	273	97.5	100.0	
Missing	System	7	2.5		
Total		280	100.0		

Table N7. *General Decision Making: Item G. Parents alone should decide school policies.*

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	11	3.9	4.0	4.0
	agree	22	7.9	8.1	12.1
	slightly agree	45	16.1	16.5	28.6
	no opinion	27	9.6	9.9	38.5
	slightly disagree	23	8.2	8.4	46.9
	disagree	60	21.4	22.0	68.9
	strongly disagree	85	30.4	31.1	100.0
	Total	273	97.5	100.0	
Missing	System	7	2.5		
Total		280	100.0		

Table N8. *Academic Decision Making: Item A. Parents should be asked for input before teachers and administrators make changes in the curriculum.*

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	54	19.3	19.9	19.9
	agree	102	36.4	37.5	57.4
	slightly agree	62	22.1	22.8	80.1
	no opinion	10	3.6	3.7	83.8
	slightly disagree	14	5.0	5.1	89.0
	disagree	24	8.6	8.8	97.8
	strongly disagree	6	2.1	2.2	100.0
	Total	272	97.1	100.0	
Missing	System	8	2.9		
Total		280	100.0		

Table N9. *Academic Decision Making: Item B. Parents should be involved in selecting textbooks and other learning materials.*

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	9	3.2	3.3	3.3
	agree	29	10.4	10.7	14.0
	slightly agree	74	26.4	27.2	41.2
	no opinion	43	15.4	15.8	57.0
	slightly disagree	41	14.6	15.1	72.1
	disagree	54	19.3	19.9	91.9
	strongly disagree	22	7.9	8.1	100.0
	Total	272	97.1	100.0	
Missing	System	8	2.9		
Total		280	100.0		

Table N10. *Academic Decision Making: Item C. Parents should make decisions for changes in the curriculum.*

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	14	5.0	5.1	5.1
	agree	43	15.4	15.8	21.0
	slightly agree	63	22.5	23.2	44.1
	no opinion	39	13.9	14.3	58.5
	slightly disagree	29	10.4	10.7	69.1
	disagree	62	22.1	22.8	91.9
	strongly disagree	22	7.9	8.1	100.0
	Total	272	97.1	100.0	
Missing	System	8	2.9		
Total		280	100.0		

Table N11. *Academic Decision Making: Item D. Parents should be allowed to have input in the hiring of teachers.*

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	9	3.2	3.3	3.3
	agree	33	11.8	12.1	15.4
	slightly agree	59	21.1	21.7	37.1
	no opinion	52	18.6	19.1	56.3
	slightly disagree	28	10.0	10.3	66.5
	disagree	58	20.7	21.3	87.9
	strongly disagree	33	11.8	12.1	100.0
	Total	272	97.1	100.0	
Missing	System	8	2.9		
Total		280	100.0		

Table N12. *Academic Decision Making: Item E. Parents should be allowed to choose their child's teacher(s).*

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	19	6.8	7.0	7.0
	agree	36	12.9	13.2	20.2
	slightly agree	63	22.5	23.2	43.4
	no opinion	43	15.4	15.8	59.2
	slightly disagree	39	13.9	14.3	73.5
	disagree	43	15.4	15.8	89.3
	strongly disagree	29	10.4	10.7	100.0
	Total	272	97.1	100.0	
Missing	System	8	2.9		
Total		280	100.0		

Table N13. *Social Involvement: Item A.* Parents should volunteer to tutor students and to assist teachers in classrooms.

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	9	3.2	3.3	3.3
	agree	51	18.2	19.0	22.3
	slightly agree	86	30.7	32.0	54.3
	no opinion	47	16.8	17.5	71.7
	slightly disagree	33	11.8	12.3	84.0
	disagree	32	11.4	11.9	95.9
	strongly disagree	11	3.9	4.1	100.0
	Total	269	96.1	100.0	
Missing	System	11	3.9		
Total		280	100.0		

Table N14. *Social Involvement: Item B.* School administration should consult with parents for ideas concerning social activities.

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	19	6.8	7.1	7.1
	agree	98	35.0	36.4	43.5
	slightly agree	104	37.1	38.7	82.2
	no opinion	28	10.0	10.4	92.6
	slightly disagree	13	4.6	4.8	97.4
	disagree	6	2.1	2.2	99.6
	strongly disagree	1	.4	.4	100.0
	Total	269	96.1	100.0	
Missing	System	11	3.9		
Total		280	100.0		

Table N15. *Social Involvement: Item C. Parent involvement should mainly support the social activities of the school.*

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	18	6.4	6.7	6.7
	agree	90	32.1	33.5	40.1
	slightly agree	72	25.7	26.8	66.9
	no opinion	37	13.2	13.8	80.7
	slightly disagree	23	8.2	8.6	89.2
	disagree	24	8.6	8.9	98.1
	strongly disagree	5	1.8	1.9	100.0
	Total	269	96.1	100.0	
Missing	System	11	3.9		
Total		280	100.0		

Table N16. *Social Involvement: Item D. Parents should feel appreciated when they attend parent meetings and functions.*

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	50	17.9	18.6	18.6
	agree	118	42.1	43.9	62.5
	slightly agree	41	14.6	15.2	77.7
	no opinion	39	13.9	14.5	92.2
	slightly disagree	10	3.6	3.7	95.9
	disagree	9	3.2	3.3	99.3
	strongly disagree	2	.7	.7	100.0
	Total	269	96.1	100.0	
Missing	System	11	3.9		
Total		280	100.0		

Table N17. **Social Involvement: Item E.** *In one school year, how often should there be school activities that involve students, parents, and teachers such as dinners, music programs, drama productions, and sports events?*

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	several times a week	3	1.1	1.1	1.1
	weekly	19	6.8	7.1	8.2
	monthly	61	21.8	22.7	30.9
	quarterly	72	25.7	26.8	57.6
	once per semester	71	25.4	26.4	84.0
	once per year	37	13.2	13.8	97.8
	none	6	2.1	2.2	100.0
	Total	269	96.1	100.0	
Missing	System	11	3.9		
Total		280	100.0		

Table N18. **Parents' Presence at School: Item A.** *I want to be asked about my interests, talents, and availability for volunteering at school.*

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	25	8.9	9.3	9.3
	agree	82	29.3	30.6	39.9
	slightly agree	72	25.7	26.9	66.8
	no opinion	63	22.5	23.5	90.3
	slightly disagree	14	5.0	5.2	95.5
	disagree	11	3.9	4.1	99.6
	strongly disagree	1	.4	.4	100.0
	Total	268	95.7	100.0	
Missing	System	12	4.3		
Total		280	100.0		

Table N19. *Parents' Presence at School: Item B. I want to volunteer at school.*

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	22	7.9	8.2	8.2
	agree	69	24.6	25.7	34.0
	slightly agree	70	25.0	26.1	60.1
	no opinion	71	25.4	26.5	86.6
	slightly disagree	14	5.0	5.2	91.8
	disagree	18	6.4	6.7	98.5
	strongly disagree	4	1.4	1.5	100.0
	Total	268	95.7	100.0	
Missing	System	12	4.3		
Total		280	100.0		

Table N20. *Parents' Presence at School: Item C. All parents should be encouraged to volunteer at school.*

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	29	10.4	10.8	10.8
	agree	79	28.2	29.5	40.3
	slightly agree	65	23.2	24.3	64.6
	no opinion	61	21.8	22.8	87.3
	slightly disagree	12	4.3	4.5	91.8
	disagree	17	6.1	6.3	98.1
	strongly disagree	5	1.8	1.9	100.0
	Total	268	95.7	100.0	
Missing	System	12	4.3		
Total		280	100.0		

Table N21. **Communication: Item A.** It is important for parents to attend parent/teacher conferences.

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	152	54.3	56.7	56.7
	agree	92	32.9	34.3	91.0
	slightly agree	20	7.1	7.5	98.5
	no opinion	1	.4	.4	98.9
	slightly disagree	2	.7	.7	99.6
	disagree	1	.4	.4	100.0
	Total	268	95.7	100.0	
Missing	System	12	4.3		
Total		280	100.0		

Table N22. **Communication: Item B.** It is important for parents to communicate with teachers about their children's performance.

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	138	49.3	51.5	51.5
	agree	107	38.2	39.9	91.4
	slightly agree	20	7.1	7.5	98.9
	slightly disagree	2	.7	.7	99.6
	disagree	1	.4	.4	100.0
	Total	268	95.7	100.0	
Missing	System	12	4.3		
Total		280	100.0		

Table N23. *Communication: Item C.* It is important for parents to effectively communicate with their children’s teachers. (Effectively means an open exchange of information, responsiveness to communication and appropriate follow up.)

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	154	55.0	57.5	57.5
	agree	100	35.7	37.3	94.8
	slightly agree	12	4.3	4.5	99.3
	no opinion	1	.4	.4	99.6
	slightly disagree	1	.4	.4	100.0
	Total	268	95.7	100.0	
Missing	System	12	4.3		
Total		280	100.0		

Table N24. *Communication: Item D.* It is important for parents to effectively communicate with the administration.

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	84	30.0	31.3	31.3
	agree	99	35.4	36.9	68.3
	slightly agree	59	21.1	22.0	90.3
	no opinion	20	7.1	7.5	97.8
	slightly disagree	4	1.4	1.5	99.3
	disagree	2	.7	.7	100.0
	Total	268	95.7	100.0	
Missing	System	12	4.3		
Total		280	100.0		

Table N25. **Communication: Item E.** It is important for parents to receive information from the school to understand their children's progress.

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	188	67.1	70.1	70.1
	agree	71	25.4	26.5	96.6
	slightly agree	8	2.9	3.0	99.6
	slightly disagree	1	.4	.4	100.0
	Total	268	95.7	100.0	
Missing	System	12	4.3		
Total		280	100.0		

Table N26. **Communication: Item F.** Parents should initiate conferences with teachers when they feel it is necessary.

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	116	41.4	43.3	43.3
	agree	80	28.6	29.9	73.1
	slightly agree	57	20.4	21.3	94.4
	no opinion	1	.4	.4	94.8
	slightly disagree	6	2.1	2.2	97.0
	disagree	7	2.5	2.6	99.6
	strongly disagree	1	.4	.4	100.0
	Total	268	95.7	100.0	
Missing	System	12	4.3		
Total		280	100.0		

Table N27. *Communication: Item G. Parents should visit the school during the school day to understand the experiences their children have in school.*

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	strongly agree	43	15.4	16.0	16.0
	agree	86	30.7	32.1	48.1
	slightly agree	82	29.3	30.6	78.7
	no opinion	30	10.7	11.2	89.9
	slightly disagree	14	5.0	5.2	95.1
	disagree	11	3.9	4.1	99.3
	strongly disagree	2	.7	.7	100.0
	Total	268	95.7	100.0	
Missing	System	12	4.3		
Total		280	100.0		

Appendix O: Levene's Test of Equality of Error Variances

Levene's test of equality of error variances was computed for each research question to test the assumption of equal variances for both ethnicity and culture. For ethnicity, the results of Levene's test for the research questions of Communication, Social Volunteering and Parent Presence at School was not significant, thus the assumption of equal variances was met for these research questions. However, Levene's test was significant for Decision Making. Although the Levene's test was significant indicating a violation of the homogeneity of variances assumption, the sample size was large enough to render the analysis robust to this violation. The results were deemed valid even though the assumption was not met (Table N1).

Table O1. *Levene's Test of Equality of Error Variances - Ethnicity*

Outcome	F	df1	df2	Sig.
Communication	.687	9	236	.721
Social Volunteering	1.780	9	236	.073
Parents' Presence at School	.633	9	236	.769
Decision Making	2.31	9	236	.02

For culture, the results of Levene's test for the research questions of Communication and Parent Presence at School, was not significant. Thus, the assumption of equal variances was met for these research questions. However, Levene's test was significant for Social Volunteering and Decision Making indicating a violation of the homogeneity of variances assumption. However, the sample size was large enough to render the analysis robust to this violation so the results were deemed valid even though the assumption was not met (Table N2).

Table O2. *Levene's Test of Equality of Error Variances - Culture*

Outcome	F	df1	df2	Sig.
Communication	1.305	5	262	.27
Social Volunteering	3.078	5	262	.01
Parents' Presence at School	.899	5	262	.49
Decision Making	2.495	5	262	.04

Appendix P: Focus Group Discussion Guide

International School Parent Involvement – Bangkok, Thailand

I would like to thank you all for coming to this meeting. My name is Andy Westerman, principal at Ruamrudee International School. I am conducting discussion groups as part of my doctoral dissertation research on cultural differences in parental expectations for involvement in international schools. I am speaking with two groups at this school and two groups at another school because I believe it is important to hear from parents, like yourselves, at different schools. I would like to understand better what parent involvement means to you. Even if you are unsure about any issues with parental involvement, your views are still very valuable to me, so please do not feel shy during the discussion. I would like to say that there are no right or wrong answers, we will simply be discussing your view, opinions and experiences; so please feel comfortable to say what you really think.

As I have already told you, your participation in this group is voluntary. Whatever we discuss today will be confidential and used only for my research. During the discussion, I will be taking notes. However, so that I do not have to worry about getting every word down on paper, I will also be audio recording the whole session. The reason for audio recording is so that I don't miss anything that is said. Please do not be concerned about this, our discussion will remain completely confidential; I will use only first names in the discussion and the information will only be used for my research on parental involvement. Is it okay with everyone to audio record this discussion? It is also important that only one person talks at a time. We will not be going around the room; just join in when you have something to say. Remember we want to hear all your views, so it's okay to disagree with everyone else if you have a different opinion, but please also respect the views of the other here as well. This discussion will probably last about an hour or so. Are there any questions before we start? Let's start...

Introduction questions:

As an introduction, let's go around so that you can introduce yourselves, and perhaps tell us the section of the school where you children attend.

What activities are your children involved?

Research Question

- (6) What information regarding variation in expectations for parents in Eastern versus Western cultures is important to school leaders?
- What does parent involvement mean to you?
 - What are the benefits from parents being involved in school?
 - What are the problems from parents being involved in school?
 - What types of communication are most important to you?

- In what ways would you like to volunteer at school?
- Do you want to be involved in decision-making in school?
- With which types of decisions would you like to be involved?
- What would you like administrators to know about your expectations for involvement?

Research Question

(7) What practices can school leaders utilize to serve better the needs of their Eastern and Western culture constituents (parents)?

- How can the school support your involvement in school?
- Can the school support ways for you to be involved in your child's education at home?
- What can the school do to involve you in school decision-making?
- Which opportunities are best suited for asking for you to volunteer at school?
- How do we improve two-way communication between parents and school?

Conclusion:

We are now reaching the end of the discussion. Does anyone have any further comments to add before we conclude the session? I would like to thank you all very much for your participation in this discussion, your experiences and opinions are very valuable to help administrators understand parental expectations in international schools.

Appendix Q: Color Key – Western Culture Groups

1. **Turquoise** – building child-parent relationships through involvement; parents become involved in order to forge stronger bonds with their children, rather than purely to help advance their children's education
2. **Green** – comment pertains to active involvement in child's education; i.e. being a presence in the classroom, speaking with teachers face to face, and volunteering in the school community; parents trying to have a positive influence through participation; most common for parents with young children; parents want a better understanding of their children's daily lives
3. **Dark green** – Parents are looking for open, honest communication with the school; they especially want to be informed about important decisions before they are implemented; they want their opinions to be valued when appropriate
4. **Pink** – parents showing support for the school at large; emphasis on appreciating the teachers; identifying in what ways the school is successful; identifying how the school accomplishes its goals
5. **Yellow** – instances when parents feel their involvement is unnecessary and even detrimental to their child's education; some parents show little concern for the school at large because they focus only on their child's individual needs rather than the school's collective needs; parents look to the teachers for guidance toward an appropriate level of involvement
6. **Red** – thoughts on cultural differences; parents speculate how being American shapes their values and roles as parents
7. **Blue** – comment pertains to more subtle involvement in child's education; interaction with children rather than with teachers; communication with teacher over email; checking academic calendars for updates and accessing grades online; “reading between the lines” to assess what your child needs; letting your child mature and grow without too much interference; most common for parents with older children
8. **Gray** – Parents like the idea of implementing technology, such as text messaging, to make communication more expedient and effective

9. **Violet** – Parents express a desire to know how their child is doing socially, organizationally, and in other areas they cannot observe at home; they want to know what kind of social activities are available to help foster discussion with their children at home

Appendix R: Color Key – Eastern Culture Groups

1. **Turquoise** – parents showing concern for their children’s well-being; building child-parent relationships through involvement; parents become involved in order to forge stronger bonds with their children, rather than purely to help advance their children’s education
2. **Pink** – parental involvement is beneficial because parents are passionate about their children and want the best for their children; their actions will most likely be in the best interest of their children; parents want their children to be successful
3. **Green** – pertains directly to concerns about communication between home and school; describing the relationship between the parents and the school; parents sometimes want guidelines from the school to prevent conflict of interest
4. **Red** – parents showing support for the school at large; emphasis on appreciating the teachers; identifying in what ways the school is successful; identifying how the school accomplishes its goals
5. **Yellow** – when parental involvement becomes unnecessary, detrimental, or burdensome for the parents, the school, or the students
6. **Gray** – parents share very different attitudes and values depending on their respective background, culture, and experiences
10. **Teal** – how technology and modern standards have changed the nature of contemporary education; some parents feel school work today is arguably more challenging than it has been in the past
11. **Blue** – parents want to be able to meet other parents through their involvement with the school to obtain perspective on how other parents feel about the school in general
12. **Violet** – parents desire a more personal/casual type of communication; they want to share ideas more closely, especially regarding board meetings; they also want more interaction between countries

Appendix S: Western School 2 Transcript – Coded

[0:00:00]

Main Speaker

Okay we are starting off our focus group discussion with the Western Group. I would like to thank you all for coming to this meeting; my name is Andy Westerman, Principal at Ruamrudee International School. I am conducting discussion groups as part of my doctoral dissertation research on cultural differences and parental expectations for involvement in international schools. I'm speaking with two groups at this school and two groups at another school because I believe it's important to hear from parents like yourselves at different schools. I would like to understand better what parent involvement means to you, even if you aren't sure about any issues of parental involvement your views are still very valuable to me. So please do not feel shy during the discussion, I'd like to say that there are no right or wrong answers, simply want to be discussing your view, opinions and experiences. So please feel comfortable to say what you really think.

As I've already told you [0:00:59] *[Inaudible]* in this group participation in this group is voluntary, what we discuss today will be confidential and only used for my research during the discussion I will be taking notes, however so I don't have to worry about getting every word count on paper. I will be audio recording the whole session. The reason for audio recording this so that I don't miss anything that is said. Please do not be concerned about this our discussion will remain completely confidential and we will use only first names in the discussion and the information will only be used for my research and parental involvement, is it okay with everyone to audio record this discussion.

Participant

Yes.

Participant

Yes.

Participant

Yes.

Participant

Yes sir.

Main Speaker

It's also important that only one person talks at a time, we will not be going around the room during the discussion; just join in when you have something to say. And remember that we want to hear

all of your views so it's okay to disagree with everyone else if you have a different opinion. Also please respect the views of others here as well. This discussion will probably last about an hour or so, are there any question before we start.

- Participant No.
- Participant No.
- Main speaker Okay let's start. So as an introduction also to help me understand whose voices are whose on the recordings can you introduce yourself, just your name and tell us what section of the school your children are in.
- Participant My name is PARTICIPANT, and my children are in the elementary school, Pre K and 3rd grade.
- Participant My name is PARTICIPANT and my children are in 6th grade, middle school and 8th grade middle school.
- Participant PARTICIPANT, CHILD is in 1st grade and CHILD is in Pre K.
- Participant My name is made PARTICIPANT, I have one son in junior, he is a junior and I have one who has graduated two years ago.
- Participant I'm PARTICIPANT and I have two children both in the elementary school, in kindergarten and pre-school.
- Participant I'm PARTICIPANT and I have children in elementary school, pre-school and kindergarten.
- Main speaker Thanks. And let's go around again and just ask what are the activities that your children involved in at school?
- Participant Do I say my name?
- Main speaker Yeah.
- Participant alright. This is **[0:03:09] [Inaudible]** again. My son is involved in sports, like T-ball and soccer. That's school related sports and he is also involved in EDP and last year he has been in EDP. My daughter is involved in EDP with ballet.

Participant My sons have been involved with soccer, baseball, basketball primarily in sports.

Participant My sons haven't been involved with that much yet because they are still pretty young but my one boy is quite the piano player so he is probably going to start doing some of that like next year. And the other boy is sort of a -- bit of a dance physical guy, so I'm not sure taking on the sports side for him maybe some dance next year.

Participant My son's name is CHILD. He is into soccer and softball, also in UN habitat for humanity. He was on student council at some point but -- that's it.

Participant My -- as he is 10 my son is -- play soccer, swims, does dance, guitar; my daughter is in Pre School she does swimming right now.

Participant My son does guitar, dance, swim and my daughter does swimming.

Main speaker Great, thank you. Now we are going to get into some of the questions that I have to ask and again just feel free to jump in as you like to, the first one I'd like to ask is what does parent involvement mean to you?

[0:05:00]

Participant I think primarily its -- you have -- I think the key thing in parent involvement is to -- your kids will see that you are interested in school, interested in what they are doing and also I think helps you know what's going on just by being at the school like taking part in the activities that are going that's the biggest thing I've found even at this early stages, like -- on occasion when I had something, my son looked quite upset about it --

Main speaker Sure.

Participant -- and so I find it's really important for what -- how your kids see you and how much do you care about them I think that's very important.

- Participant Its about connection, I think so its involvement to me is connecting with the kids, what they are doing, how they are doing and they see that you are interested so that builds relationship.
- Participant *[0:05:58] [Inaudible]* care enough to get involved and to maybe encourage and be supportive but I also think there is a fine line that you can be too involved if its something like homework, you are on them but you are not actually hovering but they need to take that independence and responsibility.
- Participant As they get older.
- Participant As they get older, I have got older kids [laughing].
- Participant And then as middle school, having middle school children, knowing what's going on but yet giving them the independence to make those decision that they will make. Being at the sport events, knowing the events that are happening at the school and keeping in contact with the teachers are necessary.
- Participant There seems to be a -- I think a developmentally appropriate as kind of your children go through because somewhere along the way I think its very important that they learn to advocate for themselves and its very hard to do that in elementary school. So there maybe times when you are much more involved at that age and maybe not to advocate for your child but to advocate for may be every child and also the decision you are making.
- Participant For me I think the biggest thing is to support -- to support the school to know what's going on and also communication so that there are open lines for communication from the school and also from the home back to school.
- Participant And finally when you are involved like even things like -- something happens, a change happens -- with one of my boys something recently happened at home that was kind of important so I should have messaged on the phone just a text message to the teacher and I find that like -- its very helpful for the true perspective one is just the teacher obviously needs to know sometimes, especially the effects of *[0:07:55] [Inaudible]* what's going on but the other thing is that -- as the teachers get more aware of what's happening they actually, I don't want to say preferential sport because I don't look at it that way but you

would get -- your kid gets a fair **[0:08:11] [Inaudible]** more so than they might if you weren't involved in what was going on. Because sometimes -- because teachers gets busy and they've got a lot of kids in the classroom and they could forget a child on occasion or - - but if it is someone that the parents are in regular communication -- I think its very helpful, and I also agree with what you said though -- **if you overdo that that can also become a problem** but there is a balance there from telling me what's going on -- hey this is something that just happened and you might need to be aware of and they all -- they sort of have that in the back of their mind but also they tend to look out for your child maybe a little bit more and that's important.

Main Speaker Okay. How about this kind of **[0:08:56] [Inaudible]** into what you were just mentioning what are the benefits from parents being involved in school, you kind of mentioned about culture connection with the teacher.

Participant I also think its good because -- **even if you are not in the classroom but I'm not sure that's necessarily appropriate but you know what's going on with the curriculum, you know what's this because you are talking -- yesterday he has a conversation with me he says, hey dad what about the gas giants, well obviously they were talking about the plans that are gas giants [0:09:28] [Inaudible] plans right, and so we had a little conversation about that, now -- if I didn't know what was going on in his classroom its quite possible I'd like thinking he was talking about the old gas guzzler in Detroit from the 70s -- but obviously I knew what was going on because I have an idea what's going on in classroom, so I think just that involvement gives you awareness what...**

Participant **[0:09:51] [Inaudible]** benefit not only academically but socially too and **[0:09:55] [Inaudible]** development. **I'm just as concerned about how he gets along with his friend, or how they get along with their friends**

[0:10:00]

and how those relationships going **[0:10:01] [Inaudible]** so I think the benefit is socially as well academically if you are involved.

Participant Having them as school children also they don't tend to want to talk so --

[Laughter]

- Participant -- it promises -- it helps for me to know the kinds of things that they are being exposed to during the day, so that they can help me bring up conversations with them even if they are not going to begin.
- Participant I feel the same thing you don't often get a lot of feedback from your kids in high school or older but by being involved you might be able to -- to get to see things coming or happening that you can help out with that they might not be willing to share but --
- Participant For me I think it benefits because it can benefit at home as well because the teacher might raise some concerns whether it's socially, academically just so that you are aware of it because it might be something that you are not currently aware of and just for their support in school and they -- the teacher might give you strategies or whatever on how to attack that situation.
- Main Speaker How about on the flip side of that what are the problems that can be associated from parents being involved in school.
- Participant Well [0:11:23] [Inaudible]...
- Participant It's just that they don't...
- [Laughter]
- Participant Sometimes the gossip around the parents that are involved in passive information that you see they are correct but maybe should be of sensitive nature or is incorrect and creates more problems, sometimes that's a negative impact.
- Participant Yeah, I think the whole involvement has been down to have been beneficial for everybody and not just the parents themselves it has to [0:12:00] [Inaudible] the school shall work together but I think sometimes becomes a parents who are [0:12:08] [Inaudible] are doing for the wrong reasons and it goes haywire.
- Participant I think there is sometimes a -- like there is a tendency with parents and I mean -- I pray I don't do it but I guess we all do to a certain extent to live through their kids and that comes out in too much like the way you were talking earlier too much parental involvement or -- where you know like a parent that's at the

school all the time and that actually has a negative effect on the kid because what will happen is, is that your child may get singled out in the opposite side of thing because you are maybe creating difficulties for the teachers or creating difficulties -- not even intentionally but just by your being too concerned about what's going on being too present and so then your child may actually face a little bit of backlash or reverse discrimination or even if they don't they may perceive it like you said as the child gets older its kind of like -- how come my dad or my mom is at the school all the time, I can take care of myself I can be -- and which is a healthy thing, kids need that -- they need that space, so again it's a balance -- I guess it's a balancing act.

Participant

I think it can also hinder independence in children if you are too involved, its important I believe for children to make their own mistakes and try to learn from them, and again it's a balance of having them make a mistake and learn from it and making a decision as a parent when you step in and help them make a decision.

Participant

I know that from going through it twice, my oldest son I was very involved with care sitting here, we are doing are homework together pushing, pushing, pushing him taking the ownership of what he was doing and then at point just drop the ball and saying look you figure it out -- if there was a bumpy ride for a while and then he took it upon himself to say this is my learning, not your learning, I'm [0:14:06] [Inaudible] response of my own learning and it's a balance, or if I am too involved with the teacher I don't know the whole story, I take his word for it and go in for the kill and realize it maybe I should have [0:14:18] [Inaudible] because there are two sides but you want to be protective and defensive and so it's a fine line.

Participant

Being through a lot of implicit factors that happen with heavy parent involvement that even if you are the teacher you don't even really know that you are doing -- so if you have a parent who is very involved in the classroom maybe makes costumes for like a theater or -- you implicitly may -- favoritism is not the word but the word more like you know consider that child or consider the benefit of that child without even thinking about it and

[0:15:00]

so its quite possible when you do have parents that are heavily, heavily involved -- it just happens because they are visible that

you don't actually get the even playing field and then that could be a problem because other parents could see that or other teacher can see that --

- Participant Other kids as well.
- Participant -- and the kids that's right.
- Main speaker Okay. PARTICIPANT do you have anything -- can you think of?
- Participant No I think I would [0:15:35] *[Inaudible]* I would just reiterate that -- but it is -- the big thing is that during the reference is the balance of when to be involved and when not and I mean its kind of like a little bit a dance to figure that out for the child and for us as parents as well.
- Participant I would go back to what PARTICIPANT said earlier when you were talking about the child as well and how they feel about it and that's real big factor because depending on -- just because one of your children, if you have two or three children that one of your children wants less involvement, another one might want more and it may actually be appropriate to be more or less involved in those classrooms depending and with those teacher and the other kids depending on how your child feels because that's -- that's a big part of it. Like -- I'm sitting here as I say thinking about your two children [laugh] and I'm sure they would respond to the things differently.
- Main speaker What types of communication are most important to you then and moving into some of these deeper issues, what communication is important to you as a parent?
- Participant With the school or --
- Participant I --
- Main speaker With the school or --
- Participant Like I would --
- Main speaker -- involvement wise.

Participant I want to go back to what PARTICIPANT said earlier. I know that when we have parent conferences that the biggest concern is at this point not you know the ABCs and how they are doing with reading and writing it how are they interacting with other human beings, what do they do in social situations and trends and patterns that the teacher sees in those different situations that's something that's helpful because I don't have a classroom of 20 kids at home so that I can see these situations too have that feedback so that we can work on potential issues or just have those conversations with our kids to make us more aware.

Participant I agree -- I think even with parent conferences and myself and when I'm with teachers it is more about the learning behavior and their social behaviors like how are they as learners -- are they really capable but not pulling their weight or they -- I want to know those kinds of things not how they did in their last math test or -- but also knowing from the teacher how -- what they think I could do to help at home. That's important to me like okay, okay so he is not doing [0:18:09] [Inaudible] class or he is fighting with his friends well can you give me some suggestions to how to deal with that not just tell me --

Participant Or resourced.

Participant Yeah something -- some sort of like solution not just the [0:18:21] [Inaudible] problem I will

[Cross-talk]

Participant Two tier, academically I appreciate communication about what the homework, the ed line, checking up on -- so I don't have to ask my kid what the homework is I can just follow up on that, number two is when it comes to peer relations and social situation I like the personal contacts you know the phone call or email, not hear about it [0:18:46] [Inaudible] --

Participant The Pre K, my son's Pre K teacher instituted something this year with notebook. And she writes about the child and you can write back.

Participant We have that.

Participant

And I thought that's just being wonderful I mean it's personal, its instant information like relatively instant within the day. And I found that's invaluable and it's has been very helpful when this is Derrick -- it has been very helpful when he has had a bit of a problem with something and because we could deal with it at home, I can read it and say okay Derrick lets talk about this -- its been very helpful knowing what the **[0:19:23] [Inaudible]** if he is doing well but -- and also knowing what's going on in very much the social side of it -- the teacher is not only concentrating in that particular book you know whether he is doing his ABCs or whatever its about the interaction with the other kids that's **[0:19:38] [Inaudible]** she puts in there and that's been absolutely valuable. So, that I really appreciate with that. And the other sort of the issue that I found is that especially with my son Derrick is just stuff that you don't even think about that can be a problem in the classroom that's not a problem at home.

[0:20:00]

I mean this morning I go to school and he was upset because he has this little toy, they are not supposed to take toys in the room so I'm trying to explain to him he has to put the toy in his bag before he goes in he wasn't real excited about this. Well see I know the way Derrick is, Derrick is a very physical kid, he likes to be physical right so what I did actually I convinced him to give me the toy, he wasn't so happy but I talked to him **[0:20:22] [Inaudible]** I put it in his bag and he is still little upset, so I pick him up toss him in the air a couple of times, give him a little whack in the butt and he is laughing, he is fine, then I send him in the class, everything is cool. Now teachers can't do that that's not something that a teacher can do in the course of the day but I don't even think about that but if the teacher would say well you know I had a problem with this, this and this, and I'm like well that's actually not a problem, oh why not because I can do things that the teacher can't do.

Participant

You didn't pick Joey up and give him a slap.

[Laughter]

Participant

He is pretty light.

[Laughter]

Participant Another simple thing I like from both teachers and my kids have is that they send a monthly newsletter.

Participant Yeah.

Participant Yeah.

Participant And it's just a summary of what they are doing for the month or what units are going on I think that's a [0:21:08] *[Inaudible]* academically.

Participant I think the daily contact book with little notes going back and forth [0:21:17] *[Inaudible]* I like to and you are right the newsletter helps. I can't tell like what I've never gotten a [0:21:24] *[Inaudible]* as they get older the parent teacher conferences does for me and this is might just be personal but I feel they are rushed, I think the teachers just have parents coming in like for five minutes, they just want to -- I find it very -- I've never -- I seldom walked away from parent teacher conference where I felt good about it. I've always felt just kind -- so at some point I stopped going --

Main speaker Older --

Participant As he got older and older.

[Cross-talk]

Participant As we never get -- when they were younger they got 20 minutes and it was little bit personal -- then when they got to middle school they have like so many kids, so many parents and on a really tight schedule I found it stressful, I found it was just like this is what he is doing wrong bam, bam, bam sticks it -- and it was never -- it stopped being positive at some point when they got older and then it just stopped being helpful to me -- I just went home with bad mood, me and my kids.

Participant I'm going to piggy back off that because I really do think that we have a tendency to do the wrong thing when students get older that we have a tendency to kind of back off and in high school I think they need just as much support they need to be just as much parent communication with the teacher and it just doesn't

happen as much particularly in my experience not just in international school but in --

- Participant Many schools.
- Participant -- many school.
- Participant When you look at the turnout at parent's conferences as you go along --
- [Cross-talk]
- Participant And we are talking about --
- Participant We stop getting positive stuff **[0:22:55] [Inaudible]** we start getting what's wrong with them.
- Participant You start getting yeah the -- just the one way this is an -- and you never know if this was illusion -- but I'm also talking about like serious things that need to be communicated and personal issues within the family that could like -- for example a student whose father passed away and I didn't know until he brought an excuse in and these are things that I think isn't my business well --
- [Laughter]**
- Participant -- it would help to know and so I do think that you know we should maybe put some more of the floodlight on high school age kids because some of them really struggle...
- Participant And the other thing --
- Participant -- nobody knows.
- [Cross-talk]
- Participant It's that turmoil that -- the age they are going through like middle school and high school. I know the little ones have their issues but the older kids have --
- Participant Different -- different **[0:23:56] [Inaudible]**

Participant And just because the kid doesn't want to get involved doesn't mean you should be involved. There are a lot of time -- the fact that they don't want your involvement **[0:24:02] [Inaudible]** when you should get involved.

[Cross-talk]

Main speaker Those issues have a lot longer consequences like they really are much more effective -- the rest of your lives **[0:24:13] [Inaudible]** someone who is in kindergarten who has developing issues you can work through that you may see small incremental -- but if you are 15, 16 years old with problems.

Participant That's like why academically why I like newsletters or ed line and check because I'm -- my son is at the point now he is only 3rd grade and **[0:24:36] [Inaudible]** what did you do today, nothing.

Participant Nothing.

Participant Well I know you did do something, I know you had standards today.

[Laughter]

Participant So it helps with the communication.

Participant Its little more spread out maybe then just because when they get older come sign to that you get your five minute parent teacher conference.

Participant How did you do in the last quiz or test or --

Participant And how were your finals and it becomes a lot less personal and lot more just --

[0:25:00]

Participant I think if I can go back to the point PARTICIPANT made a little while ago **it's kind of ironic but I think that the more trouble or the tougher at time your child is having the less valuable the traditional parent conference as its being conceived works for your child because if you have a sort of a 10 or 15 minute block of time or whatever it is -- if your child is doing fine its -- sort of**

academically fine getting along socially and so that's probably enough time to be told okay your child is doing fine things are alright, there is a little bit of a concern with the handwriting or there is a little bit of concern with the relationship with Mary or whatever it is -- that that's probably enough time but if your kid is struggling really having a tough time its not enough time to get into it and the problem is that you might just get oh there are 10 things I need to tell this parent and so it will all just the bad things because its like the teachers try to do.

Participant Yeah.

Participant Want to get all that off their chest but it's not very valuable you need sort of an extended format almost like maybe everybody should be on a IEP -- what the solution but you know the child is having a tough time needs more than that because they will get - the parent is going to wind up being frustrated.

Participant I was just going to say for myself [0:26:22] [Inaudible] I like to have notes from the admin, the overall school just to understand the different programs that are involved in so that if my child for example I can guide them towards something that they have thought about and I don't even know it really exist, and when it comes to academic I agree that I don't just want to hear about the academics, I want to hear about other kinds of skills not just social but organizational or just a variety of skills and that's very easily overlooked.

[Cross-talk]

Participant Also right the organizational -- also positive if there have been issues knowing when it is on a good role so you reinforce that which -- its hard for our teachers to balance all those things -- I think its easier for a parent if the school has good communication going and say okay I know what my child should be studying right now, I can look at this or that or take a peek at their binder or their textbook and know what they are studying but its harder to know about those other pieces of them socially.

Main speaker Move on to next question. What ways would you like to volunteer as a parent?

Participant I think if suppose my kids were younger I would -- I would be the class mom they would call it and I would go -- whatever the teacher sort of needed for special party days but I would also go in once or twice a week just read with the kids, so I was the class meeting mom and would be in a corner somewhere like some of the kids -- and I really like to get to know the class and the kids and going on field trips and doesn't happen so much here but in these other schools I did that [0:28:27] [Inaudible] --

Participant To volunteer --

Participant In elementary school both my husband and I are involved in being in the classroom, going on field trips, volunteering on a regular basis like the science or whatever subject that we can help in and then also at school level with the PTA or their parent association something a little broader and I think being involved also in sports too by coaching and supporting those so that we can know the children and know the different experiences that they have so that if there are any issue do come up then you can help support the children.

Participant I would volunteer but I do get paid to coach so I like you know being involved in sports with kids.

[Cross-talk]

Participant I like coaching the kids that I teach too I like that aspect that's one reason I like to volunteer and step up the middle schools. It gives me different context with the kids rather than just at the classroom.

Participant I think it's harder to get involved the older they get because I don't completely think that teachers are willing to want you in, you might be disruptive or I'm really sure you do [laugh] but I think it seems -- lower down the elementary.

[0:30:00]

Participant May be [0:30:01] [Inaudible] --

Participant Acceptable.

Participant Yeah.

Participant More socially at social levels at opposed to school level like being the driver of their children to the movies or things like that where it's kind of a sideline kind of thing and then you can just do **[0:30:20] [Inaudible]**.

Participant I was the soccer -- I was with the soccer team last I was orienting a lot of provider really -- bringing them -- the team the snacks --

Participant Water girl.

[Laughter]

Participant -- or **[0:30:31] [Inaudible]**

Participant Also sports I think definitely is the biggest area and field trips -- whenever it is permitted but you know every parent can't go on every field trip because there is not enough room so trying to --

Participant **[0:30:49] [Inaudible]** and things like that which I think are --

[Laughter]

Participant and especially in school that's Ben's awesome --

Participant From there.

Participant -- yeah, different things that might the whole school might be doing --

Participant Plays.

Participant Yeah, different things like that.

Participant Talent shows.

Participant Yeah.

Participant Yeah in international schools --

[Cross-talk]

Participant Yes we are coming up soon.

[Cross-talk]

Participant Yeah in international schools you generally get a lot of opportunities to come together as a community in certain ways particularly like International Day and things like that so that are nice time when you see -- you do see a lot of parents giving up their time during the Chinese New Year and so its really unique in international school you do see a lot of parents.

Participant **[0:31:32] [Inaudible]** because we have teachers who have kids at school. It's not the case in America; you don't have a lot of teacher's kids at the school where they teach at.

Participant Right. Yeah usually not, very rare.

Participant We are in admiration for that **[0:31:44] [Inaudible]** our community here.

Participant Yeah.

Participant You find things like the elementary, in the middle school too -- I'm involved with all the elementary kids so they have **[0:31:53] [Inaudible]** and you just go and there is two things one is that find out what's going on in the classroom of course **but I think the greater benefit is just to meet the other parents.** I think that's one of the biggest things to me in any kind of involvement because a lot of them I just -- I don't know you know and so I meet them there you know because their backgrounds are very different from my -- **most cases there, they are sort of Thai, top level business community people, so that gives me an opportunity to meet the parents and get to know what their concerns are and how they feel and also you know head up trouble sometimes.** These interactions with you child **[0:32:35] [Inaudible]** I think is very valuable.

Main speaker Do you want to be involved in decision made schools as parents, what types of involvement with them you feel like they look like to you.

Participant I would if it was if the issues were to school changing or curriculum changing for example like something like the school is deciding to adopt PYP I would as a parent want to know why,

what motivates that or what is pushing that forward or if they are changing like the -- whole like I'm **[0:33:16] [Inaudible]** I want to know being on those kinds of decisions...

Participant --being structural, organizational --

Participant ...structural...

Participant -- changes.

Participant Yeah that's --

Participant **[0:33:23] [Inaudible]**

Participant I think the smaller things I prefer to leave to the professionals and I don't mean smaller, I mean small like academic. The big things like the major curriculum that I think is more important to me -- the community decision to but if they are going to decide like how to study, how to study English or something like that, that's even more --

Participant More focused **[0:33:56] [Inaudible]**

Participant -- professional, right that's a professional decision.

Participant **Being informed is always helpful**

Participant Yeah.

Participant Where giving you know given the information to the parents where it's like this is a decision that we are talking about these two avenues --

Participant To look for -- to be able to -- to be given the opportunity to offer feedback in the decision making process.

Participant Yeah I tend to feel that this is one of those areas we have talked for too much involvement this is one where -- its very sensitive to too much involvement is the whole decision making thing. Specially if you look at -- if you are taking about the classroom level because I think the teacher will very quickly start to feel **disempowered** --

Participant Right.

Participant -- and feel that you are sort of taking over **[0:34:42] [Inaudible]** their area which makes sense because the teacher is trained so --

Participant And I think and part of that like if there are these large structural decisions that there needs to a high degree of transparency in regard to like

[0:35:00] the reasons behind the decisions. To develop that trust with parents.

Participant So it might be just more information than actually part of decision --

Participant Yeah true.

Participant -- transparency yeah.

Participant Well middle schools with our directions and standards **[0:35:14] [Inaudible]** several coffee talks, informing the parents about that, a letter went out two years ago to tell them about this change. But they don't have an actual influence in that decision but they are being informed about and that's a huge change for us it's a paradigm shift.

Participant Even like the **[0:35:32] [Inaudible]** changer --

Participant Yeah.

Participant -- like we need to standard base --

Participant Yes, reporting standards base.

Participant They may not understand why but I think they have the right to be --

Participant But they, but they gave feedback of what they wanted it to look like.

Participant Yeah.

- Participant But that is an area where I think parent rightfully should be involved in. I would think that that fits into the -- you are talking about the small versus the big -- to me that is a bigger area that's more structural. So I would say yeah that's an area where -- that's what you talked about **[0:35:58] [Inaudible]** talk about big decision --
- Participant Yeah, yeah.
- Participant -- and I would say that's one of those examples and I would see it as that.
- Main speaker Okay. What types of decisions I guess we are kind of talked about this already because the next question is what types of decisions would you like to be involved with and so you guys are kind of already talked about those big structural sorts of decisions anything that involves the whole school sort of situations.
- Participant Maybe also some social avenue like -- if there are choices between extracurricular kinds of activities or classes that might be offered that would not -- not the corporate one but they expanded like okay we will be considering these two languages --
- Participant Chinese --
- Participant -- you know let's take a poll about which you know that kind of thing. Also, if there are things socially like maybe school dance or school activities that parents could help support in some way those decisions could be the part of...
- Main speaker Okay. And what would you like administrators to know about your expectations from it all -- what specific would you like, heads of school, principals, those in administration to know?
- Participant We are going to expect frequent communication now there shouldn't be surprises academically to the kids and socially and things going on and I want to know immediately, frequent and constant communication.
- Participant I agree.
- Participant I think that hearing about both sides the coin is good too but **[0:37:54] [Inaudible]** earlier where you said if you start to feel its

just negative you know I think that some times there is that tendency to just you know like Ken Blanchard ones called Leave alone ZAP Management which is like everything is going fine so you just leave it alone, leave it alone something goes wrong

[Laughter]

You know really or whatever and with kids I mean it's nice to hear and that yeah you are son did a real good job on this, this one real well and I think that -- it doesn't have to be a long communication but I think every now and then some kind -- if your child has done something specifically that is helpful, it's good to know and also to know on this -- both sides of the overall school there is concerns in the schools its good for us to know overall what's going on and things that are going well. It's okay for the management to tune its own [0:38:41] *[Inaudible]* hey this is going real well, the teacher is doing a great job in this and I think that's valuable [0:38:50] *[Inaudible]*.

Main speaker

Alright. How could the school support your involvement in school, in what ways can we support you all?

Participant

I think by being encouragement, advancement I don't know but it's encouraging to -- to sort of found upon the [0:39:10] *[Inaudible]* are involved because you get mixed feelings from different teachers like oh my god here she come -- it was like not again. You can almost physically see them turning to walk away so I mean I would want to sort of get front [0:39:23] *[Inaudible]* and I'm appreciated my involvement or as if something you don't, you don't want me to go there or I don't just -- does that make sense.

Participant

Provide opportunities for students at the voice like a coffee talk is a perfect example.

Participant

Except that the parent have to almost take initiative sometimes to get involved, something I think -- the teacher have to say hey we want you in for -- to read with our kids or hey can you come in and help us that would be great, so its lot of encouragement I think its kind of like -- am I crossing the line here or is this encouraged for me to be involved.

[0:40:00]

Participant I think actually it was a big part of it you know asking for kind of like we do with the career day thing where we ask the parents of the **[0:40:09] [Inaudible]** what we say you know what are your what are you doing, what is your business person, I'm airline pilot whatever it is and then to have to those parents -- I mean that's really valuable that comes from asking, asking what is that you are doing to contribute to this.

Participant It also shows that you value parents and then it sort of negative for us but you appreciate and value your parents and I don't think that's always the feeling parents get and I don't know how to make that -- how to make them feel valuable and appreciated.

Participant Yeah.

Participant But what they have to say is valuable or help with.

[Laughter]

Participant It might be a fine balance but you know providing information in different forms maybe on the website and notes home or IMs things like that are helpful. Just to keep involved with the knowledge of what's happening, what's going on and its upto the parents to go from there.

Main speaker Okay.

Participant Why is this we ask if they say no we still can ask, so if you are asking for hey I want to be a class mom, I'm going to **[0:41:19] [Inaudible]** they get really excited we ask them in for like they are making this **[0:41:23] [Inaudible]** things -- they cannot force it's like 20 of them -- then they get all the --

Participant Yeah.

Participant -- material and they are just so excited to help --

Participant And way over the top even in positive ways.

[Laughter]

Participant but if you don't ask they [0:41:33] *[Inaudible]* sneaking on the fast on you by helping out with --

Participant They need to talk about the difference between east and west, and I mean this -- that's very important -- that's more important in this setting where we are than it is because the tendency and the belief of certainly of the Thai parent is that you know the crew, they are [0:41:33] *[Inaudible]* the teacher is the expert and so you shouldn't become involved. You know that sort of the belief and they have to be -- yeah it's more important if they ask whereas you know in Canada or in States we might like I'm going to go down and say what I think about this that sort of our way of looking at it. It's very different.

Participant I think if people take more initiative to help make those things happen. A little proactive [laugh] because --

Main speaker Okay. How can the school support ways for you to be involved in your children's education at home?

Participant Not worksheets.

[Laughter]

Participant And I mean that very seriously --

[Cross-talk]

Participant -- not worksheets and maybe suggestions of different activities that can be done to support what's going on in the curriculum?

Participant I think it's important to make is so that you can follow the procedures, the instructions that are given. What I mean by that is that is the prime example of that both the good sides and the bad side. We have got this homework book that I get my child's 1st grade class and it lays the week out and its great because David and I will sit down and we will sort of plan our -- what are you going to do and I normally try to converge him the front end loaded a little bit and do a little more on Monday, and initially he goes along with it so then the rest of the week is a little week lighter. But we can plan that and that's great but we are given this outline this is what the week has for it this is your homework for the week and that's terrific. And the other side of course is sort of

the bad side if you like is you are given instructions that you can't follow for example it said -- it will say okay go on to this website, okay, and download this material or look at this and you go to the website and it asks you for a code that you don't have or it tells you, you have to pay a membership fee or something but obviously the intent was that you are supposed to be able to be go there and just have the work be right there but when you go there you can't, and whether that's technology issue or whatever but I think for a -- what the teacher have to do is they have to try to throw themselves in your seat for a minute and say okay how would this work. And actually do the parenting, okay what is the parent going to do they don't know this password, they are just going to go www.blah blah blah.com, okay now I'm there well will it work oh it's not working, I need to fix it, I need to put more instruction in tell them what the password is whatever it is but getting -- and I'm not just talking about technology being given we often get instructions that we can't follow. And that's very -- you know that's a sort of very negative thing for a parent yeah.

Participant I know when the elementary ever starts a new unit just **[0:44:50]** **[Inaudible]** can't be always get these handouts about what the parents can do to be involved with the kids and suggestion for that that's start of the new unit.

[0:45:00]

That's being done with the science and math.

Participant I think -- something like that like because they are content trained or what have you or its good as the teacher could say we have a new unit, its coming up on this and this and here are some suggestions of what you can do to support that at home.

[Cross-talk]

Participant Here is our theme, we would be focusing on this and here is what you could do at home to help us with that you can take up shape walking your neighborhood or things that are not worksheet driven but require engagement as parents.

Participant Yeah **[0:45:31]** **[Inaudible]** I have seen in the preschool newsletter, I mean I love that because it talks about like the big ideas that they are trying to cover and it gives specific suggestions

of you know maybe you could try this or even as an educator oh wow I would have never thought about.

Participant It's a little harder in high school because [laugh] I look at my son's math and I'm like yeah.

Participant Like recently they were learning right hand and left hand, there is

[Cross-talk]

Saying what we could do at home.

Participant Right.

Participant Tell them to raise their left hand, tell them to raise their right hand. And specifically said what you can do to -- reinforce what's going on in the classroom.

Participant When I think of that it becomes a little harder especially with the actual content become hard the older they get and lost.

Participant It's easier at the lower level.

Participant Yeah, I was going to say that in middle school it's good to know as a parent when suggestions as to when to step in and when to support and what they believe that [0:46:35] [Inaudible] going on age. So it's -- it is a little easier I think in the primary grades when the kids are a little more willing to do thing that you can even throw little things [0:46:47] [Inaudible]. I think each developmental stage I'm sure with high school too just as a parent you know what kinds of things are going on -- what do I need to be aware of as a parent but not to assume I know how to parent this child but you know supportive pieces on academically and socially too.

Participant I'd like to know like the school I was at before when the kids got up to high school, middle school it wasn't just academics they would say look they would like -- right near your place say they [0:47:20] [Inaudible] this is where the kids go to clubs, this is what we know about how they get this, how they get in and that kinds of things you might not be aware of but we would have those talks, they would say like we know that these kids are going to these clubs, and we know how they are getting in and doing this, we know that there are drugs out there even though you want to

pretend there aren't -- just kind of like -- the transparency
[0:47:43] [Inaudible] talk about what's going on as a community
as well, the community that you live in--

- Participant Yeah.
- Participant Yeah.
- Participant Even if it is something that's not necessarily sent to home but its provided like on the website or something it's just like you know information or developmentally too like okay you know parents this is the age that your kids are surging with hormones or you know so remember these tips or something is really helpful.
- Participant They may not talk to you for two days but that's okay.
- Participant Right.
- [Laughter]**
- [Cross-talk]
- Participant I mean, I recall when of the high school teacher telling me you know I won't tell you who it was but telling me they were going into after hours clubs seeing half of their students sit there and I'm thinking that's the kind of thing that as a parent would really want to know obviously
- [Cross-talk]
- Participant And if the parent hasn't established the rapport with the teacher earlier or very early in the year, early in the relationship with that particular teacher they are probably not going to find out because it's a very gentle thing to bring up, it involves possible of face, there are ways to handle that, there are ways to less sensitive to him you know and so on but I think if you have that rapport with the teacher, the teacher probably will feel comfortable raising that with you but probably would not without that connection, so that becomes very valuable especially as kids get older.
- Participant But that might be a good and so the teacher addressing these issues might [0:49:10] [Inaudible] administration comes in and says this is the community, this is what -- [laugh]

Participant And there are number of these kids going to these clubs --?

Participant Just address the taboo issues that I think you know in the culture we live and they don't want to [laugh] so it's kind of heavy stuff. But going back to something early I think -- I think **[0:49:33]** **[Inaudible]** probably said before just for admin and teachers and to let parents know that they are probably going to **[0:49:42]** **[Inaudible]** and they feel more together like how valuable, how valued they actually are, their input is and I think that goes along with communication and we have to work together on this. It's not just here on the teachers at school, your parents at home, here is what they are doing in school, here is how you can help at home. I think that will break down a lot of --

[0:50:00]

Participant **It's a partnership.**

Participant Yeah.

Main speaker Moving on to the next one that was really good. What ways the school or what can the school do to involve you in school decision- making that we haven't already talked about.

Participant **I mean the best they can do is offer things, I think we are having, we are having a whole evening -- in the evenings when parents actually have the time we are going to go over the school budget or financial planning or law and strategic plan --**

Participant **Open board meetings.**

Participant Open board meetings and say okay you have an opportunity to come at 7 o'clock to hear what the school is doing with you money then whether they come or not obviously they have had that option I think that would go a long way in transparency and --

Participant **I think talking informally with the parent is a big thing.** And obviously its little more difficult **[0:51:07]** **[Inaudible]** language issues in some case but I think that's that sets the stage for some of the things you are talking about is that if you don't have informal conversations like you are at parking lot and see your parent and say hey what's going on, how are things. And when you have those kinds of conversations the willingness of the

parents to engage -- as a parent I would -- I'm going to feel more comfortable if I have chatted with you informally here in the international **[0:51:34] [Inaudible]** to get involved when that letter comes saying we are having a board meeting please come and see what's going on the likelihood of becoming involved if there hasn't been an informal connection before is probably quite the **[0:51:45] [Inaudible]**.

Main speaker

Okay. Anyone else.

Participant

Well here is how I feel about decision making because you really are all over the place and in some situations if you work at the international school and the decisions being made maybe you're not in the same building that all you really want is the actual rationale for the decision and generally that's enough. Where you run into problems in the decision-making process is when the incorrect rationale is given and that goes back to the honesty and trust --

Participant

With no rationale --

Participant

-- you cannot have a, you cannot have a strong parent

[Coughing]

Involvement in the school where there is no trust. But that has to be established and then you really cannot tamper with that, you can't do anything to knock that of kilter because if that happens it's not --

[Cross-talk]

Participant

It's not helping you.

Participant

And I think the big part of that is you know admitting the states too like I think -- political example but I'll go back to -- I go back to Jack Kennedy who lot of people admire as a US President --

[Coughing]

But that's not **[0:53:10] [Inaudible]** were there but one of the things -- one of the first things in his administration he had only been in power about a month and things happened. And it was a mess and with the Cuban situation and Jack Kennedy stood up in

front of the American people and rather than saying that the CIA put him up to this which probably was true from the evidence that came out later, well he said you know I'm the president, I'm responsible, we lost some people, I blew it. And I think in lot of ways that made him as president, when you look at other people but at any time there is -- the bigger a leadership position you have the higher up you are the more important that you admit fallibility, admit to mistakes and I think that if you can do that with parents honestly and openly, it actually probably goes a further away than some of your successors will I think.

Participant Yeah. It's perfectly fine to admit when you make mistakes and that's okay, culturally though it might not be right in fact it is. It generally goes a lot further than trying to **[0:54:14] [Inaudible]**.

Main speaker Okay.

Participant By the way it's a really good -- that's a case study and group thing

[Cross-talk]

Participant And the limitations to [laugh]

[Cross-talk]

Participant I think it modeled.

Main speaker I've only got a couple of more quick questions, I realized that **[0:54:39] [Inaudible]** which opportunities are best suited for asking for you to volunteer at school, which situation?

Participant I think it depends on -- if the parents are working or not as well. I mean it's hard to ask working parents to volunteer but if the parents are not working, I think there are plethora of activities dances, plays

[0:55:00]

sports but it's hard for the working parent to volunteer for that stuff.

Participant Well because then they might feel guilty when they are unable to do so, so it's a -- to put it out there but not -- not make it mandatory you know but to encourage as best as you can.

Participant At least they have the option.

Participant I mean because most of the volunteer activities happen during the school days.

Participant Right.

Participant Yeah.

Participant There aren't a lot of opportunities for parents after school hours to get involved in stuff.

Participant If its more informational they could be scheduled for evenings instead of morning when the parents could come **[0:55:45]** **[Inaudible]** whatever it might be that would at least that we know you are working, you know you can't come so we are willing to give this to you in the evening but --

Participant Unlike one of the things the elementary does -- is that they will send you a letter before an activity before something is going to happen and have a list of options of ways you can participate, you know like for example something like the international **[0:56:12]** **[Inaudible]** they will say you know I would like to then there is sort of list of things you know cook some food bring some supplies, donate some money I mean but there is a list so you can do one of the four or five you don't have to any of it if you don't want but its nice that you -- I like that I think that's very valuable because you know you **[0:56:32]** **[Inaudible]** --

Participant **Oh I do have a couple of hours I will make some food or**

[Cross-talk]

Participant **some money, I'll do whatever, I'll bring supplies, I can do that you know I've like 15 minutes to bring supplies that's not a big deal so I think when you are talking about is true and that's the way of** **[0:56:48]** **[Inaudible]** **be involved how you want to be involved.**

Participant You can balance it like not always do the same thing -- first thing in the morning maybe you have -- one of the morning when or whatever or you can help out with reading for the kids, you can help in after school activity, give them a little amount of balance.

- Participant I mean you wait -- you wait for your opportunity where you are going to be the most needed maybe you -- you know to make a costume or something, there is a number of things you just kind of wait for that opportunity when you can actually do something for the students bring your **[0:57:20] [Inaudible]** old school or and so, and those opportunities will come up from time to time.
- Participant And you say I'll think of something -- like sending out -- parents might not know how I can help, I'd sitting and going I want to be involved but how to be involved so there could be a **[0:57:39] [Inaudible]** coming out to parent saying we value your parent involvement here is how you can get involved and then it will give the parents a chance to think. Well I'm not comfortable in reading in English but I can help out with the type class, you know given **[0:57:59] [Inaudible]** sit and help me think I don't want to really get in there but bother the teacher what do I do.
- Main speaker That's good. And the last question that I've got has to do with how do we improve two-way communication between parents and school, that something that came up very strongly in the survey, its very important for communication both in the eastern and the western group. How can we improve that two-way communication?
- Participant I think the technology is there we can take advantage of it perhaps K12 and technology coordinator here can set up some sort of a way for easy access to get in touch with parents through a lot of the tools that are available now. I think -- it's always nice to hear from the school when I get a text message about something that's happening at school because it shows I'm in the loop somewhere but the inability to text back because you don't know who you are going to be texting back to -- I think there is a solution to that --
- Participant I also like the technology idea I mean you know when I was in Bangkok **[0:59:13] [Inaudible]** they had a parent gateway they called it and a student gateway, you had your own password to get in and everything was up there all the information coming out, all the newsletters all the -- anything you needed to know it was at parent gateway. I think technology is good way but also that journal that goes on every day the daily contact book for the kids - - parents that might not feel as comfortable with technology they

have something in their hands they can write back, teacher writes to you, you write back, it goes back and forth everyday like a daily contact book at elementary school.

Participant But you know, yeah I mean sometimes it will a week, but you need to know that that's there. It comes home every day in your bag, you just check it.

Participant In middle school we do have the planner and that's not use very often.

[1:00:00]

I know for some reason there are many **[1:00:00] [Inaudible]** we get older --

Participant The kids are --

Participant Because they use it you know -- they organize their assignments in different ways than the physical planners I think but to know as a parent how you can communicate best because you are unlikely that a high school student is going to say, mom, my math teacher wrote this to you.

[Laughter]

Participant Well even when my high school kids say can you write a note to my teacher and tell him why I didn't do my math and I'm like no I can't **[1:00:27] [Inaudible]** its not my problem, its your problem so the forms of communication, the reasons become a little different too like I don't know --

Participant In the high school I think an email is utilized by many, many parents if they need to --

Participant Yeah.

Participant -- if they need to get in touch with -- to give you information and then you can always have a conversation and go back and forth that way.

Participant And they do have the website I mean --

Participant The blog --

Participant -- yeah.

[Cross-talk]

Participant A class blog or class website --

Participant Math blogs.

Participant Class website or --

Participant I find the text service -- to me text are actually invaluable because there are several things, one is its on your phone if you want to refer back to it it's pretty easy to refer back -- well actually after a period of time your phone -- delete the messages but I mean you can still go back within a few day that's one thing but the other thing is that it's an instant feedback thing. Because most people carry the phones around with them which means you can look at it right there if you want, you can look at it later but the thing is you have it right within the time when its happening and I also really appreciate as a parent when I send a text and the teacher gets back in a timely fashion and when I say that I don't mean right that minute because they might be in class but you know within the day sort of thing. I really appreciate that but sometimes I will send a text out and I get something back three days later well the thing is the issue has probably being forgotten or whatever but when I get an answer back you know within sort of 24 hours or within the day its -- there is a good feeling there that okay I've asked you about this you've told me what's going on.

Participant I think we are pretty good two-way communication between the classroom teacher but I mean like and parent but when text come out from the school there is no way of getting back to you. It's a two way -- as it gets higher up --

[Cross-talk]

Participant -- yeah actually get higher up the communication becomes much more one way. Because I wouldn't know how to get back to principal and just walk over.

Main speaker In other schools I've worked in for some inexplicable reason here we don't have an open house, you know we've never had an open

house in eight years that I've been here but at other schools we've have had an open house and its during those meetings we convey how we can keep in touch -- whether through websites or planner or texting or whatever, so you establish how that two-way communication is going to happen. We've never had an open house.

Participant We've discussed that with the middle school parents that there is an open house on August 22nd.

Main speaker Oh okay.

Participant Because that's something I think it's critical, exactly that because an it is specially with our population -- these a lot of the parents feel like you know we are the professional but they have to stay in the sidelines but we are trying to open that up so -- I mean that's critical. And as PARTICIPANT said to find other ways its hard and in a big city I think there is more complications with how you do the physical communications with the parents because the parent **[1:03:29] [Inaudible]** are in the morning a lot or in the afternoon and then there is the traffic they don't want to get struck here so to try and figure out the best way to have that two-way communication.

Participant Yeah, there are a lot of our parents who **[1:03:41] [Inaudible]** 90 minutes in the car and that you know --

Participant Yeah I don't know to take the -- I don't know take the sessions and have -- I don't know.

Participant Well over the years I've been fortunate that there is a small segment of population, I've had a lot of teacher's kids and I just see them every day so there is that informal talk that happens and that communication happens instantly. But that's not the case with every school.

Participant Right.

Main speaker Well, we are now reaching the end of the discussion, does anyone have any further comments that they would like to add before we conclude the session?

Okay. Well I really like to thank you all very much for your participation in the discussion. Your experiences, opinions are very valuable to help administrators understand parental expectations in international schools, thank you very much.

Participant Thank you.

Participant Thank you.

Participant Thank you.

Participant Alright.

Participant Good luck.

[1:04:35] **End of audio file**

Appendix T: Western School 3 Transcript - Coded

[0:00:00]

Main Speaker

I would like to thank you all for coming to this meeting. My name is Andy Westerman, I am principal at Ruamrudee International School. I am conducting discussion groups as part of my Doctoral Dissertation Research on cultural differences and parental expectations for involvement in international schools. I am speaking with 2 groups in this school and 2 groups at another school because I believe it is important to hear from parents like yourselves at different schools.

I would like to understand better what parent involvement means to you. If you aren't sure about any issues with parental involvement, your views are still very valuable to me. So please don't feel shy during the discussion. I would like to say there are not right answers or wrong answers. We simply want to discuss your views, your opinions and experiences. So please feel comfortable to say what you really think. As I already told you the participation is voluntary, whatever we discuss today will be confidential and used only in my research.

During the discussion, I will be taking notes however, so that you don't have to worry about getting every word down on paper. I will also be audio recording the whole session. The reason for audio recording is so that we don't miss anything that is said. Please don't be concerned about this, our discussion will remain completely confidential. I will use only first names in the discussion and the information will only be used for my research on parental involvement. Is it okay with everyone that I audio record this session?

Participant

Yes.

Participant

Yes.

Main Speaker

Okay. It is also important that only one person talks at a time. We will not be going around the room. Just feel comfortable to join in if you have something to say. Remember that we want to hear all of your voices to your opinions, reviews, so, it's okay to agree with everyone else if you have different opinion but please also try to respect the views of others as well that are here. The discussion will probably last about an hour or so. Are there any questions before we start?

Participant

No.

Main Speaker Okay, let's start. To get started I would like to go around just to -- to get everybody's voice and name with the voice for transcription purposes. So, I would like to ask your name and if you could tell us what section your children are in the school.

Participant My name is PARTICIPANT, my daughter is in 10th grade, so she is in high school.

Participant My name is PARTICIPANT. I have a 4th grader. I have a 8th grader and I have a 9th grader.

Participant My name is PARTICIPANT. I have a 4th grader, a 6th grader and a 9th grader.

Participant My name is PARTICIPANT and I have a 1st grader and twins in 3rd grade.

Participant My name is PARTICIPANT and I have twins in 7th grade.

Participant My name is PARTICIPANT and I have a 5th grader and a 7th grader.

Main Speaker Oh, great. Here's a wide range across the school. Okay, let's dig right in. First question that I have is what does parent involvement mean to you?

Participant It's a loaded question.

Participant I guess to me it means especially with the younger kids is being a part of my child's classroom and trying to impact and help in any way that I can within the school.

Participant I think it means different things depending on what grade we are talking about. For my younger child it means sometimes being present in the classroom, assisting in the program, feeling comfortable that I know what their day looks like.

For the older children it means listening to my children and sometimes reading between the lines and getting as much of the understanding about what their day is like as I can from them rather than from the teacher or from the school.

Participant Parent involvement, I would agree with that as well knowing the teachers, just letting the teachers know that we appreciate what they are doing and keeping an open communication for the

younger ones and maybe more regularly with the older ones not as much obviously but they know you are there, you know, to support your child but also if there is an issue, they could later come to you but that also that they know that you are watching but that you just haven't left them and [0:04:37] [Inaudible].

Participant For me there is two levels of parental involvements. So, there is the one level where you are supporting the school and the teachers and thereafter and the other level is supporting the child, my children and making sure that they are actually learning at the level they're supposed to be learning and when they're not being able to advocate for them to find out what -- what and why they didn't learn what the teacher expected them to learn.

[0:05:04]

Main Speaker Okay. Okay.

Participant You know, I would just add that that's the way to getting to the teachers for, you know --

Participant Yeah.

Participant -- and that's a great benefit of that because if you're not in touch with what's going on then you won't know how to support them when they need to, you know.

Participant I also think it's about getting to know the parents because my daughter is in high school so I'm not in the classroom, I'm not -- she's in her classroom so you do well just so you are being parents and you know the students and the parents that your child is hanging out with.

Main Speaker Okay. So, what do you think are the benefits for parents being involved in school? [0:05:57] [Inaudible].

Participant You know your children are socially and academically, you know the -- you know, the -- and if they're in good group of peer group or if they are getting towards the not so positive peer group.

Participant How can I help to build the community, it's pretty difficult I think to have a tight community and kids and teachers and the parents are all involved. If there is nobody there, yeah, it's a tight community.

Participant I think it helps your children to that they should see an active interest in you of what's going on with them and how they're

doing in their school. I think they achieve more academically by having that interest.

Participant Yeah, it helps to set and meet expectations for the child and for yourself like keep [0:06:59] [Inaudible] of what's going on, you're -- it avoids -- helps to avoid unnecessary surprise or --

Participant I think that goes to academically and socially too because I mean, I'm pretty active in school and so my child knows that I am usually here, I'm in the hall and I know other parents and so I think it helps for them to know that you know things. It keeps them a little bit more honest in --

Main Speaker Yeah.

Participant -- some of their decisions they're not making or not making.

Main Speaker Sure.

Participant I think it helps build relationship with your children as well especially as they get older, there is not a lot of waste to get into their lives so if you know a bit about what's going on in their day and they can relate to you, it helps.

Main Speaker Yeah.

Participant Even if it's just at the dinner table.

Main Speaker On the flip side of that, what are the problems for parents being involved in school? Your opinions.

Participant I have seen teachers who don't get to do their jobs. I have seen teachers who have had to kind of tell certain parents not at ISB but in my experience with overseas schools.

Main Speaker True.

Participant Which has made me want to stay away from the classroom sometimes even when I think I should have been there.

Participant Parents sometimes kind of [0:08:44] [Inaudible] those are not educated in education sometimes they have division, the teachers or the administration might and therefore they maybe sometimes expect unreasonable goals where the school's in the process like here at ISB where various levels they maybe upgrading a math curriculum or changing something, change text type and I think

particularly in transient environment, the parents who come here are unsettled. When they come from some place else, it was this way there why isn't this here? You know it's hard to take a step back.

So, I think it's knowing when to raise an issue, we have to first identify if there is an issue. So parents who don't really maybe take in the new environment and just dive in and start accusing the school of this or that and, you know, maybe they haven't talked to the people or that in the bigger picture. You know, that could be [0:09:49] [Inaudible] outside.

Participant

I think too kind of what you are saying is there have been times too when there has been other focus groups or other meetings and it sometimes becomes agenda based for that particular parent and that student and you know this is a big school with many nationalities, so you do have to step back and say, okay we are not an American school, we are not an Indian school, we have to embrace our internationalism instead of thinking, you know, well, when I go back to the states or it's got to be this way. We all want the best for our kids but you have to look at the bigger instead of just our children.

[0:10:29]

Participant

I think one of the down sides too is that especially with all the children I keep thinking of my high-schooler, it can keep them from maturing and learning to pick their battles. If I see something that's blatantly unfair and my son has been the victim of it, I still step back sometimes and think like it's not fair. I could make the phone call or I could send the email but you are 15 and it's not fair. So, trying to build their own maturity a bit and their ability to handle their issues, I think sometimes parents can be in the way by trying -- by being overly involved in what's going on.

Participant

I have just [0:11:11] [Inaudible] that I observed. I have experienced that with my own daughters even this year, something that you know even in your area of expertise or something you think that's not right, that's not fair but you just -- but that's the way you fell and going in to fix it is not going to help them. It's -- if anything is complicated and they've got to learn.

Participant

Yes, I agree. But again, it depends on the age.

Participant

Yeah, yes, yes, It depends on the age, yeah.

Participant I think even for a younger, I see like my one daughter would ask her to go, talk to her teacher about something, she will be like, well, will you go with me and I will say no, you need to be -- you go and talk to your teacher yourself, so you know, trying to be involved but step back so they learn from their experiences too.

Participant Like a winning process for both.

Participant Yeah. That's right, that's right.

Participant We're both learning how to let go.

Participant Exactly.

Main Speaker Okay. What types of communications are most important to you?

Participant In general or --

Participant As far as -- yeah.

Participant Yeah. No, yeah, I mean, with --

Participant With our school, with our children --

Main Speaker From the school.

Participant From the school.

Main Speaker They could be taken two ways, types meaning email, SMS, exposure paper or types as in the content or message communication.

Participant I would say all types are important to me. It's really hard to say one outweighs another because it's also situation specific. When it comes to academics, I would really like to have in writing what an assignment is and what's expected. And sometimes that's missing. But when it comes to like social type things, email or competition hallways is all it really takes. So, it depends on what you are talking about.

Participant I'm more with a face-to-face kind of -- yeah. I think especially with teachers and of course, emails the way we go with everything especially the school but I think when you are involved you have the informal relationship and you can, you know, you feel like I can walk over to Mr. Sousa (ph) and say, hey, you know I have this issue, can you help me or can we talk about this or whatever it

is or I'm glad you're on a break day. I feel like I can do that, so. I think that's important just to have that face-to-face.

Participant You know I have received emails from teachers, you know, saying I have something I want to talk to you about, can you please meet me some time and they'll give me a time where I can, you know, meet. So, I do when it's related to my child's learning, you know, send me an email to set up a time and actually do a face-to-face conversation.

Participant I kind of like having the PowerSchool idea that you can go on and check their grades but what I really like better is that I have my calendar so I can see when things are due for my daughter and it opens up a dialogue because I am not really going to -- I don't have to check it that often but it comes up and I will say, you know, hey, I saw that you were going to have this week test, how did that all work out and she actually will tell me more than if I had no idea she wouldn't say anything at all.

Main Speaker Oh, I'm sure.

Participant But I'll say, you know, well how did that go, and she'll say oh, yeah I did okay on this but you know I got this and it just opens up a dialogue that probably wouldn't be there if I didn't have the PowerSchool tied into my calendar and all that information right there.

[0:15:14]

Participant Are there other questions on communications because I have a comment to add but I don't know if you're kind of --

Main Speaker Anytime you want to add anything is fine.

Participant Okay. The -- another aspect would be when our school is going through a change, going to announce a change. I have been here six years and not as long as some -- more than others. It's been an interesting pattern that the school is always meaning well when it goes through a change, when it announces that change to parents, I think that there is a common error made in my opinion and it's about how it's communicated.

It's not that they don't know what they are doing, they are expressing they feel that there are lots of research but sometimes it's a very simple task that I have said this other meanings with the administration, kind of playing doubles at and imagine yourself before the parent body in the meeting and saying we are going to

say this, what's the -- could be -- what could they throw at a [0:16:32] [Inaudible] and be your own you know --

Main Speaker

Yeah, [0:16:37] [Inaudible].

Participant

-- you're just taking your doubles out, yeah, you are your own -- you're your own enemy there, not enemy but your counterpart and play that out so that you are prepared because time and time again you know the school gets up there and makes a presentation and then you know the hand goes up and here comes this question and you want to say you didn't think about that? You know, and to be fair that it is a lot to take on, it's a lot to take on and I have made this comment several times it has occurred to me over the last couple of years and you know it's a different parent body now that you're communicating to.

Most parents today have worked, you know, either both parents or, you know, one parent has worked in a business environment let's say and that's just a -- that's something you learn, you know, give and take and I just get shot down and you move on -- but I don't know at education it seems like you know they sometimes forget or it's another aspect, you need to remember but that way that you are dealing with the wide range of sophisticated educated parents, lots of different fields and a lot of experienced there.

So, when you are transitioning and making major communications and grading scale changes or curriculum changes, things that really push people's buttons to I don't know rehearse that and go through a dry run where you've got somebody you get into may get some parents in the to throw some stuff at you so that you know you are more on your feet and to think -- then you have a successful, I mean then it has more of a chance to success, it's not to shoot the idea down, it's just so that you get past the stuff that you feel you start to give it [0:18:27] [Inaudible] over here trying to deal with all the things that you think about when in fact it was maybe a good thing for the school to do this but it's just in the planning the preparation.

Main Speaker

Sure.

Participant

So -- and that's just -- it's just to be consistent in anything that's been the major things here usually moves on, okay, couple of times it's been a backlash, it has not got forward for whatever reason but just a lot of time and energy for the parents could be saved too, if there is a better explanation or just a bit more forethought in laying out.

Participant I think too you know there are several of those issues that we had this year is communicating from the beginning --

Participant Yeah.

Participant -- that is this is what we are thinking or this is where we are looking towards because I know for, you know, the 9th grade science change that happened last year I was sitting there as an A [0:19:15] [Inaudible] parent in the you know welcome your child going to 9th grade and they throw at us with those new science thing and it was kind of like, wait a minute, you haven't communicated at all that this is a change that might be coming up and now we have no buying and this school is very, you know, the parents are very involved, very focused on where their child will be going, not just about school or college next but where they are headed and very, you know, very knowledgeable.

So, I think you need to have more buying from the from the parents and I think that will alleviate some of the other issues --

Participant Yeah.

Participant -- that have been happening, especially you know when people start firing off emails to other parents to spin it up and then it's --

Participant Yeah.

Participant -- bringing out fires instead of focusing on what it is that you are trying to communicate that there is a, you know, this change that we are trying to make.

[0:20:08]
Main Speaker

That's right.

Participant Well, I think you kind of touched on it, what I think the parent body has changed in that everybody is more highly educated, especially in an international environment, most of the people are highly educated in the school, on both sides of the parents and so that's very different than you know 20 years ago --

Participant Sure. Both.

Participant -- when like my parents never finished high school. So, it's a very different group of people you are talking to.

Participant And this school is unique too. I mean I came from an international environment where I remember getting an email saying congratulations, 70% of parents we see picked up their child's report cards last year. They were congratulating us because almost 30% of us didn't get the day off.

Participant You're right.

Participant So, I think this is a much different environment, with all parental involvement than maybe you are going to get in other international school.

Participant Yeah, yeah.

Participant And I think that also lends to affect them. There are a lot of trailing spouses, so we do have the time to spend --

Participant Yes.

Participant -- you know, be involved in the school and what our children are doing and you know being in focus groups and going to every PTA meeting so I think that it's a huge difference.

Participant And a lot of us came out because of this school because we know that the school is here.

Main Speaker I know.

Participant Yeah.

Main Speaker Okay. In what ways do you like to volunteer at school?

Participant It's again it's age specific. My elementary schooler -- why I want to be in his classroom. I want to -- I mean I want to know who the other kids are but when it comes to my middle schooler, I just -- I want to be a more global volunteering. I don't have a need to be in her classroom or anywhere near her classroom.

Participant Yeah, it's a [0:22:16] [Inaudible] middle schoolers.

Participant Yeah, they're tough.

Main Speaker Middle school is fun.

Participant And they are not here to concentrate.

Participant It's a [0:22:33] [Inaudible].

Participant When you are in high school, you are not in their classroom at all. I mean, you don't either [0:22:38] [Inaudible].

Participant Yeah, you're not reading to the --

Participant No, not reading, in fact if I read the words in trash, if you're not reading it fast enough, just give it to me and I will read myself.

Participant Yeah.

Participant So, for me the, you know the involvement would be anything outside of the classroom and I'm allowed to be in like, if she is into sports, so anything around doing things with the parents other than sports or just attending games and going to those away games which may take an hour to get to, you know, but you are there just to show you're supporting and where [0:23:11] [Inaudible] just bring in the food, so that they have something for the public just to show that you are there, it means something to you, it's important that that aspect of her life is as important as the academic.

Participant I think at the school volunteering goes hand in hand with how social you are as well because I think you know there are -- there is plenty of opportunities at the school whether it is making cookies or you know standing outside of the sign or I mean just you can't even imagine. Our day is pretty bust because we do volunteer a lot so, you know, I think it does go hand in hand with it. You know I used to be the same way. I wanted to be in the classroom with my youngest and you know do a lot of projects but now I -- now that my kids have gotten older, it's more of a school, wide base volunteering, it's not just the classroom thing.

Participant I personally want to volunteer to anything that allows me to interact with my child but it's a personal thing for me because this is my first time I am not working full time.

Main Speaker Yeah.

Participant So I've watched other people kind of raise my children through the school and now I have the opportunity to be there, so not in the classroom per se but like girl scouts and girls [0:24:27] [Inaudible] and things -- things that allow me to spend some time at least with my youngest daughter.

Participant It's kind of the same with me. Right now I am able to work full time when we go back home so in the five years that we're here I have been able to you know be in the classroom and do the reading and be the room parent and you know be involved in day to day activities with--

Participant Sure, because it hurts to not be their mom.

Participant Right.

Participant It does, I mean I missed first days of school and I missed, you know, I was always the mom that forgot to send in Valentines on Valentine's Day because that was 5:30 in the morning so I -- too nice to have the opportunity to do some of that.

[0:25:11]
Main Speaker Here is the fun one.

Participant Yeah.

Participant **[0:25:22] [Inaudible].**

Main Speaker Do you want to be involved --

[Laughter]

Main Speaker -- do you want to be involved in decision making at school?

Participant I want to be consulted but I don't see it as my place to have -- to just make the final say, you know, I want to be consultant, yeah.

Participant Yeah.

Participant Or at least have my opinion heard.

Participant Yeah.

Participant You know.

Participant Some kind of buying.

Participant Right.

Participant Yeah, yeah, an opportunity to offer your opinion to run 4th grade.

Participant Because there are so many different -- like you said before, there are so many people coming, so many different backgrounds and everybody needs to be consulted for decision and probably it would never get done.

Participant Yeah.

Participant Because you have got one person that's for it, one person that's not, that's not like this school and you would be fighting all the time so consultation on somebody else has to have the bug stopped and --

Participant My expertise ends with my child. So, why would something that I say alter a decision that's been made by people who I trust. And I do put trust in the administration or I would call my child out to some place else.

Participant One example that comes to mind for me is recently we had a curriculum meeting with the elementary school and for me it was a great learning opportunity in that there are so many different opinions and ways in how you decide what that curriculum is, you know. I am sitting there saying gosh, my kids aren't being pushed enough in reading, say for example. But then you have some other mom that's saying we haven't even started teaching our kids to read until they're seven years old.

So, you have such a range of people with all the international people there is so much of a range that the school just needs to pick a direction and go in that direction. And it was very helpful to sit in this meeting and see what -- how did they come about this --

Participant Yeah.

Participant -- curriculum and have an understanding of it and feel much better about it going forward. So, it's just that communication of --

Participant Okay.

Participant -- tell us how you came to this decision and you know how do you consider this and you know just give us more information, so we feel more comfortable with it.

Participant I've personally gotten angry, though, with the school, I can think of one instance when the school has worked very hard to arrive at a curriculum decision and then due to a handful of parents who got shot down and the next thing I know I am getting a new email

saying that the program has been scrapped. I said wait a minute, why did the handful of parents interject now on this. I'm not blaming the parents but I don't think that we have that kind of role, at least not at that point in time. Of course I would like to say if there had been consultation all the way through, that made a decision --

Participant

Yeah.

Participant

And it's like a [Cross talk].

Participant

-- so, it's a double of sort, right?

Participant

Right.

Participant

It's something like are they setting themselves up for that to happen or, yeah, because if it is well planed from the beginning, a handful of parents shouldn't be able to shoot it down.

Participant

Yeah.

Participant

Yeah, yeah.

Participant

I think it's that the -- that they do consult because like for example IB is something that it may not have stayed, there's a lot of AP classes as compared to IB. And when you are coming into school and you are not prepared for IB you can't necessarily get into the classes and I was [0:28:47] [Inaudible] and the principal, she said why do you think more people are going into IB and I thought, well you know but I mean, even if you hadn't been there to say, you know let me explain that to you and you think why did you know but in the same respect, it was good to be able to say it because kind of sort of like oh yeah. You know I am sure it was there all along but you know, it just felt good to be able to say well, don't you get it? I mean you know--

Participant

Yeah.

Participant

-- this person just came in in 11th grade and he doesn't have such and such and such, so he can't be in this program but if he had an AP for, I mean, he could or you know, and I know why you pick IB but, you know this is why you're not seeing as many American students going into this because my son did the full IB, he got 9 credits and somebody else got 30, you know from his AP and so it's a great program but it had to just couldn't be.

Participant Yeah.

Participant **[0:29:34] [Inaudible].**

Participant Yeah. And that's that double aspect to see things, like you know --

Participant Right.

Participant You asked a question like that that the school doesn't think. What --

[Cross talk]

Participant Possibly, I was sitting in the same focus group amazed that we were being asked that question --

Participant Yeah.

Participant -- like are you kidding me?

Participant Are you kidding me?

Participant Yeah.

[Cross talk]

Participant -- an answer to that.

Participant Yeah.

Main Speaker Sometimes we ask the obvious, though.

Participant Yeah, yeah. Just briefly that -- yeah, cutting over, did you -- you'll remember this about positive things that can happen for consultation. When elementary school changed that just went on International Day and the teacher in charge of that, you know, called in all the PTA coordinator and all that stuff and you know announced we are going to do this.

[0:30:22]

I mean, it started out to be we are going to do this but all the parents were thinking, what? **It was like you're going to what and it really changed the way that the whole International Week Day thing in an elementary school, and it turned out very well in the end because the teacher was receptive to that feedback and ended**

up that a letter went out to the parents that was reviewed by a good myriad of people and the communication was to say people got it at the biggest turnout ever the PTA meeting, I think because the way it was channeled and it considered all the different cultural groups, the Japanese, the Korean, you know, every -- the Thais, everybody and it was a success in the end. It was not without hard work but -- and I'm presuming it's continued on since then pretty well but it was a big change but it's a bit of a pushback for the parents is what it took I think initially but this school listened and in the end, it was very good.

I thought that, you know, that was, you know, a very good experience so I often use that in [0:31:27] [Inaudible] school with other things to just work together.

Participant

Yeah.

Participant

Communication is so key, you know, but that was [0:31:34] [Inaudible].

Main Speaker

Okay. Well, I guess that that's -- you guys have kind of answered the next question which is, what decisions would you like to be involved with? Do you really want to reiterate? What decision do you want to be involved with?

Participant

I don't necessarily want to be involved in the decision making of the curriculum but to have the information as to why we are going that direction. I think you know we chose this school, you know that there is a board that chooses the teacher -- the administration and, you know, it all trickles down and we have to trust in that, otherwise, why are we here. So, I don't want to -- I want to know what they are thinking not necessarily have -- have any decision making about --

Participant

And not have it thrown at you --

Participant

Yeah.

Participant

-- like the day off or okay we are starting this tomorrow, you know, have time to process and --

Participant

I don't know if this is what you're asking but I would like to be involved with the decisions that are specific for my children. So, the things that they are doing or not doing, I would like to have some input into how that's going to look or how that's going to go. Like, for instance, the transition from 5th grade to middle school,

we did it in the States, I was able to help my daughter pick the classes. We were able to together with her teacher pick whether -- which one AP classes she would we, which AP classes she would not do. We were able to dialogue back and forth on that. Here, I have absolutely no input and I don't like that.

Participant

I completely agree with that. The transition from 8th grade to 9th grade was shocking to me because I thought I was completely in the know about that transition and my son came home having sat through presentations on classes and he had access to information that I didn't have the access to and was already in the process of picking his curriculum from high school and I really virtually had no say in it.

Now, in the end I had a great deal of say in it but had I not stepped in, I would never have known. Perhaps I should have been asking questions I wasn't asking and I think maybe sometimes we are bombarded with so much information here, I mean I get emails every day from the elementary school, the middle school, the high school, the Panther clubs, I mean and I just open up my email and there is ISB, so I have this expectation that anything I need to know you are probably going to tell me but there are some things like that that we don't have -- that I was surprised that we didn't have enough just with the making [Cross talk] --

Participant

And right now, Chris and I'm debating when I go to this teacher and say okay, here is what I think he should go because that's fixed for it to happen to my daughter. Were you -- would you recommend it but so far I've gotten absolutely nothing.

Participant

This is just a 6th grade transition?

Participant

Yeah.

Participant

See because we -- well, we started here in 2nd grade. I thought the 5th and 6th grades, I thought -- let me put it this way, I've heard lots about middle school and so I had -- I set very low expectations to start, actually no expectation. Having said that, I was really [0:34:40] [Inaudible]. I thought the 5th to 6th grade transition here and I specifically was seamless, it was [0:34:49] [Inaudible] they said it was going to be -- it was -- I don't know, I was very, very happy with it. Having said that, I went to everything. I mean I went to PTA meet, I went to the 5th grade parent nights or whatever, you know, but --

[0:35:00]

Participant I guess when it -- for me when it comes down to, I have no idea. I know where I would like him -- I mean, if they were in the States, I would want them to be in the AP math class but in the AP English class. They don't do AP here. So, what I don't understand is if this teacher recommend he does a higher math class and an average English class what -- I have no idea, not a clue or if he'll need him next year.

Participant So, that was clear to me, as far as the thought.

Participant Yeah.

Participant And maybe there is an aspect the longer you are here, you want to know.

Participant You kind of hear -- already hear from other parents maybe you have done this great job that you hear stories so you -- I mean you have probably prepped yourself to be ready until we have the certain way was you're coming in -- to be fair, you don't have the advantage of having that history.

Participant Sure.

Participant But other friends who know and all that, so it goes back to the school. But maybe there is a gap with incoming new families or families that have that.

Participant Yeah because sometimes you get so much information and then the one critical piece isn't there and just shocked --

Participant Yeah.

Participant -- that you didn't have that critical piece about your child in particular.

Participant Right, right, yeah.

Participant What I have been told is they will make the decision, we just sign up from our -- our only choice was banned or distraught. But --

Participant Honestly this [0:36:13] [Inaudible], yeah.

Participant Right. We have no choice on where they could have been at, that's my understanding. We have -- also when were kids.

Participant Well, test them too, give them time too. So, they take what you know their info -- they make their assessments from a year and then they are tested again --

Participant How do you know -- but how do you know where they are going to put them? How will I know until I start school next year.

Participant That's volunteer's --

Participant And I don't like that. I don't -- I don't like that.

Participant So, that's kind of like that's a conversation which --[Cross talk].

Participant So, it looks like the first day at school and [0:36:40] [Inaudible] class, I don't agree with.

Participant Yeah.

Participant What's my [0:36:43] [Inaudible].

Participant Yeah.

Participant And it would be -- so that's where I would like better communications, I feel that's really lack -- I find that lacking.

Participant Yeah. And again, I had heard these stories. I just -- that was -- it's going to be bad, so we'll just see how it goes and then it worked out well. I think maybe if I had an higher expectation, I will be --

Participant Yeah, and I guess I have a very high expectation.

Participant Yeah, because you looked at a --

Participant I had that I had that input.

Participant Yeah.

Main Speaker Sure.

Participant -- and I knew people, we had summer, which AP classes she was taking and which ones were non-AP classes and here I am crossing my fingers and who knows what we'll be doing.

Participant Yeah.

Participant And I -- it makes me a bit unsettled.

Participant So, I think too, I mean that I had found at the school is they're very receptive. If you went to your counselor -- to a new 6th grade counselor and say, this is how I am feeling, they would sit down and talk to you about it and say, you know, this is what we are looking at. I don't think it's ever you know, a closed-door thing or --

Participant No, it's not [0:37:42] [Inaudible].

Participant So I mean that's just -- that's how I have been you know received here so, I think, you know, I've never had -- you can't mark on somebody's daughter and say, this is what I need you to talk to me about this.

Participant Do you know, are these middle school AP?

Participant They don't have AP here. This is States but here they have -- it's mentioned they have different levels math.

Participant But --

Participant The 6th grade and well, up until this year.

Participant And that they have different levels of science and they have different levels of humanities.

Participant Yeah, 6th grade, they did not.

Participant So, either they don't call it AP.

Participant Yeah.

Participant They are different in that -- 6th grade, I wasn't [0:38:17] [Inaudible] was.

Participant No, no, starting next year there will be.

Participant Okay.

Participant Well starting the next year they are going to separate science and math.

Participant Because now it's one teacher teaching both --

Participant Science and math.

Participant But there is a group of kids who are more advanced than the other.

Participant Right, yes.

Participant And I already know he is not in that maths group, we're really having problems.

Participant Right, yeah, and there is already report --

Participant And those are issues that have --

Participant Yes.

Participant -- come up with the -- having said that, let's get us back to the school is evolving still. We were in 6th grade last year, okay. That was the first year year they had math every day. So, they were getting math every day before that. So, yes, so, it's progressive, yes, I know --

Participant Don't worry, they will get a four and you won't know what that means --

Participant Yeah, yeah.

Participant Yeah, it's all right.

Main Speaker Can we bring it back to --

Participant Absolutely yeah, sure, sure, yeah.

Main Speaker What would you like then -- it kind of sounds like this is part of this questions, what would you like administration to know about your expectations for involvement then?

Participant The administration?

Main Speaker Mm-Hmm.

Participant So, it doesn't really include teachers per se.

Main Speaker Per se. This is the -- my research is to go out to heads of school principals what can we know about the parents that they would like us to know about, their expectations for involvement? Your expectations for involvement?

Participant

I have a -- start summarizing it one -- one thing, what matters to me most is that it's this goes directly to the church. The request for -- from parents and this request it's important relative to the sincerity behind it. Is it just lip service because that was my experience.

[0:40:17]

My first year here was disappointing because you hear the school say we want your input, you give it. Then that's not what we wanted. This is kind of what comes back, you know, or thank you but we've done here, we don't know or no, we can't do that here and then you spend the first year just spinning your wheels but the second year, you're thinking, you try a little bit more but you really get that kind of -- we want you to help but only with really what they -- almost like they want foot soldiers not really people with ideas, okay.

By the third year, you know, I don't even bother anymore. I go up and do my own thing because why do I keep offering or wasting opinion when and I know person would think I'm [0:41:02] [Inaudible], just it's pretty much straight and good stuff but it's just not going to happen and my -- and I without specific names in example there were something what the school went through about a year ago and a big process, big, okay and town meeting and all those kind of stuff and when the decision came out, a what? They went with that? Okay, was that just a sham?

All that headhunting, all that search, all that involvement with so many people and parents, is that it? And then you hear later, yeah, it was kind of like network. Yeah, and you think jeez, wow, you know, the current credibility is that loose from the school. So, I am being very candid here but I just -- what the administration need to know is like, you know, do you really mean business or not, you know because you do have a bunch of educated people out there but we'll see what you are at.

And unfortunately I think if these were K through 12 and nobody left this place it will be run differently. But because it's transient, all they have to do is just wait out on the parents that have the issues, they will be gone, you know, that's the cynical sight. I say what I say because I actually think honestly it's a very good school and we have come to the conclusion that because of my daughter's love for the performing arts, we finished 8th grade -- we choose -- we have the right and we have the choice to stay here.

My husband does [0:42:45] [Inaudible] country. We opted to be here with our student basis for -- because of ISB. But come 9th grade we're probably going to go back to the States only because they want to really focus on performing arts and they cannot do that, you know, in few places.

Main Speaker

That's right.

Participant

And it's been crying time for us, it's bitter sweet but I love ISB, I have an issue with ISB but I still love it. I think the teachers here, for the most part is really what make it that value added for my children. That has never been [0:43:19] [Inaudible] so that's...

Main Speaker

Okay.

Participant

But the administration --

Main Speaker

Yeah.

Participant

-- don't give me lip service because that's just loses all credibility.

Participant

So, it kind of sounds like what you are saying is if you are going to ask for my opinion want it honestly and listen to it. If you've already made up your mind, then just tell me what it's going to be.

Participant

Absolutely, Yeah.

Participant

And reap the consequences for that.

Participant

In another way, but that's it, exactly. It's like you know, because I guess my time is valuable. My time -- I want to put my time to my children and things that I enjoy doing and you know, add value to my family. I don't want to find out that after all that effort, you know, it's -- sorry, but it was already decided.

Participant

Yeah, I was going to say, I kind of found a little bit about it with ISB input. We -- this is our first -- when we first came here, we got the whole [0:44:04] [Inaudible] our door is always open, you can bring us anything and which I did and then I got over here in transition and just like, okay never mind I won't tell you anything, I will just deal with it at home.

Main Speaker

Okay.

Participant

I want the administration to know that I am paying attention even if I am not standing at your door.

Participant Yeah.

Participant I want the administration to recognize that, we are educated, in some cases very highly educated parents who might not physically be watching, you know standing at your office door but I know what you are doing and I am paying attention and that you have a whole bunch of me that you don't see every day but our absence does not mean we are not paying attention.

Participant We're not paying attention.

Participant And I think that's important because I will tell you that the last school that I was at, there was a absolute expectation that the silence among the parents was concern for everything. It's just not true.

[0:45:02]
Main Speaker Yeah.

Participant Well I think that they think too is that you know, in the international system we have a choice. We can all go somewhere else, I mean, so take it as a rule but we all have a choice to be here or not, so we are involved and we want to know what's going on with our children, otherwise we just send them to any other school and --

Main Speaker Yeah.

[Cross talk]

Participant **[0:45:28] [Inaudible]** cook school and pay out extra money.

Participant Yeah.

Participant We're stakeholders, we're customers in a way but you know it – yeah.

Participant Yeah, there is a business model that goes with running a successful school and it includes any input from the parents.

Main Speaker Okay. So, how can the school support your involvement on school events?

Participant Support our involvement, I'd say.

Main Speaker How can the school support your involvement?

Participant I mean, I guess they are already doing, I mean, they are already doing. Yeah, they have something else they could do, I mean they offer space so that you can go and organize on campus -- get the access to supplies if you need them. And I feel it's -- were actually really well supports the involvement pretty well.

Participant You're welcomed on campus or not, there's a lot of parents walking around the school and I can think of schools that one of my sons is about to go was like we're [0:46:31] [Inaudible] to get to that place, you know, even for parents who are involved. So, there is -- I always get a sense when I come on campus that I am welcomed to be here.

Participant It's true.

Main Speaker Can the school support ways for you to be involved in children's education at home?

Participant Say the question again please.

Main Speaker Can the school support ways for you to be involved in your child's education at home?

Participant It can. They do for instance PowerSchool which enables us to look at grades which is a very powerful tool especially for high schoolers because I can look five times a day if I am going to be obsessive or once a week if I'm laid back, somewhere in between is pretty much where I am, so I know how they did on a certain tests.

Participant They offer the teachers to the blogs so it's that they do really good blogs that there are wonderful ways to support all of our link because you know when to ask the question. If there is a test like how do you feel about it or how do you do on it.

Main Speaker Okay.

Participant Emailing teachers, it goes back to how involved you two, it's like teachers, if you'll at least introduce yourself in this mail that they get if not in classroom obviously but once the teacher knows you are open up communication, I often get emails from teachers like your daughter didn't return an assignment, could you ask her about it? You know, and they have to keep following up because they know I will come, I will follow up.

Participant Right.

Participant She is sitting right there. Honey what about -- oh, yeah, she said this, not that they can't communicate but it's just -- it's more of a caring concern or communication that often helps, so.

Main Speaker Yeah. What can the school do to involve you in decision making? Kind of circling back to that one again.

Participant Offered the opportunities, you know, say we're going to have a focus group on such and such and like, you know, said I'm going to get off that tick, and make it for real, not just thanks very much for coming by, now we've made our decision without you.

Participant And then there's people who have I think a really burning desire to put their [0:48:56] [Inaudible] it's not really an issue, don't go.

Participant So, I think you have to be careful too because I have been in that field focus groups lately, and you see the same people --

Participant You do.

Participant You do, that's right.

Participant -- and you know, what -- what are they actually getting out of that is they're hearing the same thing from the same group of people so I think, you know, as administration you have to, you know reach out to the people that are knocking on the door saying, I could be on this focus group set something off, you know, I had something to say, you know, especially the international community because the Japanese are going to knock on your door and say, I want to say you know I have something to say. But I think you know, to get a good feel of what the community is thinking or feeling or what you are trying to present that you need to reach out to more people than just the --

Participant I think the survey is good, right?

Participant Yeah, and example this survey, yeah.

Participant Which is something that -- but unfortunately at lot of people don't think -- the same people may not answer that but that gives some opportunity for those people that don't want to go in a group and don't want to have to do things face to face or even, you know, require the whatever because you're an introvert, it might be really

difficult to be in a group or like you said, culturally. We had surveys and things like that.

[0:50:07]

Participant

If they did it after the flood to discuss how, you know, the home -- whatever that home schooling fiasco was that we did.

Participant

Yeah.

Participant

How did you learn and go? I appreciate the fact that they sent that out.

Participant

I appreciate it that they ended it too.

Participant

I do.

Participant

You know, they actually [0:50:24] [Inaudible] to what you said and they said, it just happens again. Now, we've determined that this is the way to do it and it was kind of nice to see that they had thought it through and they had listened to people and they actually implement something different the next time around.

Participant

And part of that buying might just simply be -- be -- here's what parents thought and here is what we are going to do. And if there is a difference between the two, I want to take an opportunity to explain to you why that might be.

Participant

Well, I think and all of it's a learning process for the administration, for the parents. I mean, just like the -- the learning thing because yeah, so, but, you know, I think your every step just like with the curriculum and all these steps in our child education is a learning process on each side and we have to kind of come together instead of trying to, you know, kind of bell it out sometimes to, you know, do the right thing.

Main Speaker

Okay. So, in your opinions, which types of activities are best and opportunities are best for asking you to volunteer at school?

Participant

For asking us to volunteer, like it depends on what you are -- type of volunteer like the PTA stuff in that first week of school when they have all that stuff out and you can see what's available to be able to physically go somewhere and see these are the jobs that are open, these are the things that you help with. I find that very helpful but when it comes to -- but in school stuff, it gets a little bit more difficult.

Participant The sports program here, some of the committee sports and my family is involved in baseball, it wouldn't exist without parents. And that's -- parents are critical -- play a critical role there not just to keep it running but because everyone of those parents out on the field has a child and that's interaction with your child and that's awesome because how well is to meet your 15-year old, it's not a baseball field. So, there is definitely better pits on both sides. The school gets the pat and the kid gets the pat. So, I think sports and extra-curricular activities are a great place for parents to be asked to volunteer in.

Participant I think in this place, it's very unique because we live in this community and the school is really the basis of this community and so, you know, I think it's amazing on the weekends that you'll see so many people here, whether it's baseball or girl scouts or a pancake breakfast. You know, even if you're not a volunteer, you're still coming to the school and you're doing something. So, I don't know, I -- I try to remove there sometimes so a volunteer stuff but yeah, I mean, it -- I think again it gets to how much you want to be involved with your child and how social you are but kind of what you can offer, like teaching base--or coaching baseball or --

Participant What your expertise is and --

Participant Yeah.

Participant -- [0:53:26] [Inaudible].

Participant Dance or music, anything. But I think this place definitely welcomes that.

Participant This school kind of has -- knows the secret on giving parents to play a role. We came here a year ago and I heard that you're going to be [0:53:41] [Inaudible] coming weekend, I thought oh, yes, I am. No, I'm not. I'm here every -- the magic happened on here every weekend, I'm here every day. Somehow this school has built an expectation I think among parents too that part of this community is about parents being here.

Participant Yeah.

Participant And that's amazing because I know there are schools out there that really would prefer that parents were a part of it but the school, we keep talking about ISB but this school has a way of bringing parents in and making us feel welcomed and then working us to

death because there are some programs that wouldn't operate without the help of parents. So, it's a good trick.

- Main Speaker Yeah, like [0:54:22] [Inaudible].
- Participant Oh, when you live and breathe, I mean, you know, I would two minutes away so, you know.
- Participant Yeah. And you get the sense --
- Participant This is our community.
- Participant Yeah, you get the sense that there is ISB and around that is built into the time and --
- Participant Yes.
- Participant -- not the other way around.
- Participant Right, yeah, yeah.
- Participant Yeah, yeah, yeah, I'm certainly with that. Then we know [0:54:39] [Inaudible].
- Participant I think what you said about the trailing spouses is true. There are a lot of people that are not working that are privileged.
- Participant Yeah.
- Participant And, you know, and there is either stay home and do nothing or come to school and do something.
- Main Speaker Yes.
- Participant And so a lot of people are involved.
- Participant And that is true because the entire diplomatic community for those person in diplomatic community, the trailing spouses is now permitted to work in the school.
- [0:55:03]
Participant That's right.
- Participant That's makes a difference because if we were living some place else, I wouldn't be in this focus group right now and it makes a difference.

Main Speaker Yeah. Okay, the last question I have is how do we improve two-way communication between parents and school, two-way that keeps that --

Participant Between the parents and school.

Main Speaker Yeah. Could include teachers but I'm talking in general because the two-way's important kind of.

Participant You know, there is so much on technology stuff. That's one thing I actually missed the face to face stuff so I mean, as much as you can say, lots of emails and all those communications, and all this information, I actually would prefer to have like the parent might, you know, where you come in and you meet the teacher and you see the class and all that kind of stuff and say here, I am, and you really actually know that teacher's face and when you send the email, it's not going off somewhere to a teacher, oh, is that Ms. so and so or is Ms. so and so.

You've seen that person, you've been in the classroom and you know the expectations of parent nights and conferences. Unfortunately because of the flooding high school [0:56:11] [Inaudible], I felt like that was a real shame especially --

Participant I as well.

Participant -- having to plan a schedule, you know, I'd be full, I've not -- you really needed that and so the one on one I think it's important and it gets lost sometimes in all the technology.

Participant And I agree with that entirely and I think that sometimes there is -- we -- they misunderstand that especially with parent-teacher conferences that if your child's got an A, why did you need to see me? Well, I need to see you because I need to ask that critical question about IB now. I needed that 30 seconds that I didn't get and I think this school in particular, because of -- well, it's underestimated that some parents need that. And even in the fall, when there wasn't -- when we did have the conferences with the high school teachers, I had -- I remember I had one high school teacher look at me, sat down in the chair and he said to me, he's got an A, what do you want to talk about?

And I felt like I was being told that I was wasting his time at which time I looked at him, I said, I don't know, the weather. And he said, well, okay because he kind of got the message and we started

to talk about maybe the curriculum and where we were going and how we would help him maintain his grades.

So, we don't always need to talk to a teacher because our kid's failing out. There is a -- an interaction there that still remains critical. I'm not in the classroom every day but I want my 10 minutes.

Participant I mean we want to hear the positive as well, they did that. I can bring that home. It's just great to go to my daughter and say, you know, your drama teacher or your math teacher said you were terrific in this, this and this and that's great for her. It's great to have that and not just always have like well, you know --

Participant Because there is a saying --

Participant -- you're not doing your homework.

Participant -- the positive is even more powerful than the negative because to get that positive is very important to you where you go home and say your teacher said this about you and you see that glow on your child's face, it's just as important as saying well, how are we going to improve this.

Participant To all the process.

Participant So, the two-way [0:58:07] [Inaudible] process.

Participant Yeah.

Participant And speaking of positive and negative, the -- and this links back to when the school does ask for any budget and you give it, you know, that -- and to use the recent example in the focus group about communication recently. In the record that comes out in the discussion, this is just about that particular example, I'm saying this several times, I've been involved with things in every aspect of the school but you look at the minutes of the [0:58:45] [Inaudible] and there is no distinction, there is not one mention of anything that was negative, you know, and it's like this are you even in that meeting?

You know, and this is something that I recently presented to the board and so, one parent said that's not what happened, you know, so again, it goes back to -- if you want two-way communication, you've got -- and again, I think it's totally unfair for parents just to dump on the school and not appreciate --

Participant Sure.

Participant -- what they're doing that's something that I'm talking about. I'm not talking about that handful that shouldn't be allowed to change something, right? But you really want communication then, you know, I'm willing for you to tell me if I'm in the way or if I shouldn't be doing this or this whatever, but please allow me to be able to comment critically but developmentally critically and I want to see that you actually heard that. I want to see that you understood that. When I get a report back minutes to a meeting and a significant meeting, that's cleansed.

Main Speaker Yeah.

Participant It doesn't have any reference, not just from what -- what I may have said but many whatever and this is not just that particular event, it's something at different times. So, you start thinking well, again, it goes back to use of lip service, you know, you are keeping so busy, you know, that the only thing we ever do see in these groups are the ones that that's how they find -- that's how they volunteer, you know, because --

[1:00:10]
Main Speaker Yeah.

Participant -- someone's going to keep it on the ball and that's crazy. But the other thing I think is interesting was the school decides. I think mostly it's transient than nature, people coming and going over the few years but the board, like the elections would be coming up soon. But we have these general board meetings, no one every goes. I mean, I didn't -- even I don't go now and I didn't. The first couple of years I did but they say you're all part of the ISA, international --

Participant I think it associates **[1:00:37] [Inaudible]**.

Participant So, this is it, we're all part of this so they want us to go all the board meetings --

Main Speaker Associations.

Participant -- asso -- yeah, yeah. No one ever goes. You know, and I think because we're so busy either or we don't -- I don't think it's because we don't care, I just -- and that's a huge disconnect from **[1:00:53] [Inaudible]**, huge disconnect. This is a group of people,

the board trustees are the ones who are hired ahead of school, you know, and these guys hire the teachers and these teachers teach our kids, you know, it's like -- and we are here all the time but, you know, we're not sitting in on those lumpy meetings or whenever there is [1:01:10] [Inaudible], this is it, you know, in -- and it's I think it's just -- so I don't know how to fix that, I don't know.

And, with our choice because we're living in the middle of the year and I was going to run through the board you know, next year if I can be a part of that, you know, but it's a two-year commitment and I can't do that, you know, so -- but that's always been something that's been a disconnect. I don't know if this is same with other international schools either. This is the only one I know.

Main Speaker It's in a lot, yeah.

Participant Yeah.

Main Speaker We're talking up here and --

Participant Oh, it's okay, just security stand.

Main Speaker Okay.

Participant But yeah, but that's a two-way being honest with you.

Main Speaker Anything you want to add?

Participant No.

Main Speaker Okay, we're reaching the end of the discussion. The -- I want to ask with everything that's been said, is there anything more that anybody wants to comment or add before we conclude this other session.

Participant I think you're never going to have a perfect communication between parents and administration. And that's --

Main Speaker Okay.

Participant -- the more communication you have, the more conflict you can have.

Main Speaker Yeah.

- Participant But everybody's got a role and parents need to be involved not just when it's the critical juncture in their child's education but across the board throughout and the administration has an equal responsibility to pay attention to the roles of paths and to recognize the paths, we're watching, parents are on board and parents are in a rule having inevitable role in the school.
- Participant I'm actually being interested to see what they -- the other, you know, parents that -- the Japanese and Korean and Thai parents because, you know, it's such a different culture than, you know, us as Americans and being in people's faces that are you going to be interested to see how they feel about that.
- Participant In our last international school, we had a parent -- we had a teacher leave and before she left, she wrote a letter to the American ambassador saying this would have been a great experience had it not been for the American parents.
- Participant I think, you know, I know that earlier but I think sometimes because we are Americans and we are so involved, we kind of push our American --
- Participant No.
- Participant -- views.
- Participant No, never.
- Participant And there are a lot of people that don't consider the other ones. I mean, even when you talk about the whole cafeteria food issue and we don't want soya sauce in the cafeteria, that's not -- okay, I might not think insulting, actually I don't mind but, you know, why is it my -- my view of thinking that soya sauce is bad so Japanese and the Thai and the Chinese cannot have soya sauce at one camp So, you know, I think those kinds of things we have the right, yeah.
- Main Speaker Yeah.
- Participant Yeah, yeah.
- Participant I think the cultural differences and --
- Participant But also just their involvement in the everyday things I think I'm interested in this, you know, it's hard to get them to join forces.

Participant Yeah, everything's in moderation, you know, it's not perfect. It's never going to be perfect but again, the school anticipates that and they get to buy in early enough and they realize, you know, they think through the imperfections of what parents made [1:04:34] [Inaudible] with and then they've already thought of that and I don't know, it's -- it would be a lot more -- I think a lot of time is wasted on miscommunication.

Participant Yeah.

Participant You need to [1:04:45] [Inaudible] and live better.

Participant Yeah, yeah, yeah. And I don't know if that means some training or some kind of a, you know, process they need to rethink or whatever, American parents have responsibility as well to be -- to be reasonable for what they requests, you know, but it goes back to the two-way stream thing.

[1:05:09]
Main Speaker Anything else? All right, I would like to thank all of you very much for your participation and discussion. Your experiences and your opinions are very valuable. Top administrators understand perhaps like expectations in an international school, I really appreciate it for your time and --

Participant Good luck with your --

Participant -- honest opinions.

Participant -- with your dissertation.

Participant Yeah, yeah.

Main Speaker Thank you.

Participant Yeah, thank you.

[1:05:31]

Appendix U: Eastern School 2 Transcript – Coded

[0:00:00]

Main Speaker

I would like to thank you all for coming today to this meeting. My name is Andy Westerman, I am the Middle School Principal here at Ruamrudee International School. I am conducting discussion groups as part of my doctoral dissertation research on cultural differences and parental expectations for involvement in international schools. I am speaking with 2 groups at this school and 2 groups at another school because I believe it is important to hear from parents at different schools like your selves.

I would like to better understand what parent involvement means to you and even if you aren't sure about any issues of parental involvement your view is still very valuable to me. So please don't feel shy during discussion. I would like to say there are not right or wrong answers. It's just simply discussing your views, opinions and experiences. So please feel comfortable to say what you really think. It's only with us. As I have already told you participation groups completely voluntary, whatever we discuss today will be confidential and used only for my research. During the discussion I will be taking notes, however so that I don't have to worry about getting down every word on paper I will be also audio recording the whole session. And the reason for that is so that I don't miss anything that's said. Sometimes things happen very quickly,

Please don't be concerned about this, our discussion will remain completely confidential. I will use only first names in the discussion and the information will only be used in my research for parental involvement. Is it ok that I audio record, ok. It is also important that only one person please talks at a time. We won't be going around the room just join in as you feel you want to join the discussion, you have something to say. its ok to disagree with everyone else if you have opinion that's different, please also respect the views of others though. And this discussion will probably last about an hour. Are there any questions before we start> Ok let's start

The first one let's have some kind of introduction a little bit, so I can also understand the names who you are and your sound on the voice recorder. So for this part I will go around and ask each

person, just say your name and what section your children are from in the school.

- Participant I am PARTICIPANT, my elder son is in grade 10 and second one is in grade 2
- Participant My name is PARTICIPANT, my son is in grade 7
- Participant My name is PARTICIPANT my son is in grade 6
- Participant My name is PARTICIPANT my son is in grade 6
- Participant Well my name is PARTICIPANT, I have 2 kids in grade 10 and grade 6
- Participant My name is PARTICIPANT and my daughter is in grade 6
- Participant I am Miho, I am counselor am here to translate and assist PARTICIPANT
- Participant My name is PARTICIPANT I have 4 boys. Eldest son is in Japan, second son is in USA, third son is in R&D grade 10, youngest is in Japanese Thai Association school [0:03:52][indiscernible]
- Main speaker And also can I ask what kinds of activities your children are involved with here at school just get an idea what your children are.. sports or plays or what other activities they like to do?
- Participant My elder son is in music, he recorded 10 albums already and selling for charity. And my younger son he is involved in sports activities and like craft and also music and piano and yeah mostly that
- Participant You mean that activity involvement in school right?
- Main speaker Yeah what your children are doing, yeah what besides classes are they doing.....
- Participant [laughing][inaudible]
- Main speaker That's ok, sometimes they are involved with things outside of school yeah

Participant For my son CHILD is the soccer player for U11

[0:05:00]
Participant My son likes basketball

Participant My son joined the sports team in Band before but now he is stopped all activities because now he is in grade 10. So I just suggest focus on study more, so he stopped. Anyway he joined a swim team over 5 years. Then he joined the basketball, soft ball many activities and he played clarinet for 4 years in band and my daughter joined sports team. She joined soccer, so keyboard, swimming

Participant My daughter she is learning piano from the age of 4 and she is continuing it. She likes singing so she joined the choir group here last 2 years she is in the choir group, this year also and next year also she want to join back. And she likes art so she had the art class here for the first semester and during the summer vacations always I give her extra lessons. And she likes mostly music

Participant CHILD, grade 10 he plays flute in music band ...**[0:04:35][indiscernible]** nation, community service activities, he went to Ayodhya to build houses

Main speaker Ok that's great, ok. Well thank you for sharing that information. We will get into our questions now for the discussion and again I want to emphasize that this isn't just around you know .. I would like to hear from everybody but just time and assume that we would have something to say. The first ones very straight forward and what does parent involvement mean to you?

Participant I think that should mean something like we can have an input into the school syllabus and when I say syllabus it is not just the academic side of things but the other extra curricular stuff that kids should be involved in. And maybe even in some of the school passing but that is such a way that you know we **ambispect** **[0:07:54][phonetic]** the school for you. At the other school that I have another daughter at the other school we participate very much through the PTA function, so we have meetings and stuff. My wife actually do the PTA at the other school but she got stuck with the activity, that's one very much. So that's my view and what I like to say is whatever input we have to school should

seriously consider that because at the end of the day it is our kids that... its their academic life you know here and in the future

Main Speaker

What does it mean to you?

Participant

So what PARTICIPANT is saying in Japanese school there are many activities for PTA but very passive activity. They do what they are told to do by school but here she feels that parents get involved with .. parents can sell [0:09:18][indiscernible] to school to chentifix

Participant

[0:09:26][indiscernible] when we treat to school we don't consider what kind of activity is in the school we don't consider. But after we going to school we look up the what activity the school is supporting because students can study more and they can enjoy more. So even though the student has some stress in the school and from the study and that friend, they can overcome the stresses when they join the activities and [0:09:58][indiscernible] expect more things from the activity. they can study more actually I don't expect more study after school. In Korea when I was young I joined art class, after school class so we has got atta in the regular course but after school you can study some special techniques and we can learn more special idea from teacher. Usually after school it is a small group so we can hear more but before opinion about what they are interested in. So still we are continuous missing pinum for that

[0:10:43]

Participant

For me in terms of involvement I agree that input and also before you send in any curriculum or you change in any class for example like minority group such as like study skill or space if you would like to change you should inform parents to know before you implement it and its important for the small group of parents to know. We normally knows after its changed and when we ask we just get the answer that this is the best way to do, something like that. So in conclusion I mean that inform before and get the involvement.

Main Speaker

What are the benefits from parents being involved in school in your opinion?

Participant

Parents can get what they want, I mean if sometimes the children are not comfortable with teachers they can tell the parents, the

parent can inform the school. So they can school will support what the children needs, so children can more comfortable in the class. Also if there are some activities, something the school want to start they can study the school. Like my children they are studying only in the school so they can get extra time at home and we can be free at home. Otherwise many parents I know they are putting children weekends so they don't have a family day. So in the school when the inform, the school will support us so children can study in the weekdays so they can get family days at the weekends. And also when the parents say whatever the school will support so that's very good benefit.

Participant For me I think this way the parents can control. In fact our kids have the right environment to foster their study as well as the other side of life, so you know I don't believe in just coming to school and doing academic stuff, homework and things. They should have [0:13:54][indiscernible] in life like everyone said they have their kids in music and a bunch of other things and I think our kids can be more well round in their involvement. Be more happy, and if they are happy they come to school and they happy and they study even better and I think that's better future for everyone.

Participant I think other school support both IQ and EQ, it is a good form like two way communications between parents and teachers.

Main speaker IQ for intelligence EQ and

Participant EQ for quantible emotions quotient

Main speaker Anything more

[0:14:50]

Participant This school is very supportive, whatever we parents says the school listens and the school supports very well. So I love this school very much [laughing] because my son also when he was,. Just the first day of the school he was very uncomfortable with .. but I sent to the office they very care of the children and then he loves the school after that. So this school is very supportive and many things.....

Participant PARTICIPANT would like to say in terms of benefits being involved in school is that when she comes to school to get to see other

parents she can get to know other parents and then if they are in the same class they can talk about school from parent point of view and she finds the benefit knowing other parents

Main speaker So in the flip side of that what do you see as problems perhaps with parent involvement at school, are there any problems associated with being involved?

Participant Problem comes within the parent or between the school and parent problem?

Main speaker Well are there any challenges or issues with parents being involved in school as well

Participant I will give an example of the other school. At the other school I think the school is doing a great job on getting people involved but then when we have people involved, different people have different ideas and sometime during the meeting well I won't say a fight but people be arguing about things that I want this but the other people want... and this are all parents actually and there are teachers involved. And at the end school have to make [0:16:58][indiscernible] because it's actually the school that's running there thing right. And so some people happy about it some people unhappy obviously for the reason they didn't get their idea implement.

So that will be conflict but what I learnt throughout the years is many of the especially Thai parents many of them are quite passive we got used to the school telling us what to do but well we have some Thais a little bit more modern well they went to school in abroad you know everywhere and they are a little bit more vocal and that could cause little bit of problems. So things have to have some sort of protocol how you conduct this sort of thing and then people need to be respecting that and people ideas. I have seen at PTA that people would be at it. Its good, its active but sometimes get us and

Main speaker Respectful is good yes

Participant I think that gonna be like different needs and different ideas so create lots of problems but actually it's not problems but I think it may be like the challenges that parents want. And we understand

that its quite hard to deserve every single parent's needs and .. yeah. But it's good to get the idea and then get for one consensus

Participant

There are issues and benefits. I mean when parents involved they won't know whatever in the internal issues they will know that will be public and they will know what and all the benefits that also will be public but so we cannot keep everything secret internally. So sometimes it goes like very public. So it will get bad marks but the benefits also will be good at that. So some are well educated parents so some are not so educated, so some parents think ok every teacher need to be foreigners, Asian teachers cannot do anything, some parents think. But Asian teachers might be good in math or they might not understand that. They want every teacher should be I think I but some can benefit from the Asian teachers as well but they might not understand that sometimes and also that had [0:20:08][indiscernible] things

Sometimes parent might not have much knowledge but they cannot adjust with the school what they might have several meetings and deciding things but some parents might not know that curriculum and things parents are not so involved. So that can also create problems and issues but mostly this school supports parents very much whatever parents are also giving so much benefits to school and school also very supportive to parents, so I think this school its ok with the .. they like parents very much supporting parents very much, whatever the issues comes the school somehow resolves

[0:20:57]

Participant

In Japan nowadays a lot of the parents, not a lot but some of the parents being too strong and they say a lot of things to school and if they do too much they are labeled as most the parents [0:21:23][phonetic] and they are afraid of that although they want to be involved

Participant

We are the in our culture we treat the teacher as a saint with a key and the deity. In Korea we treat the teacher is the same we keep an deity, like that so we couldn't step on even the shadow [0:22:08][chatting/inaudible] or even though we still have the kind of mind so we have a problem with the parental, the teacher involved then we only try to respect the teacher's opinion because teacher try to give a good solution for us. So we try to follow but if the... so it depends on the problem. The problem is

only the power game within the parents then we respect the teacher's opinion but the problem the teaching style or some sensitive issue in case we discuss more because in the time we have a different opinion the way the teacher and the parental. So in that case we cannot follow the teachers opinion only. But for other problem we respect teachers opinion

Main speaker
[laughing]

Yeah I have been very impressed

Main speaker

Ok what types of communication are most important to you as parents?

Participant

Actually school already have, elementary school has every month they are having like the general meetings and saying what they are doing everything. School is already providing lot of meetings and teachings everything for parents. So I think this is enough for the parents [laughing]

Participant

Excuse me, before moving to the other topic can I explain more, in Korea the way we respect the teacher as much as that, we just trust the teachers, their character, their personality also. We just respect that, that's why the teachers behavior and teachers prime light [laughing] also limited. That's why we respect

Main Speaker

So back to our communications, what's most important to you, what type of communication?

Participant

Do you mean by email or by meeting or ...

,Main Speaker

Well what's the content of the communication, what type of communication is most important to you, about the students or about the school happening, that sort of thing

Participant

Getting from SMS, getting from emails

[0:25:00]

Main Speaker

I mean inside that messages, what's most important

Participant`

What happened in school, I mean the program or something happened or your activities

- Participant For high school I think some parents mostly they would like the children to be studying I mean for scholarships things so its good to have like when entering high school its good to have some education what things they have to take to enter into scholarship. But the school is already providing but parents still don't understand I think or not meetings, they are still not getting it. But school has already put it in the website and ... they are also having meetings but I think they still need more knowledge of the scholarships how to, what to study to get into that scholarships. How much grades and things, many things, for each grade may be but 10 a lot
- Participant I believe that last year I forgot his name, he keep updating us quite often Mr. Jeffrey, that's the way he did last year, its very fantastic. But this year it seems like only the informal things and if you would like to know we have to go into yes our website to read it which is I think you act like an intelligent [0:27:03]inaudible]
- Participant Or may be Mr. Jeffrey used to do is very great thing
- Participant Keep sending an email about what happening in school
- Participant Each and everything he used to say
- Main speaker In what ways would you like to volunteer at school? If you have the opportunity what ways would you like to volunteer?
- Participant Actually I am already volunteering doing the website [laughing] and I would like to.... Those since elementary school whatever assistant things.....
- Participant on our skill, the time of volleyball so just request or stand up, request letter or email
- Main speaker Ok so but then in the volunteering you would like to be in the classroom or you would like to be involved with social events or what is it that you individually like to bring about, and so thinking about yourselves as parents and
- Participant Socially also I am doing the funfare everything. We are also having more than things

Participant

So being the elementary the parents are be the chaperone for the [0:28:52][inaudible] but then.... And so when I went I sent my kids to the other school in another countries, I worked at the library as a volunteer. So I have to circulate, book circulation and I took after school I teach quilt, students like that... the school was a small school so the school ask more parents volunteer and at that time my daughter was in the kindergarten and grade 1.

So teacher ask her to join the class even though I don't, I can speak English well, I can teach them. I can cost some papers for them so they just ask the simple activity for the kids. So it was very fun for me and I could easily adapt to the environment because I was a new person, under a year but I didn't have a friend. But when I went to school I could make the friends and I could understand the school system. But actually the school ask more activity, it in this is good. We have student show during the school times some parents couldn't see the students show what in the old school but the student had to show after school even if times... at the time the teachers ask also bring the food so we watch children show the first to that we move to the cafeteria and we share our food. At that time you can make friends also, with the school looks like more family system

[0:30:46]

Participant

Yeah at the old school if there is any functions they will keep after school usually during the evenings. Everybody will bring one one dishes so it's like a poddler [0:30:56] So all the parents can meet each other.

Participant

Sometimes if the teacher parent visit the school they open the library in the evenings so the old parents they read the books to a group of students whoever wants to join reading. We had that.. but at that time the Boston international the students will live around the school that's why it was easy

Participant

This is speaking for myself because my wife is not here, but she is housewife I am sure that she got lot more time to get involved with things at school. But for me I agree with her that it depends on how do you skill. I myself in the IT field, technology field. If the school have any projects, I mean school projects for information systems or something or even the cost syllabus, that new thing might be nice to have in the school. I would be more than glad to

help out and actually I have hundreds of stuff underneath me that I can pull as resource and help the school

Main speaker Think we have to talk to you extra about our career seminars that we had, we had 3 sessions yesterday and the last one but talking about careers and for

Participant I [0:32:33][indiscernible] much to both side defense, or do MIT. I am situational marketing group of, one of the largest Toko here so I know little bit of marketing and a bunch of other stuff also

Main Speaker it's great to have a father here as well because most of the time fathers are working and so getting your perspective is very good as well. Its traditionally even western and eastern culture the fathers usually have been working and so that limits their abilities to volunteer. And they are involved [0:33:09][indiscernible] because of that. Anything more on that one - volunteer

Participant Yes, may be like career seminar talking about career

Main speaker Yes you are able to help us out that's great. The next one I have is I think I know the answer because you guys related to it a little bit earlier but do you want to be involved in decision making in the school? Do you want to be involved in decision making, in what ways would you be involved?

Participant Definitely
[laughing]

Participant Like give input and that's all, even good regarding what your topic you are discussing

Participant Depends on the topics

Main Speaker Right what kind of topics?

Participant It depends because you asked the question, we for me I really want to give the input especially about what the school movement, what the school will be change or whatever, that's what we would like to know it before it happened.

[0:35:00]

Participant Especially any drastic change in the syllabus and school involvement. One more thing I like about this school is this is outside of Bangkok actually and its got a lot of space. My son's old school it's a lot of buildings not so much space to run around and he liked this very much even though we have to travel a little bit further and I like this. And I hate to see that if you decide to build any building [laughing] I would like to know about that too. As I mentioned before my concern is not just for the academic side but a toto environment, he wants to come to school in the morning and that's make a difference and I hope to move my daughter out to this school in a year or so after [0:35:50][indiscernible] better

And I think the other thing I mentioned before is the consensus, we know that there is a lot of ideas so you must have a up going 2000, adopt... we don't want to become enemies and things like that

Main speaker That's a good point

Participant Yeah PARTICIPANT, she wants to be involved in decision making, one example is ok this is sensitive issue about school merger....If everyone could be notified before and...

Main speaker Ok. So we have kind of covered the next question which is which types of decision would you like to be involved, kind of combined together. But what would you like administrators to know about your expectations for involvement, what is it that we should know about what you want that you can share with me, I could share with administrators and school around the world. That's what I am trying to do is help administrators understand what in cultural differences what you want us to know that's different from our understanding, you know from our expectations of being westerners or America bit different

Participant I am not sure how to answer that, because I am not sure what is your expectation

Main speaker And I understand that, that's why I am saying what would you like us to know about your expectations for involvement and then we can kind of see how that's different

Participant In this school I noticed that the school teachers behaviorism like values and religious, things like that behaviorism most of the .. I don't see in any of the other schools in Thailand they teach values or ... I mean this school teaches behaviorism so I am so happy with that. If every school teaches the behaviorism it will be very good for children because the children they don't know what is the values and things. They think educationally but no values and some children.....

Participant I agree I think it's pretty much at the foundation of the school because before we decide to move our son to this school we visit several schools, international schools including the school that my cousins and brothers put their kids into and most of the school are what you said. But here they teach kids about values and I think that's .. I learned that from the beginning because I have to.. the parents have to have an interview with Brother Kitikun and a lot of things, a lot of his questions related to this area. He doesn't like kids to be like wearing like expensive stuff and treating other people badly and things like that. And I think that's, I have to say that's a bit more tied and western type of thing and I like my kids which are trying to be like that more than... At the other school it would be more like, sorry to say westerner or sports....

Participant Yeah my elder son when he was at another schools he was always coming with some kind of ... I mean fighting with other children something [laughing] I mean not he but children when they fight they fight each other like that but after he comes joined this school oh my god what a difference. He never gets any fight from this school, very comfortably, whenever he is in this school I feel so happy that he is very safe. So the school I like very much

[0:40:18]

Participant I think we have a bully police here that's a very good one

Participant That's right. whenever the holidays I feel oh my god [laughing]

Participant When I choose this school I think this school is more stay of closest, not student mobile, means most express students are in the class after some years they have to go back their country or they have to move to the other country. So in the older school the, every year the students are changing. So I didn't like there, there the relationship can't be consistent and every year the teachers they focus on the new students English, the students

[0:41:15][indiscernible] subject but the teachers couldn't focus on subject.. they always concerned the English, so I didn't like that. That's why when I choose this school the students from the kindergarten high school and mostly students stay here and they don't change school often so I like that.

But one thing problem, it is more Thai school so but when I sent my children to international school I hoped my kid run international mind here. But in this school it difficult so means one the country, more the country people more the ideas when concrete so they don't change their ideas that's why the ..who have the complete idea that they can spread an idea to others but who has more the different ideas they can share their ideas. So they can open their mind but in this school that problem. So I always ask you got to open and you better to listen and to opinions.

Participant

Ok for me like I have 3 points. The first one the expectation is like to continue as she said about anti bullying campaign which I think its very great program and its continue aslive [0:42:49][phonetic] for many many years and its very good and about our values class its very good. That we need to like keep this kind of value. And the second one is to improve the English environment at school. Every single time I pass inside the school I always hear kids speaking Thai that's why I think they should speak in English because they come to English school to improve their English. I understand that not only ... the reason why I decide to put my kids into international school not because of only English but that's like one advantage that we should get but main point I like the way of thinking of the .. as you know that Asian we always get the idea from the teacher but in international school we can control the creativity. That's why to improve English is one of the advantage.

And the third one for the as I mentioned in Korea, the minority group of students in a special class as you know I just would like management to listen to the parents before anything, any movement, any change. Sometimes I just feel that the management and all the teachers, if none, when you want to change anything we just know by accident not by getting the information from school and then after that parent come and talk to the teacher. I think this is what I expect the school should give importance to the special group of kids

[0:45:00]

Participant

And the school they are doing a lot of community services, that will also .. I see my children they are very sharing and helping mentality to poor people whoever comes they always give what they have. So if this school promotes community services that's also children get very good, that kindful behavior to people who are poor, so who are in need. So that other schools also can copy this community services

Participant

When there is a parents auxiliary meetings there are so many workshops and actually I feel like it should be in English not in Thai because also like all the other parents who are not Thai can come and [0:46:00][inaudible] Many of them doesn't want to come since the workshops are in.. they don't understand anything and this is a English speaking school, the workshop should be in English

Participant

I think there is one solution here the PA, the members are all Thai. So its [inaudible] to speak in English but I think in case the if teacher would imbibe the PA so it goes to me the PTA then they can speak English more. Because here only in the Thai parent to involve more the PA so they try to speak in Thai so like us we are few, the foreigners

Participant

But they are giving us all the forms and they are informing us, whoever please nominate to PA president or whatever but no foreign parents wants to involve with PA [laughing] So only Thai parents

Participant

That's what any, the teacher involved the committee so foreign parents can trust that committees, even I go there I to understand, I can catch up their topic like this so if they make their stay over meeting any foreign parents can involve. Now even though I go there they just speak in Thai I have to leave because I can't understand

Participant

I think one translator might be enough for that because all the Thai parents they won't understand English

Participant

Yeah sometimes some parents can answer for the question but I think sometimes parents cannot answer because teacher has that idea. In case parents don't make their own idea so we just listen the teachers idea

- Participant That's right, sometimes like in the syllabus some parents ask doubts about the syllabus or the curriculum or whatever
- Participant We don't need a [0:48:28][indiscernible]
- Participant in this bells some parents cannot understand those kind of stuff
- Participant Because in PA we don't talk about attitude but more the school issue so that's why teacher can involve in the meeting and teacher can listen the parent's opinion and teacher can give the teacher's opinion. And then we don't have [0:48:51][indiscernible]
- Participant But in the other way I am so happy with the PA because they are doing a lot of activities here in school, promoting lots of activities, making lots of things in the school but only the meeting should be sometimes letter if any grish ... and also the teacher would be very nice. Then it would be complete [laughing] otherwise they are doing very well in the activities, last year I noticed they are doing very goodworks in the school
- Participant Why don't you mention about workshop, you say that in Thai
- Participant Before some parent explained how they support their kids to send to good university, that is not the only workshop we had a different workshop also. I think here the Thai parents have a good idea but the idea is really for all the schools not only Thai students or Thai parents the ideas is good for even the foreign parents, foreign students and to teachers so we have no.. what's gong on in the school
- [0:50:00]
- Participant Probably 80% is Thai parents, just 20% is foreign parents, when they speak English Thai parents are not listening [laughing]
- Participant I don't think so, Thai parents who want to send their kids to international school the parents also interested in English here
- Participant I don't understand Thai as well so I look English translator
- Participant About the university right, how to go to the good university, the best university I think they translate in English and send an email. I got a English version

- Participant During the workshop is only in Thai [chatting] it was not only one meeting, there were other meetings, sometimes we ask who is speaking in English, but they speak in English but instant means they change in Thai [laughing] and we couldn't survive in the meeting [laughing]
- Main speaker Moving a little bit, how can the school support your involvement in the school, what can we do as a school to support your involvement?
- Participant Normally I think for me I think the school support very well for example if I have any query on any concern I write letter or email to the teacher and I always get feedback or sometimes they want me to discuss
- Participant For me also the school supports very much whatever I ask the school gives and school supports very well, I am so happy in the school
- Participant For me as well
- Participant For examples we have some of the festivals this coming November, that's the time that the school asking the volunteer for the festival. I want to be volunteer for that festival its good, like some organization for the volunteers. We can discuss the whether... so I think the school support is depends on the issue, so you can't be the stay over. We don't know what types or volunteer school needed so if school has some issue at the time they just make the organization and will try to join that organization, then we discuss together because the parents here can discuss what we needed so just school make that organization after that
- Participant Like funfare we would like to volunteer
- Participant Ok she understands reporting system, there are basically 8 people according here for progress letters and for the progress so she understand enough but still if there is anything parent should know, if teachers can communicate frequently with parents, parents will appreciate it before students get F or D [laughing]

Main speaker And how can the school support ways to be involved and your children's education at home?

Participant Giving home-work

Main speaker You involvement with your child's education how can we support that in ways for you to do this

Participant Ok so for example you have a brain park something like that oh yeah that's a great one a brain park and also I like the online Edline but Edline is not user friendly but you will fix it as I get

[0:55:00]

Participant Edline gives mostly the reports yeah, progress reports they have Edmodo actually, Edmodo is having that what they are teaching. For high school mostly teachers are giving online whatever they have to do today, tomorrow things for high school they are giving online. For admini school also they are giving very well planned

Participant And also the homework Edline we can check, that we can see from the internet, we don't have to carry a big book you know like a text book now reading from the internet

Main speaker So electronic books

Participant High school they already have this way

Participant I saw .. you expand laptop program down to sixth grade like they.. I think it is good because it is not just any other school doing that but I think to move along the technology and keep up with the rest of the world we need that put as much as possible on the internet so my kids don't have to take those big books back and forth. I saw some of them like fat, thick

Participant Yeah but how can you control when they turn on computer and they are on skype and they are not. You know what I know because at home when I turn on computer and my boys friends [laughing] turn on skype and talk because he think that my boy turn on skype but actually its' me and I am umm... now it's time school.

[chatting]

- Participant Just like kid using Facebook and you add yourself on to that and you can keep track of things from a distance
- Participant But the student is familiar reading the paper book and their ebook. Which one is better? still for me the paper book is easy to understand and catch up the story. What are new generation may be different so that's why I don't deny their school taking their ebook
- Participant For high schoolers ebook is fine but for elementary school it is not good
- Participant they will have to carry.. it is heavy but they can use it at school or may be for the long weekends. But I used to go to school and had to carry a lot of books
- Participant Nowadays the Benny type of school they are using the ebook, yeah the PTFO were like that, there was news like that but still for me I think difficult to read on the book. So always think.....
- Participant She says in Japan everything is handwriting up to high school that's the way people keep memorizing concept they write, she is wondering how people doing international school typing typing
- Participant Yeah so I am not sure which one is better
- Main Speaker I think it's probably a matter of preference, it depends on I know my children are very young and so they watch interact with things. So to them there is not even a concept not having a remote control for the TV or being able to pick a guide or to pause TV you know that sort of thing. So it's a difference of expectations where as we like the physical feel rather than moving around and feeling easier
- Participant My parent told me we have to **[0:59:39][indiscernible]** to feel our censor but now they don't use their All these years
- Participant Yeah I think for high schoolers its good but for elementary school they need to write and... high school is better because they go for career and profession and things, so they have to use with the electronic things

[1:00:15]

Main Speaker What can the school do to involve you in school decision making, I think we have talked little bit more, talked about this already but is there anything we have missed. What can we do to involve you in decision making, we have talked about letting you know about what's happening but is there anything else besides that you can think of, you mentioned PTA, such things what else would you think would be better?

Participant You said let me know what happened and let us know before it happen. So we can give the input

Participant Like she suggested before the funfair and things parents would like to volunteer again the stuff and

Main speaker Which opportunities are best suited for asking you to volunteer at school? So again I think we have talked about skills and availability but is there anything that we were missing there as far as what's best suited, do you think it's better the classroom, do you think it's better for social, do you think it's better for chaperoning, any opinions on that or opinions about those?

Participant For me ideally it is assistant teaching or working and also social skills are also fine. I am already doing social skills

Participant TA

Participant
[chatting] In Japanese school parents can even do gardening and cleaning

Main speaker Its different. I am sure. But I think the gardening type of idea should be dealt with children when they are learning, so not necessarily outside but learning about plants

Participant My Sunday school study in Dubai for 4 years and when the school asked for the parents for volunteer they just sent a letter and asked my topic and my time just in the next week we have to organize a trip, something like that and asked for chaperone, ok and we take and if we can do that and may be next month we have to organize for cooking class and we need the international food which mom or which parents would like to show something like that. So depends on time and hobby and skill, we can choose. They always do like that I think it's easy for parents, ok I can plan

next month I will cook or I will go with my son or with our school trip and stay overnight or one day trip

Main speaker Was this organized by the school or by the PTA or

Participant No school just sent letter to the parents and ask for the volunteer. If and for a [1:04:09][indiscernible] in a swimming pool because my friend she is good at swimming and the teacher only one teacher in the swimming pool. So they ask for helpers yes and one parent to.... I have 2 friends she is good at swimming they helped them. Every week they have a swimming class

Participant So she is saying school in Poland that the parents got a schedule for a year, they have the president sign up for different activities

[1:04:51]

Main Speaker The last question I have before wrap up is how do we improve two way communication between parents and school and two way is important there because it is not just the school giving information but it is parents also giving us information, they want to be involved in something or want to know about something and sometimes they don't know about it, there are two way communication back and forth, how can we improve that?

Participant I think this year the school is changing PTCC stand, I don't like the ... because its not the private, so I can discuss with it deeply the choices. So I like the old style, parent visit the teachers on their own and discuss about their my kids is better for So and I think most parent don't want to come ... PTCC is a good chance to talk with the teachers so

Main speaker You can have parent conferences any time, you don't have to wait for PTCA

Participant Yeah I come I only talk about my kids in the PTCA

Main speaker But you can make an appointment anytime

Participant I know I know but still for me it's not comfortable, even though ... Conference way to teachers my kids feel nervous. So they feel oh [1:06:39][indiscernible] problem like this, even though I have [indiscernible] kids feel nervous so I don't want to make special appointment. So when I joined the PTCA I want to ask about

everything about what I want to know so the PTCA is more the private it is better for parents

Participant PARTICIPANT likes school to offer English classes for parents

Participant For Christmas and things I think students and teachers can party, may be parents also, may parents bring something and together whole school before they close enjoy Christmas party

Participant I like because school [1:07:26][indiscernible] last year, this school doesn't have [indiscernible] for parents, I like the system but still high school doesn't have it so I don't know high school parents So when I move here I try to contact my son's friends parents but it is difficult to find them, who are my son's friends parents but if we have a coffee-money we can see that whoever in the same grade or the same school so they can share the information

Participant Or we can make a Christmas party or something like that in the evenings so parents can be involved

[chatting]

Participant When I live in Dubai it's a group order for foreign parents are the school organized the workshop for the foreigner and tell them about the culture or how to acclimatize themselves in this area so with this one is in Bangkok in Thailand right may be organize workshop for foreign parents for [1:08:57][indiscernible] and then we will know little bit about Thai culture or how to stay in Thailand something like that because when I move to a Muslim world it is very difficult for us, so this international school organize this for us and I think it is very good. Or where to shop something like that [laughing]

Participant May I ask when you mention about the PTCA day do you think that 15 minutes it's enough?

[laughing]

Participant It's too short and especially when one parent

Main speaker This is really off the topic and I would be really happy to talk to you after this discussion because that's specifically about PTC rather than parent involvement, not specific to our school.

Participant Ok so can I add one more expectation? The expectation from your previous question is it possible that the school can set up like summer school I abroad something like that

Participant They already have in Japan, last year they cancelled because of the something happened in Japan

Participant Organized it

Participant This year also yeah, you meant in America

Participant No depends or whatever, summer school, but the school set up

Participant This school in Dubai set up the like this trip foreign country trip something like that and they choose something like Malaysia or Thailand or Bali they will attend and parents can go with kids but pay by themselves and kids have to pay

Participant School organize ..

Participant So when they turn to grade 6 they can go abroad, the school organize one trip

Participant Student they are there in the school

Participant No no go with the school and join in the camp in the camp or something in the foreign country. I know that because the destination is Thailand for the school in Dubai. They visit Teemai and stay in Teemai around one week something like or in Bachong and Malaysia

Participant What do they do there?

Participant They [1:11:57][indiscernible] to learn about foreign country and foreign culture and parents can go with them and pay by themselves

Main speaker We are now reaching end of the discussion, does anyone have any further comments that you want to add before we conclude the session? Anything further. Ok I would like to thank you all very much for your participation in our discussion. Your experiences are very valuable to me and help me and other administrators to understand parental expectations in international schools. And I

thank you very much for sharing your time and your opinions, an
this is going to really help my research quite a bit, thank you very
much

[1:12:56]

End of Audio

Appendix V: Eastern School 3 Transcript - Coded

[0:00:00]

Main Speaker

I would like to thank you all for coming today. I really do appreciate your taking your time. My name is Andy Westerman, I am the principal at Ruamrudee international school at the Middle School. I am conducting discussion groups as part of my doctoral dissertation work with Lehigh University and studying cultural differences and parental expectations for involvement in international schools. So I am speaking with 2 groups at this school and 2 groups at another school because I believe it is important to hear from parents at different schools like your selves.

I would like to better understand what parent involvement means to you and even if you aren't sure about any issues of parental involvement your view is still very valuable to me. So please don't feel shy during discussion. I would like to say there are not right or wrong answers. It's just simply discussing your views, opinions and experiences. So please feel comfortable to say what you really think. It's only with us. As I have already told you participation groups completely voluntary, whatever we discuss today will be confidential and used only for my research. During the discussion I will be taking notes, however so that I don't have to worry about getting down every word on paper I will be also audio recording the whole session. And the reason for that is so that I don't miss anything that's said. Please don't be concerned about this, our discussion will remain completely confidential. I will use only first names in the discussion and the information will only be used in my research for parental involvement. Is it ok that I audio record, ok. We won't be going around the room just join in whenever you want, just total conversation so it's not like we have to take turn like that. I want to hear all of your views so its ok to disagree with someone else, it's important that you really express the opinion even if it's different but please also respect to their views of the other people that are here. It will last probably little bit less than an hour

Participant

Oh no, because I am working right now

Main Speaker

It will probably be half an hour because of our time

Participant

Main one they are working there, I cannot step out like that

Main speaker Whenever you need to go its ok

Participant Yeah

Main speaker Do you have any questions before we start?

Participant No, if anything we can help you

Main speaker Alright so, we will start off with if you can tell me your names and what age your children are, what group or what school your children are in

Participant My name is PARTICIPANT I have my daughter she is in grade 7 in SP

Participant My name is PARTICIPANT, I have two kids one is the 7th grader and second one is 5th grader, more younger

Participant I am PARTICIPANT I have a [0:03:06][inaudible] In the 8th and the 3rd in Middle school

Main speaker That's great, Middle school involved. Are they involved in any other activities at school?

Participant Yeah My daughter do swimming and some music activity, some other sport and girl scout, that's it

Participant So in the band and then they play some instruments [laughing] that's all, not many not like your daughter

Main speaker That's ok just interested in what kind of things they are involved with

Participant Well they have the **privalisin [0:03:54][phonetic]** but they don't like doing the Cardivin, they don't like any ... [laughing] to compete

Main speaker I was also in music, I play trumpet, I still play with our Jazz band at school so it's a good time. So the first question I would like to ask is in your opinions what does parent involvement mean to you?

Participant I think at school and the parents it needs to be balanced because in the school... because sometimes the kid behaves in the public and the private time can be different specially when they are growing procedure. So the supposed way to communicate, so we can really see the kids and also with the social view and in the view of the parents. So I think we can share the different perspective. I think that's the main thing, try to understand when kids are alone and when kids are with the friends, when the group and or I look at it as parent and like a teacher as a parent. So we nurturing in different sides and so communication is very important for me.

[0:05:25]

Participant I think we share the same interest that like you know in my daughters so I like to know what's going on in her life when she is not with me. If anything that I can do for her or you know if we can share the same line of thought like for example if she have homework should I help or in which way should I help. So I need some guideline that there is no conflict at least me and school, we dong the same things. And I think the school need the parent and the parent need the school, it's a partnership. We need to have the good partnership then the value of each other like when I voice something I want the school to listen and when the school say something they want me to listen.

Participant I am part of this community and they build up something [laughing] and actually I want my kids to be leader someday like to serve community and serve others. So I want to be an example how to serve school and other people, may be such a small part of it but I want to encourage them to... like that

Main speaker Ok. What do you think are the benefits of parents being involved in school?

Participant In many ways. First sports, sometimes parents can be also share the sports at home and also that's the way to communicate with the children and music. Sometimes parents may be not necessarily have those talent but the sharing their performance that it gives parents to bring the joy and children will have confidence and I think there is a private and public they both have to share the same way that children will have good balance. And I really still strongly believe again I am repeating and school is the... I mean teachers is representing another parents, that's how I

believe. So as two parents on both sides public and inner part that we can share and then that way we can overlook the children in more ... we don't have to miss out.

- Participant Can I hear your question again
- Main speaker What are the benefits?
- Participant Oh the benefits, I listen to her and then my... [laughing] I think it's the manpower. I think the school can cope you know taking count like hours and kids, and teacher alone, at least you involve the parent, do something and you know like having a parent in the school is the benefit I guess. And the passion, you don't need to hide people I mean you can hide people but the parent has the passion. You can guarantee what come out from the parent its always good for the kids, may be it's not necessarily to be the same thing but you know the goodwill is there.
- Participant Most of all I think I am happy and I am enjoy to involve community and to see my kids here so I think that's
- Main speaker So the kids are benefiting. What do you think are the flip side of that, are there any problems shared with parent involvement?
- Participant Think it's too much burden sometime when you get you know like the out the other... Too much of anything may be not good, can be diverged attention or what the school wants to bring. May be the children didn't like it when they see my mom is walking around in school
- [0:10:05]**
- Participant Well they like to move us far and far some day when they go to high school [laughing]
- Participant Well I don't see as a bad point with sharing and some things. But sometimes as a parent side I am sure school do, or may be we are doing too much or sometimes I feel I am going school as much as the children [laughing] participating in all the activity, now I guess it is different and from my time from my generation to their generation there requires more work, and you can leave it out if you want but if you really want to look at it there are lot of parts that we have to get involved and sometimes I feel like I am going

school with them and sometimes I also feel like oh if I did this much I could have been much better place [laughing].

Sometimes I feel like joking around with my husband, but the time is changing. So I guess as parents part of the work also increasing and I am sure school same thing, more sophisticated work and more observation and I am sure they do researches like you because it's become more ... it's not just only school and parent says when old days it's simple, but now it's more with the technology and all that development I think now people are required to more sophisticated work. So I guess that's why we are here because that's how I understand [laughing]

- Main Speaker What types of communication are most important to you?
- Participant That Depend on the Informations, I mean if that is something I need to know may be just a email its good, but if something that I need to understand I need one to one like explain, answer, question and answer need to be clarified. I still prefer
- Participant The last year when [0:12:22][indiscernible] the school did to us send a SMS to us so it was quite useful but
- Participant Yeah timely
- Participant Not always, your email is good sometimes and it depends on how the subject
- Main Speaker How urgent it is.
- Participant Yes how urgent it is
- Main Speaker How about the content of those messages, you know so if its urgent do you want something SMS or email or if its something about curriculum change you know are those important to you as well or I mean I guess I am getting at not just the type, whether it is SMS or paper or something like that but the content of the message in that sense?
- Participant Yes I think sometimes I too understand because on the parent side I don't know fully how institute moves because again it's a different characteristic way of approaching the children. So I cannot so good or bad so for me I just what I know is my issues I

wish sometimes inform little before they making decision let's say they sometimes they do policy change or specially the system of the curriculum change I wish they could share little bit earlier before they make decision because sometimes ... because I am not their shoes it may be too difficult for them in certain times so may be such a way they doing I might not knowing everything but just a puzzling to my side. I wish they can share little bit earlier so we won't be too surprised [laughing] a short notice of the change of policy especially curriculum.

And those way that we will have some time to warm up with children and school try to change this way so you prepare because psychologically we can kind of prepare for it. But if too informed earlier then we also kind of get little bit stunned. And we don't have enough time to really get to talk with the children well at least we have some opinion to suggest so that's kind of parent part but you know because always we are working different shoes. So I got to try to understand their side too

[0:15:00]

Main Speaker

Yeah, good. In what ways do you like to volunteer at school?

Participant
[laughing]

I volunteer to the Booster selling stuff. I like to count money

Participant

I do not do the volunteer much, may be from sports, may be like your sport team or you know to me I don't like to commit on a certain thing but anything come up I am free I will do it. Just you know I can't do on a regular basis, as my convenient

Participant

For me volunteer has,.... Volunteer give me very good opportunity to look into the school because make myself at work but I try to make it, sometimes we have to make decision some people are good at with the sports and music and I can get involved with the dance if you have a daughter but for me I too work also in the Booster club in the school because first of all that place I felt more have regular schedule. Once a week they have a schedule, so easy for me to where I am working I can come out, I know which day I can go and then when I cannot do. Actually those are clear for me in my schedule so it fits me. But to other parents may be different way to approach the volunteers so everybody has their own different types of the volunteer they can do.

And for me once a week coming to school it gives me a inside fult of the school power say sometimes the feelings of atmospheres, sometimes I can try out food and also sometimes they have lot of children adjusting freefully. It keeps me kind of I am not left out there and also mainly I can support the school too. I mean little things but at least I can do something to the school that keeps me feel kind of rewarding feeling and I get to meet little friends [laughing] and so another benefit that I get [laughing].

Participant

You can have some information from other parents

Main Speaker

Yeah. And do you want to be involved in decision making at school?

Participant

I think I .. the person who have to make decision to have to study. I don't think if the decision is upon parents I mean we need a qualified, the one who has a vision, so I wish that person can do his job but I want to be listen and view and less our concern and take our concern into consideration before they make decision

Participant

Yeah I will give him my opinion too

Participant

I think we all shoot, participate and make decision part. Of course they need to have a structure because you cannot speak out I mean 1000 people or 100 people at one time. Of course we got to go through the channel but yes every parents just like every other teachers has to participate in the school policy, their own teaching, I think older parents also because we have all different types of jobs and different cultural background and especially international school so I think its very important to communicate so yes we should every one of them should have chance to express our want

Main Speaker

Ok so following along with that which types of decisions would you like to be involved with? Are you [0:19:18][indiscernible] little bit of qualification but what types of decisions do you think parents really should have major input in?

Participant

Like a new development, what else the school should do, like curriculum change we need to be informed or may be in this school last year they do like a head school recruitment. I think its really nice opportunity, they don't count our voice but the candidate has to speak and to answer our questions. I think I

never have any experience but to me its really
[0:20:04][inaudible] Never choose the head of school, listen to his vision what he thought, what he would do to school, whether I can trust him you know something like that, not all the school would do

[0:20:20]

Participant

I guess we send to school for I guess knowledge right but also social skills which in home study you cannot do. So I am looking at that academically the curriculum system how it fits with the children and also the activities that the more they offer the kid will have more chance. So I think those area will be more interested in it because for me as a parents if I send my kid into school that's the first thing I would look at it.

Main Speaker

Ok. And what would you like administrators to know about your expectations for involvement? Like principals, head of school what would you like them to know about it... your expectation

Participant

I don't know actually I have been here a little over a year but I am from the public school and you know the public school the teacher is always there every year but here it is a private school so we hear from kids which teacher is good and [laughing] and which one is better. We are now support the good teacher I mean specially if my kids really they are enjoying some teacher we feel like meet her out too. So I know this survey after this semester but I don't know how to involve as a parents but I will support good teachers and to keep them in the school, academically [laughing]

Participant

I am not so sure about when you say expectations but probably I need the information when I need it like what gonna happen and my expectation that I should have the information in a timely manner you know. I don't want to know about anything once it happen. I just my expectation probably I should have like a good direction whenever I need information or when I need help that's my expectation. The other thing is too detailed, I think may be my expectation is that I can discuss with my daughters if anything change, any regression or any progression that I should be aware of. Then I can do anything if I need to.

Participant

As a leader of the school I guess principal I am sure they are very qualified people. So that much I can mention about it. I am sure

they know better what they are doing it, they specialize it so we do have a very great trust on them. When we choose the school I am sure all the parents are same will look at it and reputation I am sure. So that's just normal routine but I guess every time when they change it new team or new principal change because as a parents we like to hear what kind of policy they will bring or what kind of nature of direction they wanted to bring. That makes us curious because other than that they are very skillful people anyway so we have no much to say, just the way they are approaching in some leaders have different view so for us that direction it will give us the – oh it fits me or will fit our children. That's how we can measure and so I guess that's where I will be aware of it

[0:25:00]

Main Speaker

Ok. So then how can the school support your involvement in the school?

Participant

Communication

Participant

Yeah communication

Participant

I think in this day the technology is very advanced you know like it is a lot of requirement from the parent to be able to catch up. To me like when they have the IT program for the parent I find that very helpful because I too slow, too scary so at least I know how to get access to it. So I think the school provides kind of medium and then teach us to catch it the advance or whatever it is. And the school need to have the open panel for example if we have this concern and then we should have the .. like anywhere that we know we can raise our concern, anything that raise up probably it's a small thing but we know where it should go

Participant

Yeah that's not a bad idea, like some.. we do have all the channel but actually there is like a individual smaller things sometimes wish we have all the voice we can talk, somewhere and that would bring up all the mumbo jumbo [laughing] so its ok that if it is somewhere too we can easily just kind of chat it out without having serious kind of rethinking about whether it will affect my child or it will be.. this is more a serious kind of conversation that we do all have it and there are really school here that have very good communication with good counselor, they are very qualified and everything. So those areas they have been taken care of very

well, but as she mentioned if I understand correctly there are something even among parents all small things, there is a community specially the school it is very interesting because we live in very small community. Its different from other school.

So has different nature, so in this kind of environment also those kind of small voice that can gather that's also kind of will be interesting or nice things to do because all the school has a different character. So that's one of them here in ISP that I feel and I wish we work it out with the school for if I have as parents a wish, instead of more technical terms I wish more being as a partner, being as a parenthood. A school is a external term [0:28:21][indiscernible] I keep repeating in same way I wish they can see as a parents position like being parents. I am sure they have their own children but not technical terms yeah and also parents side also try to see not only inside of my home but I try to relate to if I was in their shoes how I had to control 20 kid in one time and have a little bit open minded to look at it and I think that attitude will help to communicate best way.

Main Speaker

Ok. That kind of set ways into the next question which is how can the school support you at home for education?

Participant

May be we can use the converse when we .. with the teacher we can have some information from the teacher how my kids well the attitude and everything, and then bring it to home and then we just can discuss in how we behave and at home and at school together and then we connect each other

Participant

This is not what I have but more of the other parent for example she won't know what is the homework for tonight and she can't rely on her 12 year old boy to tell her exactly. She doesn't know how to get information, what is the homework, when is the due you know she doesn't want to find out after how many punishment, how many things... so if she know then she could do it. So she need to know how to get the information and it seem like the school rely on the kids to put on the journal, they are supposed to tell the parent everything but I don't know how many [laughing] how many they tell you

[0:30:32]

Participant

Yeah kids have their own computer and they communicate with teachers through the emails. So I don't know sometimes I have to,

may be its not a good word, but I have to spy on them [laughing]
find out what's going on

Participant Yeah we don't need to be spy but you cannot rely on your kids so you need somewhere that yes, if my daughters tell me something and I know its true I don't mean my daughter is not... but if she know I will have the way to find out so she will do more I guess. But if she know she has some way to sneak she doesn't need to tell me

Participant Actually we have our own passcode ID or everything but

Participant This is not why, just that grade but that's afterwards, it's not the homework. You know one subject they may have 10 units. We probably know about something that too late you know it's great, already see but why don't you tell there is some things not you know ... not doing well, not write, before it find out there

Participant Almost everything they do with their computers so sometimes its hard they are doing homework or [laughing] you know its hard but

Main speaker Ok. What can the school do to involve you in school decision making, how do you see that?

Participant They do have a board member here I am sure every school does and they will make a policy and communicating with the school and they are the representative of the parents but actually we do have some gaps because like individual parents like us and ...

Participant It takes time to get..

Participant Sometimes even I too [0:32:42][indiscernible] all the time, it doesn't mean necessary I do communicate with those board members because they individually works. So although we do have a represent and we do trust their work but sometimes wish there is more narrow down to communication channel that go with it. All we do is just pool in and it is out there. So its .. I guess I can understand that because it's a huge school and so many parents, I am sure they have to narrow down, so in logical sense it makes sense but wish there was more of the closer communication to be foreboding or to get to know so our voice can be represent to report better because other than we don't

know until that decision was or the statement to come out and oh ok, its done.

I somehow just got informed. So those things are I have no idea how it works and how they do [laughing] there is a big gap in between and those lines [laughing]

Main speaker Any ideas from you?

Participant There is some kind of like bulletin like when exactly they will have to board and they will invite parent to go but I think it's a good gesture but it is not your place. I mean I feel like out of place I go to listen to the board, I don't know may be.....

Participant It's just like that between there is a gap yeah and we don't know how to approach to be involved because we already know just they already sort of like [0:34:43][indiscernible] we don't know how to really have little one narrow down communication, right that's how I feel

[0:34:50]

Participant Actually there has to be.. I done the hope meeting but I am the only one who is not in the [laughing] group. So they said everyone can come over there, it is welcome but I think what, who is not the member. I also happy to be there but I don't know what they think why she is there. Usually I don't care about, I think oh well we need more ladies to be here in this involved

[laughing]
Participant

Wish there was kind of agenda that it more openly invited or to at least kept informed, nothing wrong with it so far, they have been doing very great job and we don't have any objection but just if you raise the question how you want to approach it wish had one narrower kind of closer kind of communication channel than ...
yeah

Main speaker Ok. Which opportunities are best suited for asking for you to volunteer for school? Thinking about booster group well are there any other that you would really like to ...

Participant Oh there are many, here there are many....a lot, actually this school has a lot of volunteer work and

Participant Afternoon activities

Participant Actually I don't even know all of it because so many of them, because the charity works and a lot of parents are also involved with the sports and music and I don't know there must be plenty but just happen to be for me it wasn't suitable for me in my time schedule so I chose this way. But all the parents actually if you look around there is a lot of volunteer chains

Participant Yeah I hear like kitty is a big part of it

Participant Like a teacher assistant, like a VT like there is always like through the PTAs you know and may be from time to time like ticket selling and they have one big international day that you can get involved.

Main Speaker Ok, sounds like a lot of opportunities.

Participant Yeah but the only thing is for me I wish because this is international school I wish it has more.. although we have each representative for each country but within themselves they do have tight community and they do have a well communicate each other. But when you put it in different country and except the big celebration day they never really get to meet

[laughing]

Participant So it look like a big picture but we don't have real code of communicating in the certain way of the system. It looks like it but in fact it is not

Participant In surface

Participant Yes so there is kind of not intentional but has a barrier. So we should have more not only country representatives just officially it works individual country but .. and then when they put international day it looks like everything in there but then whole year they are in individual groups. So I wish we can bring up those team more into one pool and it seems like .. but as a school that works because in the international days and food fair because they giving those kind of chance specially in this school they do have cultural kind of special class that they try to exchange the cultural things. So that's very good thing but only elementary. So because middle school and high school it is less and less. I guess I

can understand that too because now become more academics and very busy schedule. Yeah so that's also understandable but anyhow as a parents wish had more a one big pool together rather than official look [laughing]

Participant You say hi each other but [laughing]

Participant But.. that's how I feel so wish we can have more close kind of opportunity to share together rather than just officially come such a day and just walk away [laughing]

[0:40:00]

Main speaker Ok. The last major question I have is how can administrators improve two way communication between parents and school?

Participant I think what they are trying to do now, in this school they try to make like one stop service, just one place that all the information is there and what's going on, what's the update, what's the change. It shouldn't be like here and there, this champion.... And then administrator should understand the barrier like Japanese culture, with the language or any like the intimidating some parent may have or the time the limiting you know, try to be flexible and accommodate the barrier. So take all that and then try the best they can, of course they cannot reach everyone or not all everyone has time to response so they try the best and try harder

[laughing]

Participant No I can feel school trying. I mean they are trying very hard to reach out the parents and I don't see any problem with that but if you want to just improve better then I think some more personal level rather than more structure like more technical level and I wish we have those kind of channel down that we can have the voice to just pop up without having different countries or it doesn't matter whoever they can just pop up and then we can just talk about it and just expecting this is just mumble jumble and also expecting its not serious. It has those voice sparks will be also helpful because so far we do have those nice structures and all this channel. They are really well taken care of it and I don't have much objection about that but if this kind of smaller scale of level will also create the communication better because its more personal level

Participant Today have the class mom in the elementary

Participant Yes they do

Participant But the middle school and no class

[0:42:57][group chat/inaudible]

Participant But I think in the middle school I don't think they really need it because middle school and high school they expect to be really independent and so I think it's not really necessary I can see that

Participant But then you know when for the new parent I understand for the elementary

Participant I know it's hard to be on a hollow

Participant But as a new parent I think I need to be more taking care.. I need to have some certain time that I should know what's going on, how to find this and that before yes you know just any email would do for me because I just came here last year, it took me quite some time. So now I feel comfortable I think I know when to get the information. Now I start to be the one that will provide my friends – ah you know about this, do you know about.. but before I need something, what what

Participant Yeah I agree specially big school like this it takes some time to settle down as a parents too because you get to know because how we get to involved and then how we get to know and get small information. As for them when they are coming in first time it is all new so everything is just, it's not so difficult things but we get to miss a lot and make us very nervous. So I think its.. that's why I say small box, the voice box, if they have those kind of channel will be very nice and good to meet the friends there and they can share even in town here we are talking about oh had those accidents, now there is certain quarter going around.

It is just casual things but we can share and I think that would make us very comfortable to walking in. They ask many different details so which is not so important but it can be in the end very important and very helpful to people, new comer too

[0:45:00]

Participant Well I heard saying like I think we need some newspaper like to know what happened to middle school or may be middle school kids can make their own newspapers like that. may be something happened... what's going on

Participant No actually they do have the community .. actually we do have in PTA we do have

Participant More of the specific things you know the high school kids they usually have their own newspapers and they make their own but I don't know about the middle school. Anyhow it's not a big one

Participant No I heard you have a point because exactly the same way I view because that's why I said technical and personal level

Participant Because when I was in this case, every once or twice a week they sent me the paper and then I signed off so its much easier for me and then, usually they emailed me too but two ways I can connect to school but here everything is they send me email and through the kids and then I have to find out. I have to try harder what's going on, I have to check every emails and so as a parents if I signed them I know I mean focus on the [laughing] things much easier. Any how we have to find out as a parents what's going on in school, where we have to go

Participant I think she just came from the state and so when you go to.. here it is a international school, so has a little difference in the between communication because it is different culture involved and its not like a nave [0:46:45][phonetic] where you are in the same neighboring community. So I can see the differences specially this kind of place we need the communication even more closer, only we should create somehow but whatever school sending is so far really they doing good job but just only if I have to add it, just as she mentioned we have a small some .. it's not important .. only just personal level and we can have those kind of area to give to parents to

Participant New parents..

Main speaker So now reaching the end of the discussion, does anyone have any further comments, all in all anything you want to add to what we have said about the discussion, happy. Ok I want to again thank

you all very much for your participation in this discussion. Your experiences and opinions are very valuable to help administrators and understand parental expectations in international schools. Thank you very much

Participant

Thank you very much I appreciate it

[0:47:57]

End of Audio

Appendix W: Researcher's Vita

J. Andrew Westerman

Andrew Westerman was born in Lawrenceburg, Indiana in 1969. He completed his undergraduate and graduate degrees at Purdue University, West Lafayette, Indiana. He is currently the Middle School Principal at Ruamrudee International School in Bangkok, Thailand.

Education, Honors, and Certifications

Master of Science - Curriculum and Instruction Purdue University, 1998

Bachelor of Science - Biology Education Purdue University, 1991

Kappa Delta Pi Honor Society, Phi Kappa Phi Honor Society, Who's Who in the World (2009-2012)

Certifications

State of Pennsylvania:	Principal Certification	Grades K-12
States of Indiana and Florida:	Biology	Grades 5-12
	Chemistry	Grades 5-12
	Computer Education	Grades K-12
State of Florida:	Educational Leadership	All Levels
Kingdom of Thailand:	Teaching License	

Employment

Administrative Experience

- MS Principal (Grades 6-8), 2010 to Present, Ruamrudee Int'l School (Bangkok, Thailand)
- Head of School (K-8) GEMS Education, 2009 to 2010, The World Academy, King Abdullah Economic City (Saudi Arabia)
- HS / MS Principal (Grades 6-12), 2007 to 2009, American International School of Jeddah (Saudi Arabia)
- Secondary Principal (Grades 6-12), 2005 to 2006, International School of Islamabad (Pakistan)
- Science Coordinator (Grades 7-12), Spring 2005, Merici College, Canberra, ACT (Australia)

Teaching Experience

- Science Teacher, Spring 2005, Merici College, Canberra, ACT (Australia)
- Science and Computer Teacher, 2000 to 2004, Int'l School of Islamabad (Pakistan)
- Science Teacher, 1998 to 2000, The American Int'l School of Muscat (Oman)
- Graduate Assistant, 1996 to 1998, Purdue University (West Lafayette, IN)
- Science Teacher, 1993 to 1996, American School of Kuwait (Kuwait)
- Science Teacher, 1992 to 1993, John Marshall Middle School, (Indianapolis, IN)
- Science Teacher, Spring 1992 to 1992, Western High School (Russiaville, IN)
- Teaching Assistant, 1989 to 1991, Purdue University (West Lafayette, IN)

Professional Affiliations: Association for Supervision and Curriculum Development (ASCD), National Association of Secondary School Principals (NASSP), National Association of Elementary School Principals (NAESP), Association for the Advancement of International Education (AAIE), Phi Delta Kappa, Kappa Delta Pi, Phi Kappa Phi, Harvard Graduate School of Education (HGSE): The Principals' Center, American Association of School Administrators (AASA), International Society for Technology in Education (ISTE), International Network of Scholars (INET) – Center on School, Family, and Community Partnerships at Johns Hopkins University

Presentations: “What do Parents Expect?” – EARCOS Leadership Conference, Kuala Lumpur, Malaysia (Nov. 1-4, 2012), “Instructional Leadership and NVS” – NESAs Leadership Conference, Amman, Jordan (Oct 21-26, 2008), “Utilizing Blackboard to Improve Learning” - American Int'l School of Jeddah (April 28, 2008), “Building a New Admin Team” - NESAs Educators Conference, Bangkok, Thailand (April 5-7, 2008), “Using BlackBoard in a Hybrid AP Biology Course” - selected to present at the NESAs Teachers Conference, Istanbul, Turkey, (Spring 2003) Conference cancelled due to military action in Iraq in March, 2003, “Leadership as Service” - Residence Halls Leadership Conference, Purdue University (Spring 1998), “Exploratory Courses” - Middle School conference, Saudi Arabian International School, Dhahran, Saudi Arabia (January 1995)