

A CASE STUDY ON THE EFFECTS OF SOCIOCULTURAL CONTEXT ON THE
ADMINISTRATIVE PROCESSES OF AN AMERICAN ELEMENTARY / MIDDLE
SCHOOL IN SPAIN

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ABSTRACT

A CASE STUDY ON THE EFFECTS OF SOCIOCULTURAL CONTEXT ON THE ADMINISTRATIVE PROCESSES OF AN AMERICAN ELEMENTARY / MIDDLE SCHOOL IN SPAIN

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The purpose of this study is to gain insight and identify the effects of sociocultural context on the administrative processes of an American Elementary / Middle School in Spain. In this single-case study, a multicultural educational organization, Sevilla Elementary / Middle School was examined using qualitative data which were collected through interviews, observations, and document analysis. Upon identification of the problems of interest, sociocultural context in relation to administrative processes and common problems faced by administrators in multicultural school settings were examined. The school's administrative processes including motivation, educational leadership, decision making, communication, and organizational change proved to be influenced by the sociocultural context.

Keywords: Motivation, Educational Leadership, Decision Making, Communication, Organizational Change, Multicultural, Sociocultural context, Systems Theory

ÖZ

SOSYOKÜLTÜREL ÇEVRENİN İSPANYA'DAKİ BİR AMERİKAN İLK / ORTAOKULUNUN YÖNETİMSEL SÜREÇLERİNE ETKİLERİ ÜZERİNE BİR DURUM ÇALIŞMASI

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Bu çalışmanın amacı İspanya'da bulunan bir Amerikan ilk / ortaokulunun yönetimsel süreçlerine bulunduğu sosyokültürel çevrenin etkilerini belirlemek ve derinlemesine anlamaktır. Bu durum çalışmasında mültikültürel bir eğitim kurumu olan Sevilla EMS, görüşme, gözlem ve doküman analizlerinden elde edilen nitel veriler yoluyla incelenmiştir. İlgilenilen konuların saptanması ardından sosyokültürel çevreyle yönetimsel süreçlerin ilişkisi ve yöneticilerin mültikültürel (çok kültürlü) okul ortamlarında karşılaştıkları sorunlar incelenmiştir. Motivasyon, eğitimde liderlik, karar verme, iletişim ve kurumsal değişimden oluşan yönetsel süreçlerin sosyokültürel çevreden etkilendikleri saptanmıştır.

Anahtar Kelimeler: Motivasyon, Eğitimde Liderlik, Karar verme, İletişim, Kurumsal Değişim, Mültikültürel, Sosyokültürel Çevre, Sistem Teorisi

To my son, husband, and parents

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LIST OF ABBREVIATIONS

AB = Air Base

AI = Appreciative Inquiry

CSP = Community Strategic Plan

DoDDS = Department of Defense Dependent Schools

DoDEA = Department of Defense Education Activity

DRA = Developmental Reading Assessment

EMS = Elementary / Middle School

ETS = Educational Testing Service

GS = General Schedule

IBM = International Business Machines Corporation

IEA = International Association of the Evaluation of Educational Achievement

IT = Information Technology

MCEC = Military Child Educational Coalition

NCLB = No Child Left Behind Act

NCA CASI = North Central Association Commission on Accreditation and School Improvement

NSPS = National Security Personnel System

OC = Organizational Change

OCE = Organization's Commitment to Employees

OD = Organization Development

PTO = Parent Teacher Organization

SAC = School Advisory Committee

SIP = School Improvement Plan

SRI = Scholastic Reading Inventory

TQM = Total Quality Management

USAFE = United States Air Force Europe

CHAPTER I

INTRODUCTION

This study aimed to gain insight and identify the effects of sociocultural context on the administrative processes of an American Elementary / Middle School, located in Spain. The administrative processes of the school were examined qualitatively through interviews, observations, and document analysis. The first chapter begins with a background to the study, goes on with the justification and significance of the study, and resumes with the definition of terms.

1.1. Background to the Study

This section includes background information on Systems Theory, recent emphasis on cultural studies, emphasizing mainly the cross-cultural dimension, and ends with concise information on educational system in the United States.

1.1.1. Systems Theory

Schools are social systems consisting of a set of actors whose patterned interactions are intended to lead toward a defined goal (Hanson, 2003). Also, school as an organization is an open system with linkages to the external environment (Silman & Şimşek, 2007), and is a complex system with interconnected elements or parts (Ballantine, 1993).

The basic systems theory of organizations has five parts consisting of inputs, transformation process, outputs, feedback, and the environment. Inputs are the human, material, financial or information resources used to produce a product or service. Through technology and administrative functions, these inputs undergo a transformation

process, creating outputs with the organization's products and services. Subsequently, feedback is information concerning the outputs or the process of the organization that influences the selection of inputs during the next cycle. Finally, the environment consists of the social, political and economic forces that impinge on the organization (Lunenburg & Ornstein, 2000).

When considering educational organizations, it is most useful to study the function and operation of a school using the open systems approach. As Ballantine (1993) stated, educational administrators are constantly responding to demands from both inside and outside the school; therefore, the boundaries of the organization are not solid, but rather flexible to allow system needs to be met. This is called open boundaries or an open system – which will be discussed in depth through the course of the study.

Many researchers conducted studies making use of an open systems approach. For instance, Richmon and Allison (2003) define leadership using systems theory as one in which leaders and followers function in open social systems. Also, while exemplifying works of authors on internationalization process in higher education, Kondakci, Van den Broeck and Devos (2006) refer to an open system understanding. They emphasize that organizations exist in a dynamic environment and they need to respond to the developments in their environment for their endurance.

Thus, the open system approach will enable us to see the interactions between parts and pieces, conceptualize the entire system, and create a comprehensive portrait to consider the common characteristics of many educational settings. This approach will provide us with a holistic picture in the end, demonstrating both pros and cons for the educational organization in the case.

1.1.2. Cultural Studies

For about the last 30 years, intercultural studies have been of prime importance due to many factors such as institutional interdependence and globalization. With the rise of globalization, a controversy defining our age, diversity management skills have become indispensable in all types of institutions or organizations including schools. In the course of this study, we will be more concerned with the *cultural* dimension of diversity management in educational administration.

In line with globalization, multicultural education has also become the key approach for nurturing in all citizens an understanding and acceptance of cultural pluralism and diversity (Hunkins & Ornstein, 1998). As English (1992) states, schooling does not take place in a neutral context, and schools are embedded within a culture containing critical myths, legends, rituals and symbols of which individuals observe events.

Recently, sociologists have shown a growing interest in cross-cultural research which provides new insights, ideas, and perspectives. Many dimensions of education such as quality, quantity, internal structure, goals, materials and effectiveness has been compared cross-culturally (Ballantine, 1993). Especially for the last 25 years, educational journals have been emphasizing the value of administrative processes, systems approach, and cultural studies. There has been a surge of interest in cross-cultural issues and the application of theories and research to heterogeneous groups (McInerney, 2005). A major cross-cultural research has been conducted by Hofstede on a large sample of International Business Machines Corporation (IBM) employees in more than 50 countries, which constituted an exemplary for later cultural studies (Hofstede & Hofstede, 2005).

Briefly, in recent decades, key terms such as cross-cultural, multicultural, multiethnic, and diverse are becoming an undeniable concern of all social sciences, specifically educational sciences and administration, requiring deeper insight and further studies. Consequently, McInerney (2005) also states:

The shift from a monocultural research perspective to a multicultural one has had an important effect on the way in which we think about the universality of Western theorizing and practice, and challenges us constantly to avoid a one-size-fits-all paradigm for research and classroom practice. (p. 594)

1.1.3. Education in the United States

It is acknowledged that education is extremely decentralized in the United States, as a result of the Anglo-Saxon tradition and colonial culture. Accordingly, the national educational policies are formulated by the U.S. Department of Education, and state policies and finances are generated by individual states (Silman & Şimşek, 2007).

Education is organized on three levels: elementary, secondary, which are compulsory and free, and postsecondary. After the federal government sets national goals and invests in education, State Departments of Education distribute state funds which account for most of school funding and implement state laws and requirements on matters as attendance, certification, curriculum and assessment. District school boards and superintendents prepare schooling budgets, determine curriculum within state guidelines, hire teachers and other personnel, and deal with supplies and buildings. Schools are staffed with subject specialists, nurses, social workers, and counselors along with teachers. However, there is a considerable national variation and levels of staffing and financing depending on the area (Alexander, 2000).

In order to lessen the disadvantages of this decentralized system, U.S. Department of Education is constantly coming up with new programs such as *Goals 2000*, aiming worldwide achievement in mathematics and science; a more recent law passed in 2002, *No Child Left Behind (NCLB)*, reauthorizing federal programs to improve the performance of primary and secondary schools. Furthermore, there are also continuing efforts to improve high schools, grants for higher education, and American competitiveness by Margaret Spellings, the Secretary of Education, who stated that the American students could not be prepared for the global economy unless they get to the grade level first, referring to the NCLB Act (U.S. Department of Education, 2007).

Contrary to the striking decentralized system in the United States, Department of Defense Dependent Schools (DoDDS), designed for military members' and Department of Defense civilian employees' school-age children, and foreign students, has a standardized, nearly centralized structure, which makes this case unique and will be further discussed in the forthcoming chapters.

1.2. Purpose of the Study

Schools around the world now consist of more heterogeneous population of students and employees, coming from different cultures, societies and backgrounds, making them multicultural, diverse environments. Moreover, DoDDS (Department of Defense Dependent Schools) are one of the main examples of such educational organizations, with majority of American students as well as foreign students from other cultures, situated in many countries across Europe and Asia.

Corresponding to the nature of this qualitative, single-case study, the theoretical framework chosen to support the assumptions, 'the open system approach' will assist us to get the holistic picture concerning this unique case: an American school with centralized direction setting, and local decision making (Smrekar, Guthrie, Owens &

Sims, 2001) as opposed to the educational system and Anglo-Saxon tradition within the United States, in an overseas location, consisting of a multicultural population. The location of the school – a social, open system, being a U.S. Air Force Base in Moron dela Frontera, Seville province, Spain, the students, parents, administrators, teachers as well as the administrative processes of the school are notably affected by the sociocultural environment.

To come to the point, the general purpose of this research is to gain insight and identify the effects of sociocultural context on the administrative processes of an American school, with students, employees and administrators coming from diverse cultures. This case would provide a model as to the common characteristics held, and problems faced by educational institutions in similar contexts.

In general, hypotheses are not posed at the beginning of most qualitative studies and they emerge as the study progresses (Fraenkel & Wallen, 2003). Therefore, three initial research problems shaped by the light of previous research will be investigated:

1. The common features of administrative processes in the case school.
 - a. Motivation of the staff
 - b. Decision-making process in the school
 - c. Educational leadership within the school
 - d. Communication patterns in the school
 - e. Recent organizational changes

2. Common problems faced by administrators and educational leaders in multicultural settings.

3. The influence of sociocultural context on the administrative processes of the school.

1.3. Significance of the Study

Schools, as other organizations, are cultural, social, political, and open systems. According to Hanson (2003), organizations as open systems have not changed through time. However, as an alternative to the closed, classical theories, social scientists have developed a more sophisticated, clearer perspective of how organizations have always worked. This way of thinking offered better tools to analyze human behavior, and gave way to manage system operations more effectively.

Educational leadership and management is a recent phenomenon, and its emergence has been fostered by the same forces of globalization which some observers view as the enemy of local culture. With the early 1990s, globalization began to change the social, political, economic and cultural fabric of societies all through the world (Drucker, 1995). Today, the same change forces driving globalization are also influencing the study and practice of education as a social and cultural process. For the first time in the short history of this field, scholars have become interested in how the practice of leadership and management in schools is affected by the national culture of the society (Dimmock & Walker, 2005). Besides, Louis (2006) mentions the importance of the big question many academic articles raise, which is how school improvement is affected by the broader culture and sociopolitical context.

Over the last 25 years, there has been an increasing recognition of the diversity that distinguishes learners culturally, socially, geographically and linguistically, and of the need to take this into account in theorizing, research, and practice (McInerney, 2005). Similarly, as Dimmock and Walker (2005) argued, schools have wide sociocultural contexts, with important differences between societal cultures in the ways that children are raised, socialized and educated. The rising multicultural nature of schools present unusual challenges to school leaders, and employing strategic leadership would

contribute to school improvement while ensuring that future schools reflect the cultural diversity of their communities.

Having acknowledged all the above, if we also consider the fact that American educational system is now aiming to prepare its students for competition in the global economy, this case study will enable us to employ the framework of open systems theory in a multicultural school environment; to observe a phenomenon that is rare: a multicultural American school located in an exceptional sociocultural context; to find clues regarding effective educational administration in such a diverse environment; and figure out common problems faced by educational administrators.

DoDDS represent a significant example of the recent inclination towards centralization despite the Anglo-Saxon tradition in U.S., as Smrekar, Guthrie, Owens and Sims, 2001, cited in Titus, 2007 state, “Continuity and seamless transition between schools has been institutionalized for students in DoDEA schools through strategic planning, centralized direction setting, and local decision making” (p. 88). The statement confirms that even though decentralization may still be desirable for political and other reasons, national administrators have to devise ways to work within decentralized frameworks in order to still achieve overall goals (Bray, 1991).

Furthermore, when we consider the nature of this case study, as indicated by Yıldırım and Şimşek (2005), single-case studies could be utilized in research under certain circumstances: For instance to confirm a theoretical framework – in this case, the open systems approach –, to examine a unique, exceptional case – the location of Sevilla EMS –, and to access the inaccessible – a DoDDS school in Spain –.

Though indirectly, this case study could also have some implications in the Turkish context. Turkey is striving to become a part of the European Union, and is practicing a

variety of reforms to reach the European, American, and global standards in all areas as well as education. With the ongoing debates and suggestions on redescription of Turkish Citizenship, Semitism, equal educational rights, as well as use of other languages in education, immigration issues caused by the conflict in the Middle East, the key terms of multiethnicity, diversity management, and common problems confronted in such contexts, may be crucial in the years to come in the educational system and administration. Therefore, even if it may not seem applicable to the Turkish context at this very moment, it may give clues, set an exemplary, and assist in coping with similar topics to be potentially faced in the near future.

1.4. Definition of Terms

Motivation: Lunenburg and Ornstein (2000) define motivation as the process within an individual that stimulates behavior and channels it in ways that organization as a whole can benefit. A person who feels no driving force to act is characterized as unmotivated, whereas someone who is activated toward a goal is considered motivated (Ryan & Deci, 2000, cited in Yıldırım, Güneri & Sümer, 2002).

Educational Leadership: While leadership in general is defined as the ability to affect human behaviour so as to accomplish a mission designated by the leader (Wikipedia, 2007), educational leadership – a recent field – is a socially bounded process, subject to the cultural traditions and values of the society in which it is exercised (Dimmock & Walker, 2005).

Decision Making: Decision making is commonly defined as the process of choosing among alternatives, and plays an important role in motivation, leadership, communication, and organizational change in educational administration (Lunenburg & Ornstein, 2000).

Communication: Communication which takes place a central position in organizational action, control, coordination, and survival is said to be ‘the lifeblood of every organization’ (Gizir & Şimşek, 2005). According to Gregory (2005) the communication is dynamic, with communicators sending and receiving messages.

Organizational Change: Organizations face changes caused by internal and external forces. Within the framework of schools as open, social systems, they face pressures for change by government intervention, society’s values, technological improvements, administrative processes, and employees’ needs (Lunenburg & Ornstein, 2000).

DoDEA: Department of Defense Education Activity operates 192 schools in 14 districts located in 12 foreign countries, seven states, Guam, and Puerto Rico. All schools within DoDEA are fully accredited by U.S. accreditation agencies. Approximately 8,700 educators serve more than 84,000 DoDEA students (DoDEA, 2008).

DoDDS: Department of Defense Dependent Schools, with 127 schools, situated in 12 foreign countries, currently serving approximately 60,000 school-age children of military service members and Department of Defense civilian employees within the Pacific and Europe (DoDEA, 2008).

DoDDS-Europe: Department of Defense Dependent Schools Europe operates 81 schools within five districts throughout Europe. DoDDS-Europe serves 35,000 school-age children of active duty military and civilian employees (DoDEA, 2008).

Sevilla EMS: A small, DoDDS-Europe school, in the Mediterranean district. Elementary / Middle School, located in Moron Air Base, Seville province, Southern Spain, serving students K-8 (DoDEA, 2008).

Sociocultural Context: Culture seeps through socialization and education processes, and these processes can not be abstracted from the embracing culture and societal structure. Schools must deal with the fact that changes occur in cultures and societies, whether they aim to teach about the past or prepare for the future, or they are the conservers of historic tradition or agents of change (Chesler & Cave, 1981).

Single-case Study: This case study involves the study of only one school, Sevilla EMS. It is a rare case, used to observe a phenomenon to test a theoretical approach permitting the researcher a phenomenon that is ordinarily inaccessible to scientific study (Fraenkel & Wallen, 2003).

CHAPTER II

REVIEW OF THE LITERATURE

This chapter includes a review of the literature on administrative processes in educational organizations including motivation, educational leadership, decision making, communication, organizational change; schools as open systems, cultural studies, Anglo-Saxon administrative tradition, as well as recent reforms in U.S. education system, related research, and resumes with summary of the literature.

2.1. Administrative Processes in Educational Organizations

2.1.1. Motivation

To psychologists, a motivation is a need or desire that energizes behavior and directs it towards a goal; it is a hypothetical concept that we infer from behaviors we observe (Myers, 2004). Motivation that stems from factors such as interest or curiosity is called intrinsic motivation (Woolfolk, 1993, cited in Yıldırım, Güneri & Sümer, 2002). Subsequently, Deci and Ryan (2000) illustrate extrinsic motivation and aspirations as goals such as attaining wealth, fame, and image, which are more related to obtaining contingent approval or external signs of worth.

There are different theories of motivation which are concerned with content and process of motivation. While content theories including need hierarchy, motivation-hygiene, and existence relatedness growth are concerned with identifying specific factors motivating people, process theories involving expectancy, equity, and goal setting theories deal with the process by which motivational factors interact to produce motivation (Lunenburg & Ornstein, 2000). As assumed by Ambrose and Kulik (1999), we cannot

actually see work motivation nor can we measure it directly. Instead, we rely on established theories to guide us in measuring the observable manifestations of work motivation. For some theories such as equity theory, work motivation is expected to manifest itself in both attitudinal, like satisfaction, and behavioral, as performance measures. On the other hand, for others as goal setting theories, the primary manifestation of work motivation is behavioral.

Some needs take priority over others; Abraham Maslow described these priorities as hierarchy of needs. At the base of Maslow's pyramid are our physiological needs such as those for food and water. Only if these needs are met are we prompted to meet the others which are successively safety, belongingness, esteem, and finally self-actualization, which is realizing one's full potential (Myers, 2004).

According to Herzberg's two-factor theory, positive events that are motivators, were dominated by references to achievement, recognition, work itself, responsibility, and advancement, whereas negative events that are job dissatisfiers, were dominated by references to interpersonal relations with peers and superiors, working conditions, and personal life (Miskel, 1982). Another content theory, Alfreder's existence relatedness growth theory is an extension of Herzberg's and Maslow's content theories suggesting three categories of needs including existence needs comprising physiological and material desires, relatedness needs involving interpersonal relationships with others, and growth needs concerning the individual's intrinsic desire to grow, develop, and fulfill one's potential (Lunenburg & Ornstein, 2000).

A process theory, Vroom's Expectancy theory, uses a cognitive approach to explicate the processes of how the components of the theory interact and influence each other to produce certain kinds of behavior. In this context, expectancy is concerned with the relationships between behavior and performance levels; valence is the importance that

an individual attaches to a reward or incentive that is received for working in an organization, and instrumentality is the subjective probability that a reward will follow a given performance. The assumption of the theory is that decisions are related to the psychological events accompanying behavior (Miskel, DeFrain & Wilcox, 1980).

The Porter-Lawler model focuses more on employee performance and satisfaction. According to Lawler (2005) the old loyalty relationship has disappeared, and needs to be replaced by one which reflects the realities of today's competitive global business environment. How people are treated, therefore, determines whether a company will prosper and survive. Thus, Lawler suggests the use of a 'virtual spiral' for organizations. He states that virtuous spirals begin when an organization takes intelligent, conscious actions to attract, retain, motivate, develop, and effectively organize committed, high-performance individuals. This generates a high-performance organization which is able to reward its employees better. He exemplifies Microsoft as one of the virtual spiral organizations.

Ambrose and Kulik (1999) state that according to the equity theory of Adams inequitable comparisons result in a state of tension that motivates the person to engage in behavior designed to relieve the tension. For example, raising or lowering work to reestablish equity would lead to the elimination of the situation that is causing inequity.

In the 1960s Edwin Locke hypothesized that goals might mediate the effects of various incentives on performance. In the 1990s Locke and Latham presented substantial evidence that the effects of feedback on performance were strongly mediated by both goals and self-efficacy. Moreover, Locke theorized that goals and self-efficacy constitute the motivational hub, that is, the processes most directly affecting action. Locke argued that other motivational processes, such as needs, values, and by implication, external incentives, affect performance via these hubs (Lee, Locke & Phan,

1997). Briefly, the goal setting theory assumes that most human action is purposive; behavior is regulated and maintained by goals (Miskel, 1982).

Over the last 25 years a vast range of cognitive theories of motivation, especially ones reflecting constructivist theorizing, have been developed and explored through research. Among these is attribution theory, expectancy-value theory, personal investment theory, and self-worth theory (McInerney, 2005).

As to the motivation in school settings, Bishay (1996) conducted research to find out levels of job satisfaction and motivation of 50 teachers. The findings showed that the gratification of higher order needs were most important for job satisfaction. A significant impact on job satisfaction was job responsibility; teachers in administrative positions and advisorship of a club had higher levels of satisfaction. He also found out that women placed a greater emphasis on socializing than men, and that mathematics and science teachers were more motivated due to the school's focus on these areas. Overall, the results showed that increased length of service correlated with greater satisfaction including salary, higher levels of self-esteem, higher levels of respect for the teaching profession, and decreased levels of stress.

According to the International Institute for Educational Planning and UNESCO (2006), teachers are motivated by a range of factors other than compensation which are:

- Dedication to the profession and teaching of children
- Success in the classroom
- Status in their communities
- Training and mentoring
- Appropriate working conditions
- The prospect of promotion (p. 2)

2.1.2. Educational Leadership

Leadership definitions point to three particular elements commonly used. These are goal setting and achievement, group activities, and influence upon behavior of others. A leader is the key constituent of most explanations of leadership, and influence is often associated with formal authority and decision making (Ball, 2007). To Gunter (2006), educational leadership is concerned with productive social and socializing relationships where the approach is not so much about controlling relationships through job descriptions or team processes, but is about how the agent is connected with others in their own and other's learning.

While defining effective educational leaders in the Turkish context, Şimşek (1997) suggests that educational administrators should be educated in their field by a minimum of Master's degree, be able to follow the literature through a second language, and join national and international seminars. He concludes that in educational administration, knowledge, skills and abilities should be the principal element rather than time spent in profession. A good educational leader should influence colleagues, provide opportunities for teachers to better knowledge and abilities, emphasize the importance of creativity and research, and leads as an example by using own potential and resources – even if none provided by the organization - for improvement.

Additionally, as a result of their study conducted on vocational high schools Yıldırım and Şimşek (1997) mentioned that most of the principals confirmed that they were regarded as the caretakers of the school representing the central administration; they lacked formal training on administration, and expressed that school principalship was based on the number of years of apprentice-like administrative experience as assistant principal due to the current, centralized, top-down, bureaucratic system. Hoff (1999) supports these views by concluding that leaders who believe in and strive to accomplish

the stated missions of teaching, research and service, and who possess the characteristics and skills to achieve their goals are being sought by educational institutions.

There are various types of leadership theories that can be grouped under three main headings: trait, behavioral and contingency. Trait studies compared leaders and nonleaders which led to further research on the traits of effective leaders related to their performance in the units they belong to, and their evaluation by subordinates and supervisors. These traits involved personality, social background, ability, intelligence, and knowledge (Lunenburg & Ornstein, 2000).

The famous behavioral studies conducted by Lewin, Lippitt, White and colleagues at the University of Iowa in the late 1930s and 1940s compared authoritarian, laissez-faire, and democratic leadership styles in lunchtime or after school clubs for ten and eleven-year-old boys (DeVries, 2002). Lewin and colleagues described three types of groups according to their leadership styles, social climates, and interpersonal dynamics. They studied experimentally created groups that differed according to these three types of styles. Leaders in the study were trained to behave according to the three styles, and the groups were found to develop three distinct social climates and group dynamics. The democratic leader made suggestions and gave guidance but encouraged participative decision making, and sharing of activities and responsibilities. In contrast, the autocratic leader made the rules, controlled order. A distinct third pattern was that of the laissez-faire leader, who provided no direction (Lewin, Lippitt, & White, 1939, cited in Ferguson, Grice, Hagaman & Peng, 2006).

A famous series of extensive studies of leadership behaviors and effectiveness in industrial, military and educational institutions were conducted in Ohio State University, starting in the 1950s. After narrowing down many dimensions, two main dimensions appeared: Initiating structure, which emphasizes task or production, and

consideration, which accentuates a concern with people. As a result, effective leaders were found to be high on both dimensions (Saiyadain, 2003).

Another approach to leadership studies conducted at the University of Michigan manifested two similar styles: production-centered and employee-centered leaders. As the names suggest, production-oriented style leads to a work environment involving constant influence of the leader with close supervision, rules and regulations, whereas employee-oriented leadership style leads to a work environment focusing on relationships, people and their needs (Nelson & Quick, 2006).

The behavioral studies were followed by contingency and situational theories of leadership, the first of which was advanced by Fred Fiedler in the 1960s. The theory focuses on the relationship between leader effectiveness and a measure of the least preferred coworker (LPC) scale across a range of situational favorability. Situational or contingency leadership research involves understandings of leadership in which the potential for leadership resides in the situation rather than in the individual (Richmon & Allison, 2003).

Wofford and Liska (1993) state that path-goal theory, formulated by House in the 1970s uses expectancy theories of motivation as a foundation. The theory holds that a major function of a leader is to enhance subordinate expectancies, instrumentalities, and valences. Because these psychological states affect subordinate satisfaction and motivation, leader behavior that enhances them also has a positive effect on subordinate outcomes. Nevertheless, later on, House and Aditya (1997) stated, “Wofford and Liska’s meta-analysis of the results of 120 tests of path goal theory hypotheses showed that support for the theory was significantly greater than chance; however, the overall results were quite mixed and disappointing” (p. 422).

In the 1970s Blanchard, Hersey and Reddin saw leadership as a contingency of the situational variables. Their summation on the basis of their psychological approach is that effective leadership is dependent on the situation. Thus, a leadership effective in one situation may be ineffective in another (Uwazurike, 1991). Hersey and Blanchard identified four different styles which are selling, telling, participating, and delegating.

Fiedler's investigations in the 1980s, on the other hand, led to the development of the cognitive resource theory of leadership. This is a person-by-situation interaction theory in which the person variables are leader intelligence and experience, and the situational variable is stress experienced by leaders and followers. The theory had considerable empirical support (Fiedler, 1995, cited in House & Aditya, 1997).

In the 1990s, after the writings of Senge in attempts to define and create an ideal type of organization where learning is maximized (Dill, 1999), and in efforts to indicate that organizations need to adapt to the changing environments, transformational and transactional leadership came into light. According to Bass (2000) transformational leaders raise the awareness of constituencies about what are important, increase concerns for achievement, self-actualization, and ideals. Transactional leaders cater to the self-interests of their constituencies by means of contingent reinforcement, positive in the case of constructive rewards, praise, promises for the constituents' success in meeting commitments to the leader and the organization. Bass (1990) concludes:

The future educational leaders of learning organizations will be transformational. They will be democratic in their relations with teachers and students but also know when they must accept their responsibilities to take charge. They will see themselves as change agents dealing with a multiplicity of problems faced by schools in the 21st century. They will help their teachers and students to learn to be adapted and prepared for the new world of globalism, diversity, the information age and the new economics. (p.37)

As a final point, Dimmock and Walker (2005) verify that educational leadership is a socially bounded process, subject to the cultural traditions and values of the society in which it is exercised, manifesting itself in different ways in different settings. They reemphasize that the current educational leadership literature is ethnocentric, and written from a monocultural standpoint. With their recent book named *Educational leadership: Culture and diversity*, they aim to highlight the cultural and contextual basis of leadership and its universalistic nature.

2.1.3. Decision Making

Deriving from classical, rational theory, most works on decision making summarize the process as follows: recognize, define, and limit the problem; analyze and evaluate it; establish criteria and standards for solution, define the alternatives, collect data. After applying evaluative criteria to each alternative, select the preferred one, implement the choice, and evaluate the results (Hanson, 2003).

Likewise, Wijnberg, van den Ende and de Wit (2002) also refer to systematic and scientific management, and Taylorian ideas. Their analysis also serves to highlight the need to consider the impact of new information technologies on the characteristics of decision making in the organization, and the effects of changes on the performance and development of the organization as a whole.

Simon (1993) points out that decision making process involves three main sections. First, he describes decision making as finding and attending to problems by setting priorities appropriately, which is a crucial part of the process for both individuals and organizations. To him, the second step is to think about alternatives and solutions to solve the problem. He addresses to the third part as evaluating the solutions, choosing among them, and finally implementing. He describes rationality as the set of skills or aptitudes we use to see if we can get from here to there, to find courses of action that

will lead to the accomplishment of our goals. While irrational means poorly adapted to goals, nonrational reminds us that the goals themselves have to be postulated in the decision-making process.

Conversely, Miller and Lee (2001) argue that the most frequently discussed process dimensions of decision making, by themselves, are unlikely to contribute to superior performance. Thus, by the light of previous research they argue that an effective workforce can be developed via an Organization's Commitment to its Employees (OCE) in the form of ample training and compensation, fairness, and meaningful personal consideration. They accentuate that OCE will enhance financial performance where it is able to improve the quality of a decision making process that emphasizes ample information processing, collaboration, and initiative.

As opposed to classical models, behavioral models of decision making appeared. Lindblom (1994) suggests a mutual adjustment or success through inattention for organizations, supporting his earlier article *Science of muddling through*. In his example concerning school administration, he states:

When, say an informed school administrator is free to do what he thinks best and makes a thoughtful decision, we would say of him that he decided the issue on its merits. For complex issues we also know that three or a dozen administrators, all informed, free and thoughtful would not all always agree on a decision. . . . Something other than the merits of the issue enters into decisions on complex issues. What is that something other? It is an arbitrary factor. It may be that this administrator is more risk-averse than that one, or entertains a populist bias while another is more elitist. . . . By arbitrary, I mean that his elitist position is brought to bear on the decision not for any reason of its merits, not because fact or logic points to it, but because he, rather than someone else, happens to be in the position to decide. (p. 205)

Rainey (2001) refers to Simon's call for more research on actual administrative behavior and decision making. He states that in his article *Administrative behavior*, written in 1976, Simon advanced ideas about bounded rationality in decision making, and mentioned that when faced with complex decisions, human beings do not maximize, they "*satisfice*", conflicting Lindblom's opinions on success through inattention. On the other hand, in their article on the process of decision making, Mintzberg and Waters (1990) seem to incline towards Lindblom's views as they argue that one fundamental problem with decision is the difficulty of identifying commitment in the collective context of organization by inquiring whether there must always be a clear point as well as a clear place of commitment.

Consequently, decisions are influenced by members of groups to which they belong (Katz & Kahn, 1976, cited in Heald, 1991). Liberatore and Nydick (1997) also call attention to the importance of group decision making, and state that the available decision support tools generally assume the point of view of a single decision maker evaluating a set of alternatives. However, many important problems in academia are made by committees or groups where a number of viewpoints emerge and a final decision is possible after a consensus is reached.

Similarly, shared decision making refers to teacher, parent, student, community involvement in the process by which school decisions are made. School decisions are greater in scope encompassing areas as instructional coordination, curriculum development, school improvement, personnel, rules, administration and policymaking (Duke, Showers & Imber, 1980). The authors conducted on teachers' perceptions of the potential costs and benefits of involvement in school decision making, they found that instead of encountering enthusiasm over shared decision making, many teachers were found to be apathetic or negative towards it. Newcombe and McCormick (2001) verify the same notion, "Participation of teachers in managerial decision making does not

automatically lead to positive organizational outcomes; some teachers may be distracted from their primary role as educator” (p. 183).

Shared decision making, also referred to as site based decision making by Lange (1993), must be viewed as a resource and a vital piece in a total restructuring process that will lead to educational reform. Hence, it provides a viable solution to solving many of today’s education problems. As Lunenburg and Ornstein (2000) cite, techniques to improve site based decision making include brainstorming, the nominal group technique, the Delphi technique, devil’s advocacy, and dialectical inquiry.

After elaborating the work of Vroom-Yetton normative model, which involved five decision making styles and seven diagnostic questions also known as the decision tree, Vroom (2007) recently created a computer program to facilitate decision making with use of today’s technology. To use the program, a manager faced with a specific problem or decision is asked for judgments concerning eleven factors. These judgments are entered into four equations which estimate the effects of each of the five processes on the quality of the decision, its likely implementation, time consumed, and the developmental benefits resulting from the process. Finally, the outcomes including quality, implementation, time, and development are weighted using corresponding judgments made by the manager. Once the judgments are entered, the manager selects calculate, and receives a bar graph of the type shown below:

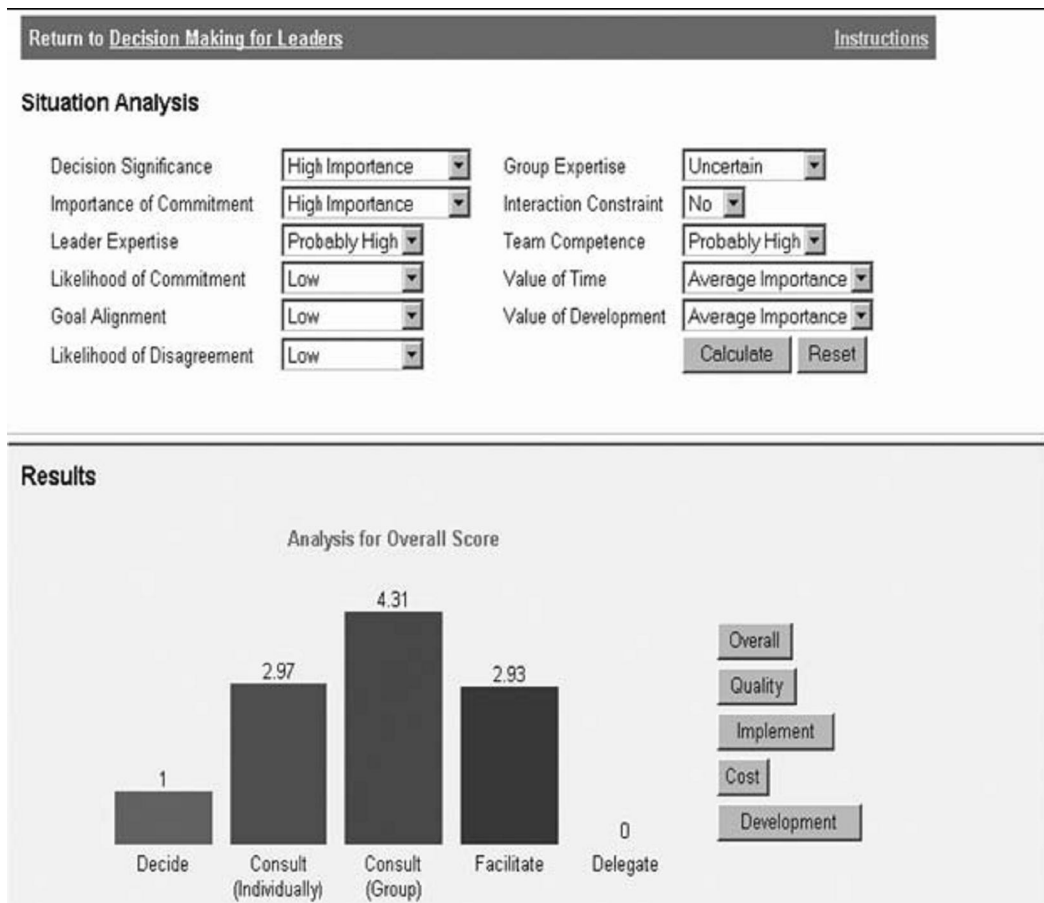


Figure 1 Decision making for leaders: Expert system. Copyright Vroom 2001, reprinted with permission (see Appendix F)

2.1.4. Communication

Lysaught (1984) points out that as vital as communication is to all human behavior there is no single, commonly accepted definition of the process or its key elements; however, there are three main types of definitions which stress the sharing of meaning, and the ones which stress intentional and unintentional influence toward a response or effect. The communication process involves a sequence of steps including ideating, encoding, transmitting, receiving, decoding, and acting; the sender encodes an idea into a message

and transmits the message to a receiver who decodes the message and acts on it (Goldhaber, 1997, cited in Lunenburg & Ornstein, 2000).

According to Gregory (2005) speech communication process involves seven components which are the speaker – the originator of a message sent to a listener, listener – the receiver of the message, message – whatever is communicated verbally and nonverbally to the listener, channel – the pathway used to transmit a message, feedback – verbal and nonverbal response made by a listener to a speaker, interference – anything that obstructs accurate communication of a message, and finally, the situation – the setting in which the communication takes place.

Communication is critical in organizations. There are multiple factors that influence communication and communication-related outcomes such as the amount and accuracy of information (Allen & Griffeth, 1997). For quality communication in organizations, organizational actors should beware of contemporary workplace issues, adoption of new technologies for communication, organization, and knowledge. The communicators need to recognize the importance of relationship, diversity of message interpretation, and the ethical responsibilities involved (Mumby & Stohl, 1996).

In efforts of exploring the impact of communicative rules on decision-making processes using the discourse on the decision to launch the space shuttle Challenger, Jabs (2005) draws attention to the communicative rules prevalent in organizations. She suggests that managerial awareness of ordinarily unconscious communicative rules might help managers to be more intentional about their communicative choices, and may therefore lead to better decisions.

Greenwood and Gaunt (1994) point out that seventy percent of communication is non-verbal, and listening is the most difficult communication skill. Meanwhile, Gingerich (2005) supports this by drawing attention to the importance of nonverbal communication, and suggests:

When you are analyzing your management team's communication styles, take time to watch as well as listen to what is being said by each of them. As you see a frown, a smile, a lack of interest, or a lack of intensity that the individual displays when communicating, you will gather important information about the individual and the professional development needs of your management team. (p. 128)

In our age, technology plays an important role in the communication process, specifically in organizational communication. Huseman and Miles (1988) suggest that any analysis of organizational communication in the information age should be a cross-disciplinary approach that examines, and integrates the organizational communication and management information systems literature. Moreover, Fulk and Boyd (1991) identify essential issues in organizations, which are processing information, and adapting to the rapidly changing technological setting.

Felts (1992) brings up that organizational communication failures are associated with hierarchical structure and the existing power relationships within organizations. He states that disturbances occur within organizations when the information is distorted unintentionally and intentionally. He then suggests that more reciprocal relations between managers and subordinates facilitate nondistorted communication. As a result of an investigation of common communication problems from the views of faculty members at the Middle East Technical University, Gizir and Şimşek (2005) found out that most work-related problems included alliances, high individualism, lack of common goals and motivation, and inadequate exchange of scientific knowledge.

Most large schools operate with faulty, narrow, one-way channels of communication, which is mostly downward. The purpose of the faculty meeting is to pass the policy down, not to make group decision. For upward communication individuals rely upon their individual channels of communication with the leader. However, schools are flat organizations with few hierarchical levels and the precise form of organizational pattern that will best facilitate the communication needs to be determined by its principal and staff. If instruction is effectively to be served, the school's organizational structure must support communications that flow upward, downward and horizontally over multiple channels designed to carry them (Kusimo & Erlandson, 1983). Hoff (1999) shares the same view by stating that the key to relationship building in any environment is effective communication, and in an organizational structure, communication channels need to flow both vertically and horizontally to ensure a feeling of openness and honesty among all departments and divisions.

As a result of research conducted on 302 employees, examining the effects of communication direction on individual-job congruence and work outcomes, Goris, Vaught and Pettit (2000) found that high levels of job performance and job satisfaction occur when equivalence of individual needs and job scope exists. Consequently, downward communication received statistical support of job performance and satisfaction in low individual-job congruence situations, while upward and lateral communication had some support as predictors in high individual-job congruence situations.

After a reference to the Hawthorne studies conducted in the 1930s, where it became clear that organizations not only had formal structures, but also consisted of informal groupings, beliefs and norms, in their article, Licata and Hack (1980) refer to a study conducted on Midwest school principals on the informal communication networks or grapevines in their schools. Based on the responses of the answers to questions about the

ways they informally interacted with peers and others in the district, the researchers identified various informal grouping patterns among principals. Although rather hesitant to admit their participation, all principals recognized the term grapevine, and were able to use it to describe the informal interaction of others in the school district.

Communication network is a summary of the communication behaviors of all organizational members. A school's communication network is defined essentially by how frequently staff members communicate with each other, by the importance or value of the communication, and by the number of others with whom such links are established. Sociograms reveal the communication network roles of individual teachers within a school; the main three roles used in network analysis are group member, group linker, and isolate (Bakkenes, De Brabander & Imants, 1999).

Brown and Miller (2000) provide a brief summary on communication networks and network patterns, mentioning different kinds of groups, various degrees of centralization, such as more centralized or leader-centered networks, and more decentralized or group-centered networks. In an experiment on the emergence of communication networks, their findings indicated that task complexity and differences in interpersonal dominance had significant influence on group communication networks, whereas time pressure did not.

2.1.5. Organizational Change

Organizations are not static entities; their environment is in a constant state of change, and all institutions have a life cycle involving four stages which are: formation, growth, maturity and either decline or renewal (Sallis, 2002). Change and development efforts cover diverse domains such as organizational structure, program structure, and management of organizations (Kondakci, Van Den Broeck & Devos, 2006).

According to Lewin's Force Field Analysis, a projected change will take place in the environment (Lewin, 1951, cited in Cullingford & Gunn, 2005). The process requires the forces working for the change and those working against to be identified, working methodically through these items, and searches for ways to strengthen the former and diminish the latter. Being ideal for teams working with linear, logical and deductive thought processes, the theory offered one of the earliest change models: unfreeze, move or change, and refreeze (Lewin, 1958, cited in Whelan-Berry, Gordon and Hinings, 2003).

Argyris (1997) declares that there are two major aspects involved in the process of initiating change. First, there is a set of interrelated action strategies useful in beginning change that comprises producing data of participants' reasoning and actions, encouraging them to examine gaps, surfacing the rules and connecting their designs for actions, reviewing resistance or frustration and producing opportunities to practice actions. Second, he believes emotions play a significant role in precipitating change. The process creates strong feelings to be expressed and respected; this can lead to new designs, actions, errors, and learning which constitute the basis for change.

The history of organizational development and change goes way back: French (1982) recapitulates the contributions of McGregor on the application of T Group skills to complex organizations, Shephard's work on laboratories, Buchanan's work on interpersonal relations, Blake's studies on managerial grids, Likert's invention of the five-point scale, and participant action survey studies of Lewin and his students. Therefore, by the 1960s organizational development had three major stems including T groups and innovations in the application of laboratory training insights to complex organizations, the invention of survey feedback technology, and the emergence of action research.

By the end of 1970s and mainly in 1980s another philosophy, a cultural paradigm, Total Quality Management (TQM), which is a system of management that can also be applied successfully in a school environment appeared (Greenwood & Gaunt, 1994). According to Sallis (2002), TQM, with its powerful elements of long term planning and involvement of staff in continuous improvement, provides the means to face the challenges organizations stumble upon in their changing environment.

Armenakis and Bedeian (1999) reviewed the organizational change (OC) literature in the 1990s under four major issues which include content issues, focusing on the essence of organizational changes; contextual issues, focusing on forces existing in an organization's external and internal environments, process issues, addressing actions carried out during the enactment of an intended change, and criterion issues, dealing with outcomes assessed in organizational change efforts. Kondakci, Van Den Broeck and Devos (2006) exemplify this by referring to Burke and Litwin's comprehensive model, "... unlike other models, this model covers both process and content of change" (p. 11).

Whelan-Berry, Gordon and Hinings (2003) state that organizations continue to change in response to major shifts in the environment and as a result of internal, planned efforts to achieve greater profitability, quality, and effectiveness. Organizational change initiatives typically involve implementation and adoption of change initiatives at the group level, that is, across locations, departments, or teams, as well as at the individual level. The researchers argue major organizational change cannot occur without specific groups and individuals changing; understanding the group and the individual change processes that occur as part of organizational change processes is crucial. There are also pressures for change such as externally mandated changes, forced by governments. Rowland (2002) states that unless consideration is given to leadership, organizational change, service improvement and effectiveness, the profession of

educational psychology is at risk of being left behind as local government embraces radical change for continuous improvement. He refers to pressures for change brought by the Local Government Act, dated 1 April 2000, committing all local authority services to best value reviews aiming to achieve quality, efficiency, value for money, and continuous improvement.

Leithwood, Steinbach and Jantzi (2002) conducted a research with 48 teachers and 15 administrators in five secondary schools on teachers' motivation to apply school reform, to understand the responses of teachers and school administrators to government accountability initiatives, and to evaluate leadership practices. Results helped explain the largely negative motivations to implement these policies and indicate differences in motivation between teachers and school-level administrators. The results also implied that some forms of school leadership may serve as answers to negative teacher motivations when they are caused by shortsighted and harsh government strategies.

Similar studies show the importance and link of motivation and leadership with organizational change, for instance, job enrichment. Ondrack and Evans (1987) state, "According to the Hackman-Oldham Model (1976) job enrichment is the design of a system increasing the motivation potential score of jobs by increasing the job components of skill variety, task identity, task significance, autonomy and feedback" (p. 8).

Another recent tool for organizational change is strategic planning. Bryson (2005) defines strategic planning as a set of concepts, procedures and tools designed to assist leaders and managers with their tasks in the environmental and organizational changes encircling them. It is an effort to produce elemental decisions and actions that shape and guide what an organization is, what it does, and why it does it. Bryson then lists the

benefits as promotion of strategic thought and action, improved decision making, performance, and benefits for the organization's people.

Bell (2004) states that "Strategic planning in school management now encapsulates a range of activities that are now required of staff in schools and, through school improvement planning" (p. 4). Bell mentions three fallacies of strategic planning, first, the leadership fallacy where the principal is presented as the locus of management know-how, and the one carrying burden of responsibility for planning. Second, strategic planning is predicated on being able to foresee the future of the school's environment by planning effectively and exercising sufficient influence over the organization and its environment for achievement. Lastly, the effectiveness fallacy, where measuring the school efficiency creates a problem since schooling and school improvement is largely based on an extremely narrow set of criteria and pupil performance.

Resistance to organizational change is another issue. In a four-year international research project conducted in eight schools in U.S. and Canada, Goodson, Moore and Hargreaves (2006) found out that unwanted change induces senses of nostalgia. When teachers age, their responses to change are influenced by processes of degeneration such as loss of commitment, energy, and enthusiasm, as well as by agendas of the generation, missions formed decades ago that teachers have carried with them through their careers. Thus, teachers feel resistant to mandated reform, insecure about their own professional capacity, dissatisfied with their students, and pessimistic about their schools' future. While examining the relationship of change and time, Louis (2006) refers to their work and states, "Drawing on Kondratiev, an early Soviet economist whose work is rarely applied in economics, Hargreaves and Goodson argue that the forces converge at specific points in time to create historical periods that are distinct in the minds of teachers" (p. 168).

Willoughby and Tosey (2007) examined an application of Appreciative Inquiry (AI), a contemporary approach to organizational change, as a participative means of school improvement. AI is relevant to contemporary themes in literature on school improvement such as self-evaluation, capacity-building, and distributed forms of leadership. In their research, the authors reported on *Imagine Meadfield*, the first known large-scale appreciative inquiry conducted in an English secondary school. The results showed that AI can engage an entire school community in a process of collaborative school review, with school ethos and culture, and yield practical benefits for school improvement, also supporting participative decision making.

Discovery	Discovering the best of what is through appreciative interviews.
Dream	Dreaming of what might be and sharing these dreams by presenting as dramatic enactments.
Design	Designing an ideal future by drafting possibility statements.
Deliver	The sustaining of the changes undertaken through communication of intended ideas and the utilization of groups in order to strategically plan and implement the required action.

Figure 2 Appreciative inquiry 4 D cycle

Source: Willoughby and Tosey, 2007

2.2. Schools as Open Systems

Armenakis and Bedeian (1999) say that as open systems, organizations depend on human direction to thrive. Earlier approaches as scientific management and administrative management had supported the pursuit of the best way to design an organization. These approaches tended to look at organizations and the people in them as closed systems or machinelike in nature, rather than as open systems that react and adapt to their environments (Rainey, 2001). Therefore, though the evolution of organizational thought had been advanced through classical theory and sociopolitical group theory, a major conceptual link was missing until the 1950s: The one that ties an

organization into a dependency relationship with its immediate environment (Hanson, 2003).

Ballantine (1993) refers to open systems as open boundaries since they are not flexible, rather solid. As in the basic systems approach, open systems have the same components including the organization in the center containing structure, goals, program, processes within system, and informal structure. An open system implies that there is interaction between the organization and the environment, including other organizations, technological, political, economic environment, and the surrounding community. The organization then receives input through personnel, finances, and raw materials. Output refers to the material and nonmaterial items leaving the organization, such as completed products, information, and new technology. The final step, which is feedback, implies that the organization is constantly adapting to changes and demands in the environment as a result of new information received.

Hanson (2003), on the other hand, focuses on the three main stages, making up the system's cycle of events, which are input, throughput, and output. He then mentions environment consisting of groups, institutions, political constituencies and social problems, along with feedback which he describes as the means to rejuvenation of the cycle. In the school context, he categorizes inputs as human inputs such as students, teachers, administrators and staff, material inputs including buildings and materials, and constraints such as expectations of parents, requirements of policies, and social norms. The throughput process involves the teaching learning process, all other activities as faculty meetings, disciplinary procedures, instructional technology, formal and informal roles, decision-making strategies, reward systems, and evaluative strategies. Finally, the output process includes elements as learning gain, attitudinal and behavioral changes, and economic returns.

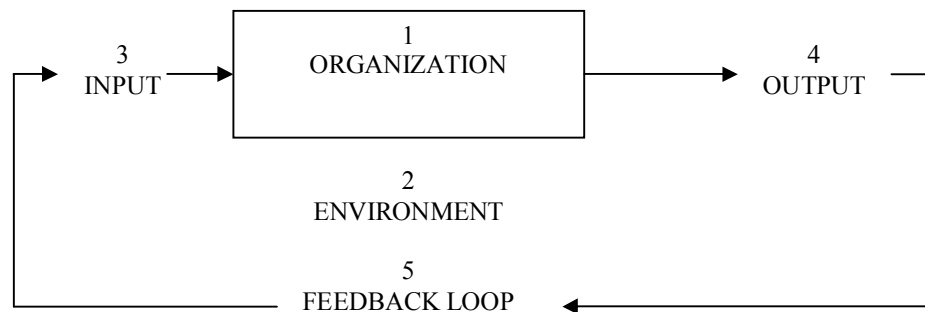


Figure 3 Systems model

Source: Ballantine, 1993

The external environment surrounding the school includes the social, political, and economic forces; for example, the school district’s environment provides it with personnel, financing, and knowledge. The crucial component for success, feedback, is received by the external environment’s reaction to the outputs. Even if the feedback is negative, it can be utilized to correct deficiencies in the school administrator’s operational plan of action for the upcoming term (Lunenburg & Ornstein, 2000). Likewise, Gizir and Şimşek (2005) describe universities as open systems where many kinds of interaction occur between the environment and many of the system elements, and they point to the fact that cultural characteristics of a university are deeply influenced by both national and international social, economical, and political developments.

2.3. Cross-cultural Studies

The term cross-cultural is useful to indicate comparison across two or more societal cultures. There have been systematic comparisons between the education systems of different societies. Subsequent to trends in international business management and in cross-cultural psychology, culture provides a productive basis for undertaking comparative analysis (Dimmock & Walker, 2005).

Hofstede and Hofstede's work on cultures and organizations is a major example of such studies, the first to provide a multicountry, cross-cultural comparison of OD (Organization Development) interventions within the framework of national culture (Sikvakumar & Nakata, 2001, cited in Fagenson-Eland, Ensher & Burke, 2004). The research was conducted to identify the similarities and differences of national cultures within IBM Company, across 74 countries and regions, based on dimensions including power distance, individualism, masculinity / femininity, and uncertainty avoidance. Moreover, Hofstede and Hofstede (2005) add:

A strong reason for collecting data at the level of nations is that one of the purposes of cross-cultural research is to promote cooperation among nations. The nations that exist today populate one single world, and we either survive or perish together. So it makes practical sense to focus on cultural factors separating or uniting nations. (p.19)

McInerney (2005) mentioned that the emphasis on cross-cultural studies for the last 25 years has been a reaction to a "one-size-fits-all" approach to theory, research, and application. He adds that there has been an increasing recognition of the great diversity that characterizes learners culturally, socially, geographically, and linguistically while pointing out to the increasing numbers of cross-cultural articles in educational psychology journals, ones especially related to validating measuring instruments and methodologies among diverse groups. McInerney states that many cross-cultural studies show that there is less variation between groups than within groups. Consequently, there is need to deemphasize stereotypes based on ethnicity and culture.

There are many different cross-cultural studies conducted in recent years. Another interesting study was the analysis to find out the perceptions of Turkish and American middle school students on schooling by examining the metaphors they produced. Demir (in press) found out, for the most part, while Turkish students perceived schools as homes and amusement parks, their American counterparts described it as wild animals,

prison or chaos. Furthermore, the teachers and administrators used similar images, implying once more that metaphors of different cultures and beliefs reveal a lot about what is valued and how the world is perceived as well as showing the remarkable differences in national educational cultures.

Ballantine (1993) finds the systems approach useful in comparative education to conceptualize the world context within which each country exists. According to her, the field of cross-cultural educational studies has been very descriptive, including three main themes which are: curriculum issues, international tests, and legitimacy of knowledge. She illustrates her point by referring to the research conducted by the International Association of the Evaluation of Educational Achievement (IEA), one of the most extensive researches carried out to identify characteristics of national educational systems analyzing and relating them to a variety of school subjects. The results showed only modest differences in achievement among advanced, European countries, whereas the differences were great when compared to less developed countries. Ballantine also referred to ongoing studies conducted by Educational Testing Service (ETS) to find out how U.S. test-takers do compared to their peers in international rankings.

Another concern has been cross-cultural transference in educational management. The assumption that materials such as textbooks of educational models and theories are equally relevant everywhere is not sound, and cultural assumptions built into certain theories can misfire when recklessly introduced into another culture (Shaw, 2005). Shaw illustrates the idea by a striking example: In South Africa, a developing country's Ministry tried to motivate educational administrators by training them according to Blanchard and Johnson's "The One Minute Manager", which was originally written for overstressed, hyperactive American managers to use a participative leadership style. However, African educational administrators only worked for a couple of hours a week

and were very laid-back. To indigenize the model, authors renamed people and places, with local names; however, the model did not exactly fit the African leader -lying lazily on his sofa- that was portrayed, and the example probably caused lots of confusion over desired leadership behaviors in the context of that ministry, at that time, and in that culture.

For this reason, many authors in the literature suggest that there should be further research on cross-cultural leadership. House and Aditya (1997) affirm the idea of cross-cultural leadership theory asserts that expected, accepted, and effective leader behavior varies by cultures. Their theory also spells out interactions between organizational practices, leader behaviors, and cultural norms.

2.4. Anglo-Saxon Administrative Tradition and Education in the United States

Decentralization in education is an extensive term that education reformers have used to cover any shift in power, control, or autonomy to some lower level in the governance system (Bulkley, 2005). The Anglo-Saxon administrative tradition mainly adopted by the United Kingdom and the United States, connotes decentralization, democracy, autonomy and sovereignty. In this tradition, the state exists through a contract among members of society; the boundaries between state and society are obscure and conceivably more flexible and negotiable (Peters, 2000, cited in Silman & Şimşek, 2007).

Alexander (2000) sees decentralization as "... an inevitable consequence of colonization" (p. 110), and summarizes the decentralized, American education as follows: The original 13 colonies were closely tied to the English crown, with limited powers of self-government. Public education, which was predominantly Protestant, mainly aimed to teach reading and religion. In the 17th century, first legislation for the elementary education was the Massachusetts Act of 1647, to keep mainly boys away

from the devil. Colonial school administration reflected the different forms of settlement: New England where settlement were compact, Middle colonies with mixed populations and faiths with religious schools, and the south where there were more division of class and race, and also where there was more private education. Chesler and Cave (1981) support the same idea by stating that in the early eighteenth century, white Anglo-Saxon Protestants established the dominant cultural pattern in America.

With the contributions of Jefferson, Franklin and Webster the ideas of freedom and language, and the importance of nation-wide education emerged. By the end of the 18th century, only eight of the 14 states had written education in their state constitutions. In the beginning of the 19th century, deeds of reform and extension of education to working classes, different races, and girls occurred. Like France, education was secular, as well as free and compulsory, way before England (Alexander, 2000). Thus, in the 1870s public schools were available for all except some poor, blacks and Indians in the United States, and the effects of social structure could be seen as having an influence on the availability of educational opportunity (Ray & Poonwassie, 1992).

According to Carnoy (1989), with the crisis of corporate capitalism in the 1930s the state became involved in the reproduction of capitalist system, especially in the distribution of output in education. For reproduction purposes a large number of university graduates were directly employed by the federal, state, or local government, many in public education itself. On the other hand, late 19th century was concerned with social reconstruction, with the contributions of progressive educators such as Dewey (Alexander, 2000). One of the striking examples on the American education system was the Sputnik crisis in the 1950s that led to development of federally funded science and mathematics training (Baker & Letendre, 2005).

While 1960s brought black students to high school education, civil rights and antiwar movements increased, and the goal in the 1960s became equal access (Carnoy, 1989). The Civil Rights Act of 1964 deplored the unavailability of equal educational opportunities by reason of race, color, religion or national origin. Moreover, affirmative action, that is, preferential treatment of racial minorities in education and employment was encouraged (Ray, 1992).

Hanson (2003) states that the American Constitution gave federal government no formal role in the governance and financing of education, as a result, it remained a local responsibility, with policy made by schools boards, and resources based on property taxes. Reform efforts during the 1960s and 1970s directed at specific population of students with special needs in line with equal access endeavors.

Another important milestone in American education was *The Nation at Risk* report in 1983, which defined an internationally mediocre American school system. Moreover, recent large-scale international comparisons about reforming the American mathematics and science curricula along international standards appeared. Thus, decentralization was revitalized as result of the American neo-conservative movement in the 1980s and 1990s (Baker & Letendre, 2005).

2.4.1. Recent Reforms in the U.S. Education System

Carnoy (1989) stated that the goal in education in the 1960s was equal access; however, currently it is equal outcome. He adds that in certain ways the American education system has changed and also has not changed. The main struggle has been more over control of schools than over the content of schooling. Also, Bray (1991) claims that it is more difficult to reduce imbalances in decentralized systems. In centralized systems central authorities are able to pull out financial and human resources from well off

regions and redistribute those resources to regions that are poorly endowed; they may also standardize the curriculum and structure of education systems.

To Astiz, Wiseman, Baker and Letendre (2005), although the federal government in the United States has little formal control over educational administration and policy, America is "... simultaneously aiming for both more national centralization and more local control" (p. 143). Recent reforms under the Bush administration, such as *Goals 2000*, aim at centralizing national curricular goals and standards. Furthermore, while Kerr (1997) suggests that maintaining priorities may require some centralization of decision making, each unit raising its own income and expenditures in higher education, Louis (2006) states that the current age of standardization and marketization can be viewed as a reaction to the preceding period of turmoil. Şimşek (2005) also confirms:

However, in the United States we observe a constant rise of federal and state power in educational affairs in the fourth Kondratieff. Parallel to the increasing role of the federal government in national affairs such as economy and health, we observe a sharp increase of federal and state expenditures on education. ... the centralization movement in the United States is a temporary or trivial strategy; it would stop in a foreseeable future as the world national systems converge in both directions. (p. 16)

As of today, in line with the Anglo-Saxon tradition, U.S. Department of Education (2007) affirms that education is primarily a state and local responsibility in the United States; substantial majority of education finance for school year 2007-2008, will come from State, local, and private sources, and Federal contribution to elementary and secondary education is a little under 9 percent. The official website of U.S. Department of Education includes the following statement as well: "Despite the growth of the Federal role in education, the Department never strayed far from what would become its official mission: to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access".

Finally, Secretary Spellings (2007) said that student achievement is on the rise, and *No Child Left Behind Act*, the most recent reform in the system, is working. Therefore, legislation proposed by Senator Alexander, to expand flexibility options for states under NCLB is a reasonable and responsible step forward that should be taken. President Bush also supports the reauthorization of the act that seemed to work for the last six years. (<http://www.ed.gov/news/pressreleases/2007/11/11062007.html>)

2.5. Related Research

2.5.1. Cross-cultural Research

Hofstede and Hofstede (2005) define culture as mental programming; they explain that the aim of cross-cultural research is to promote cooperation among nations that exist in a single world that will either survive or perish together. Thus, Geert Hofstede extended the initial research on IBM employees, initiated in 40 countries to 50, with four unique dimensions of culture.

According to Hofstede and Hofstede (2005), the first dimension of national cultures is power distance, referring to "... the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally" (p.46). In small-power-distance countries, there is limited dependence of subordinates on bosses and preference for consultation, whereas in large-power-distance countries, there is significant dependence with negative connotation.

Individualism / collectivism is the second criterion where:

Individualism pertains to societies in which the ties between individuals are loose: everyone is expected look after himself or herself and his or her immediate family. Collectivism as its opposite pertains to societies in which people from birth onward are integrated into strong, cohesive in-groups, which throughout people's lifetime protect them in exchange for unquestioning loyalty. (p. 76)

The third criterion, uncertainty avoidance, refers to people's ways of dealing with uncertainty and ambiguity, mostly related to the control of aggression and expression of emotions (Hofstede & Hofstede, 2005). Elenkov and Manev (2005) explain that the effect of behavior, which is a leadership factor, refers to charismatic actions of a leader that concentrates on values, beliefs, and a sense of mission. Therefore, in high uncertainty avoidance sociocultural contexts the followers would turn to their leaders for solving problems. On the other hand, as a result of the effects of intellectual stimulation, with leader actions challenging followers to think creatively would be stronger in low uncertainty avoidance cultures.

Hofstede & Hofstede's (2005) last and fourth criterion is masculinity versus femininity:

A society is called masculine when emotional gender roles are clearly distinct: men are supposed to be assertive, tough, and focused on material success, whereas women are supposed to be more modest, tender, and concerned with the quality of life. A society is called feminine when emotional gender roles overlap: both men and women are supposed to be modest, tender, and concerned with the quality of life. (p. 121)

Hofstede and Hofstede's research has been replicated, and the dimensions have been used in many later research. For example, Fagenson-Eland, Ensher and Burke (2004) conducted a study comparing differences in Organization Development (OD) interventions using Hofstede's dimensions of culture as a framework for studying seven countries' practices. The countries examined were Finland, Ireland, the Netherlands, New Zealand, South Africa, the United Kingdom, and the United States. They indicated that overall, Hofstede's theoretical approach proved to be a useful framework to compare OD practices. However, they also pointed out how difficult it was to include other countries, by exemplifying that a scholar in Turkey declined to provide assistance in data collection claiming that organization development in Turkey as a field is not as institutionalized as it is in the United States; the scholar continued that it would not be

possible to find 10, let alone 70, internal OD practitioners. Similar reactions were also received by the scholars in France.

Dickson, Aditya and Chhokar (2000) evaluate the Global Leadership and Organizational Behavior Effectiveness (GLOBE) research project, initiated by Robert J. House in 1991, involving data from 64 cultures and 800 organizations, focusing on the study of interrelationships among societal culture, organizational culture, and effective leadership in organizations. GLOBE researchers developed 16 unidimensional leadership scales and 9 dimensional culture scale, including some based on Hofstede's dimensions. The authors state, "GLOBE is therefore a multiphase, multimethod, and multicultural project in which multiple investigators are cooperating to study societal culture, and leadership, and their interactions over a number of years" (p. 451).

2.5.2. Research on Spanish Society and Culture

Sauquet and Bonet (2003) investigated the pattern of Spanish national culture in terms of power distance, uncertainty avoidance, individualism/collectivism, and masculinity. The table shows a comparison of the United States and Spain in terms of Hofstede's dimensions.

Table 1

Comparative results according to Hofstede

	Power Distance	Uncertainty Avoidance	Individualism	Masculinity
Spain	57 (31)	86 (12)	51 (20)	42 (37)
U.S.A.	40 (38)	46 (43)	91 (1)	62 (15)

Source: Sauquet and Bonet, 2003

The scores obtained by Hofstede's sample (1980, cited in Sauquet & Bonet, 2003) corresponding to Spain and the United States demonstrate variations in each one of the dimensions analyzed. For power distance, Spanish society displays a greater acceptance of the hierarchical differences than U.S. culture. As to the uncertainty avoidance dimension, the high score for Spain suggests less tolerance of ambiguity and change. The data evidently indicates the high individualism in American society compared to the Spanish. Finally, the scores on the masculinity dimension signify that in Spanish culture there is a greater degree of interpersonal relations.

Kipping, Usdiken and Puig (2004) comparatively examined academic business and management education in four European countries, namely, France, Italy, Spain, and Turkey, addressing to the issue of Americanization. The results indicated that in France and Italy, where there were more developed, preexisting institutional frameworks, American influence produced fewer changes compared to Spain and Turkey. American models therefore could penetrate easier to Spain and Turkey that were imported more extensively from the United States. In Spain, in particular, mostly the private Catholic institutes and some universities imitated the American model.

Elenkov and Manev (2005) conducted a study testing a model for top-management influence on innovations. The research questions included top managers' influence on innovation due to their leadership, the influence of sociocultural context on leadership, and if sociocultural context moderated the relationship of leadership with top-management influence on innovation. The researchers obtained data from 12 European countries including Spain, and found out that leadership factors had strong effects on top-management innovation influence, and, sociocultural context directly influenced leadership and moderated relationship with organizational innovation.

As stated by McCarthy, Giardina, Park and Harewood (2005), “With regard to Spain, we are faced with the changing conditions in educational policy directives as brought about by the country’s formal transition in the late 1970s from a dictatorship to a parliamentary monarchy” (p. 140). Therefore, as far as education is concerned, as a recently democratized nation after the new constitution of 1979, Spain is a good example of paradox involved in centrally controlled decentralized educational administration. The Ministry of Education set minimum requirements governing the school-year schedule, curricular content, and added courses with national concerns as Spanish history, Spanish language, mathematics, and science (Astiz, Wiseman, Baker & Letendre, 2005).

2.5.3. Research on DoDDS

Hill (2006) provides a classification of both student and school typology, and declares that intercultural understanding in education is very important. He classifies the students as national, immigrant, and internationally mobile ones. He then proposes a typology of national and international schools, with three factors identifying school types: the nature of the educational program; the degree of cultural diversity of the student body; and the external cultural context in which the school is located. He places DoDDS as American schools abroad receiving support from the U.S. government. To him, DoDDS are national schools overseas catering for those students who wish to keep up their own culture and language, and gain the educational qualifications of the home country while abroad.

Following the Collegial Model which appeared in the 1980s, appointing teachers to coach each other in using various instructional strategies, DoDDS piloted the model in four schools, assigning a teacher to each school as an instructional coach. The coach assisted the principal and faculty with efforts to improve strategies to better student

learning. The results seemed to be promising as reports came back on the willingness of the teachers to learn from peer feedback (Makibbin & Sprague, 1997).

Titus (2007) examined studies revealing a relationship between high student mobility and low academic achievement, and the challenge that school administrators face. Exemplary programs, as the ones used in DoDDS, proved to be successful models for replication. Military families spend on average 3 years at one military post before they are reassigned; during the National Education Goals Panel, DoDEA director Joe Tafoya (2001, cited in Titus, 2007) emphasized that the high mobility index of 35% for students within DoDEA schools is not used as an excuse for underachievement: The teachers understand that their time with each student is limited, and these schools are models of integration with high academic achievement for a mobile student population.

Thus, on the Terra Nova Achievement Tests students in DoDEA schools score well above the national average every year, in every subject area, and at every grade level tested. The overall academic achievement of students in DoDEA schools is among the highest in the nation. Amid many of the factors listed in the success of these schools are standardization, rigorous curriculum standards, qualified educators, centralized direction setting with local decision making, sufficient finance, successful strategic planning, and community partnership (Smrekar, Guthrie, Owens & Sims, 2001).

According to Delisio (2007) one of the most successful school systems in the United States is not in a well-off state; it is scattered across the country and the world on U.S. military bases. Through strategic planning and community support the system is successful. Evidently, this achievement results in parent satisfaction. Research on expatriate spouses who relocated in Ankara, Turkey, indicated that most of the school-age children of the women in the study were enrolled in the DoDDS Ankara, and most mothers voiced high satisfaction with the quality of the school. They also emphasized

that their children's exposure to other cultures in and outside of the school was a constructive growth experience (Bikos et al., 2007).

The current community strategic plan (2006-2011) includes four main goals that are: Highest student achievement; performance driven, efficient management systems; motivated, high performing, diverse workforce; promoting student development through partnerships and communication (DoDEA, 2008).

2.6. Summary of Literature

Schools as organizations and social, open systems are highly dependent on their surroundings. Thus, social, cultural, political, and economic forces affect the outcomes and the achievement of educational organizations. As Chesler and Cave (1981) state, these forces influence educational institutions, and although education is a universal trait of societies, educational systems differ in their organizational structures and pedagogical practices, as well as their philosophical and cultural orientations. This can be observed when educational systems are examined in a variety of cross-cultural settings.

Although Anglo-Saxon tradition resulted in extreme localism and decentralization in the American education system, recent reforms in the United States showed inclination towards centrally controlled, decentralized administrative structures. DoDDS schools are perfect exemplars of such systems, located in various sociocultural contexts, since they serve dependents of federal employees overseas.

Success of these schools is closely related to the proper administrative processes, sociocultural context, and the immediate environment. Smrekar, Guthrie, Owens and Sims (2001) list the factors that make the DoDEA schools work as follows:

- Centralized direction setting with local decision making
- Policy coherence and regular data flow regarding instructional goals, assessments, accountability, and professional training and development
- Sufficient financial resources linked to instructionally relevant strategic goals
- Staff development that is job-embedded, intensive, sustained over time, relevant to school improvement goals, and linked to student performance
- Small school size, conducive to trust, communication, and sense of community
- Academic focus and high expectations for all students
- Continuity of care for children in high quality preschools and after school programs.
- A corporate commitment to public education that is material and symbolic and that is visible and responsive to parents within the school community (p.88)

CHAPTER III

METHOD

This chapter will provide information on the methodology for this single case study, overall research design, research questions, the study context, data sources, development of data collection instruments, data collection procedures, data analysis procedures, and will resume with the limitations and delimitations of the study.

3.1. Why a Single-case Study?

Theories give direction to research studies, determine data and materials to be collected, and guide interpretations; yet, a theory is just a guideline, and content must be added. Using scientific and objective techniques, data must be collected to test the usefulness and accuracy of theoretical explanations of events (Ballantine, 1993). Research studies that investigate the quality of relationships, activities, situations, or materials are referred to as qualitative research (Fraenkel & Wallen, 2003), and among the oldest research methods is the case study (Myers, 2004). Generally, case studies are the favored strategy in answering how or why questions, when the investigator has little control over events, and when the focus is on a current phenomenon with some real-life context. The case study is used in many situations to add to our knowledge of individual, group, organizational, social, political, and related phenomena (Yin, 2003).

The cases of interest in education and social service are people and programs. While conducting case studies, the researcher has a genuine interest in learning how people or programs function in their ordinary pursuits and settings with a willingness to put aside many preassumptions (Stake, 1995). One particular type of case studies is the intrinsic

case study, where the researcher is primarily interested in understanding a specific individual or situation. The endeavor is to shed light on what is going on, involving a single case. Thus, the researcher's goal is to understand the case in all its parts, including its inner workings. Such case studies mostly deal with little-known phenomenon by studying it in depth (Stake, 1997, cited in Fraenkel & Wallen, 2003).

Franklin, Allison, and Gorman (1998) state that over the last 35 years single-case or single-subject research has become an increasingly common and accepted methodology, especially in areas as educational research. However, as Yıldırım and Şimşek (2005) state, case studies are not as simple as they appear. They require cautious, systematic design at each stage, vigilant knowledge of methodology, and technical research abilities. Furthermore, Atkins and Sampson (2002) provide guidelines for the conduct of single-case study research, and propose a set of critical appraisal guidelines to assist in the evaluation of such work through a synthesis of existing best practices in interpretative research. These guidelines include five stages involving clear way of thinking, controlling, working, supporting, and communicating while conducting single case research.

On the other hand, some criticism of case studies have been that they are not objective, they do not give way to generalizations, take a long time to conduct, and wind up with a pile of data impossible to evaluate (Yin, 1984, cited in Yıldırım & Şimşek, 2005). Griffin and Ragin (1994) also cited, "Because qualitative research lacks agreed-on criteria for evaluating its truth content and ease of replication, it is often dismissed as unsystematic and lacking rigor, especially by those committed to scientific explanation (p. 19)". However, case-oriented research offers a number of advantages for the study of unusual events and situations. They are inductive in their execution, identifying sources of data and explanatory principles, and testing provisional findings progressively as they unfurl; they provide an approach to causal explanation, and have the objective of

generating theory by identifying factors and processes that are poorly understood (Sullivan, 2002).

Thus, the case study has many advantages compared to other qualitative designs. As Yin (1992) points out, the case study method is a distinctive evaluation tool compared to ethnographic evaluations, grounded theory, and quasi-experimental evaluations as shown in the table below.

Table 2

Differences in Assumptions among four Evaluation Methods

	Types of evaluation			
	Case study	Ethnography	Grounded theory	Quasi-experiment
<i>Design</i>				
Assumes a single objective reality that can be investigated by following the traditional rules of scientific inquiry	Yes	No	Yes	Yes
Can be used for theory-building	Yes	Yes	Yes	Yes
Also favors theory-testing	Yes	No	No	Yes
Considers context as essential part of phenomenon being evaluated	Yes	Yes	Yes	No
<i>Data Collection and Analysis</i>				
Favored data collection technique	Multiple	Participant-observation	Multiple	Multiple
Type of data to be analyzed	Quantitative or qualitative	Mostly qualitative	Qualitative only	Mostly quantitative

Source: Yin, 1992

3.2. Methodology for a Single-case Study

While Foster (2002) indicates that there are four general considerations in designing a case-study model as case selection, the role of the researcher, data collection, and data analysis and interpretation, Yıldırım and Şimşek (2005) state that all case studies involve eight steps including formation of research questions, production of sub-research questions, assignment of unit of analysis, designation of the case, selection of the participants, collection of data related to the sub-questions, analysis of data, and finalizing the case with a report. In light of previous research and Atkins and Sampson's model for evaluating valuable research, the study initiated with a way of thinking including why a single-case study was appropriate for the case, and indicating the philosophical stance within the framework of systems theory.

Throughout the study way of controlling was ensured through various data collection procedures as suggested by Yin (1984, cited in Atkins & Sampson, 2002). As a participant observer, the credibility was ensured, and the theoretical approach was narrowed down to open systems approach. Way of working was facilitated through the formulation of clear, empirical research questions after a year and a half-long observation, and a pilot study, which was conducted with a substitute administrator and a few teachers in the beginning of the school year.

As a result, the research questions were refined; participants were reevaluated and designated. Simultaneously, support was provided through various means of data collection procedures along with the observations, including interviews, and related document collection. Finally, the last step has been formulated with a plan for the final report, and possible applicability to similar settings.

3.3. Overall Research Design

In the study, a single-case design was utilized, Sevilla EMS, being a Federal entity, belonging to Department of Defense, was a rare, unique, and inaccessible case for many researchers. In a few words, the aim of the study was to examine administrative processes in relation to the sociocultural context, considering Sevilla EMS's remarkable physical setting, and to gain insight into common problems faced by educational leaders in multicultural schools. Hence, the study incorporated a semi-structured interview process of 6 teachers, 1 educational aide, and 2 administrators, in addition to written document analysis as well as personal observations as a part-time Physical Education (PE) instructor, special education aide, and office assistant, currently working at the case school.

In accordance with the research questions and the scope of the study, qualitative case study methodology was utilized. The main purpose in studying the case through such a design was to gain a more holistic, complete picture of the case school, in its natural setting. As Flyvbjerg (2004) pointed out, one of the advantages of the case study is that it can close in on real-life situations, and test views in relation to phenomena as they open up in practice. Thus, qualitative data were analyzed inductively within the systems theory framework after detailed analysis via various sources of evidence.

Yin (1992) depicted the worth of the case study method as a valuable research and evaluation tool. Therefore, the steps of the methodology used in the study were in line with his suggestions including understanding the case, use of previous research, definition of the units of analysis, establishment of a schedule, definition of instruments, collection, analysis and synthesis of data, analysis of the evidence through a case database, and finally composing the report. All in all, the process took approximately two years.

3.4. Research Questions

Good social science is problem-driven and not methodology-driven, in the sense that it uses those methods that for a given problematic best help answer the research questions at hand (Flyvbjerg, 2004), and the research questions should state what is to be discovered (Atkins & Sampson, 2002). The main purpose of this single case study was to gain insight and identify the effects of sociocultural context on the administrative processes of an American school in Spain, in this case, Sevilla EMS. The specific research questions of the study were as follows:

R.Q. 1: What are the common features of administrative processes in the case school?

- a. How is the work motivation of the staff handled?
- b. How does the decision-making process take place in the school?
- c. How is educational leadership carried out in the school?
- d. What are the communication patterns in the school?
- e. How receptive is the school to recent organizational changes?

R.Q. 2: What are some of the most common problems faced by administrators and educational leaders in multicultural school settings?

R.Q.3: In what ways does the sociocultural context influence the administrative processes?

3.5. Context

Sevilla Elementary / Middle School

This single case study was conducted at Sevilla Elementary / Middle School (Sevilla EMS), a small school, located on Moron Air Base, Moron dela Frontera, Sevilla, Spain. Sevilla EMS is one of the smallest schools that belong to Department of Defense

Dependent Schools (DoDDS) of Department of Defense Education Activity (DoDEA).

Wright (2000) elaborates on these terms:

The Department of Defense Education Activity (DoDEA) is a field activity operating under the direction, authority and control of the Deputy Assistant Secretary of Defense. ...DoDEA consists of an overseas school system, the Department of Defense Dependent Schools (DoDDS), and a stateside system, the DoD Domestic Dependent Elementary and Secondary Schools (DDESS). (p. I-1)

DoDDS Europe operates 81 schools within five districts (Bavaria, Heidelberg, Isles, Kaiserslautern, and Mediterranean) throughout Europe. DoDDS Europe serves 35,000 school-age children of active duty military and civilian employees. Like many schools in the United States, Department of Defense (DoD) schools in Europe are accredited by the North Central Association Commission on Accreditation and School Improvement (NCA CASI) (DoDEA, 2008). Accordingly, financial resources are allocated through Department of Defense, through the chain of command, depending on each district's and school's needs.

Sevilla EMS belongs to the Mediterranean District consisting of Italy, Spain, Portugal, and Turkey. Mediterranean District's Superintendent Dr. Elizabeth Walker (2008) states that the district serves approximately 6,500 students in American military communities with command structures from the Army, Navy, Air Force and NATO (<http://www.med-dso.eu.dodea.edu/district.htm>). The DoDDS school system's organizational structure is similar to that of the Armed Services. Thus, Sevilla EMS's organizational structure is as follows (DoDEA, 2008):

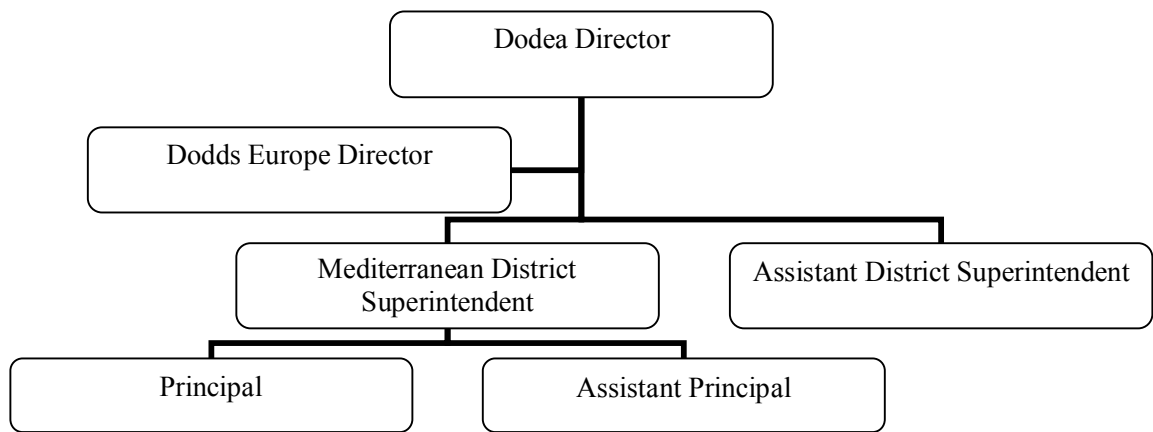


Figure 4 Sevilla EMS’s organizational structure

Source: DoDEA, 2008

As one of DoDDS Europe schools operating in the Mediterranean district, Sevilla EMS currently has 45 registered students in grades K-8, 5 full-time teachers, 1 Host Nation teacher, also handling registration, 2 administrators, 1 health technician / special education aide, 1 kindergarten educational aide, and 1 custodian. The majority of students are dependents of active duty Air Force personnel, and do not pay tuition since the government provides free education through the DoDEA system. There is only one tuition-paying student who is a dependent of a Federal civilian employee. The current tuition fee for tuition-paying students is approximately \$18,000 for all DoDDS Europe schools.

In Sevilla EMS class sizes range between 8 – 15 students, and the school hours are 8:45 – 15:15 Monday through Friday. Currently, the K-1 grade class has the highest level of enrollment with 15 students. There are a total of 22 girls, 23 boys from various ethnic backgrounds successively consisting of Caucasians, Hispanics, Asians and African Americans. Given that DoDEA supports multiage classrooms especially in early

childhood education, the case school has multiage classrooms at all grade levels.

Hence, grade distribution in Sevilla EMS is as follows:

- Kindergarten and 1st 15
- 2nd and 3rd 13
- 4th and 5th 8
- 6th, 7th and 8th 9

There is only 1 male, and 5 female teachers, their ages ranging from 40s to 60s, with 4 Caucasian, one African American, and one Spanish national. 50% of them possess a Master's degree, with minimum 5 years of teaching experience. As indicated above, the students are grouped into four classes, and are taught by 5 full-time educators, of which 2 teach mainly the middle school students since they need more rotation, 1 Host Nation teacher who teaches Spanish to K-5 students for 30 minutes each day, and 2 half-time professional educational aides. K-1 teacher is the only male, supported by an educational aide who assists him with the instructional program. The same is relevant for the 2 middle school teachers, assisted by another educational aide for students with special education needs. Teachers also rotate to teach other grades in their areas of specialization, corresponding to the curriculum, for diversity. For instance, one of the middle school teachers teaches Spanish to the 6th, 7th and 8th graders whereas the 4th and 5th grade teacher offers gifted and talented education to designated students, and the K-1 teacher rotates to teach science to all other elementary grades. Full-time educators' work load is approximately 7.5 hours per day, including approximately 5 hours of actual student contact or instruction time, 45 minutes planning time, 1 hour lunch time, and 45 minutes before and after school time for daily preparation and extracurricular activities.

The principal of Sevilla EMS is located in Rota School, which is another one of the district's schools within 70 miles of Sevilla EMS. The other administrator, the school assistant principal, is located at Sevilla EMS at all times, and is assisted by the health technician and registrar who also share various clerical and office automation duties apart from their main jobs due to the recent cut of the secretary position of the school. Both the principal and the assistant principal are females with Master's degrees in line with DoDEA's requirement of the administrators to have a minimum of 3 years teaching experience and a Master's degree.

Other than the 5 main classrooms, there is a library / media center with 15 computers, where the students receive media technology instruction at least once a week, and check out books. This center is being run through dedicated volunteers, mostly consisting of parents. There is also an art / lunch room for the students, and a recreation / lunch room for teachers in the school. The base gymnasium is also available for students' use at designated times.

As far as health is concerned, each teacher teaches health as part of the curriculum to their students, while the health technician is responsible for hearing and vision screenings, maintenance of health and immunization records, and caring for ill or injured students. Due to the size of the school and student number a nurse hasn't been assigned to school. In most DoDDS school there is an assigned school nurse.

The school curriculum, as the rest of all DoDDS schools, covers standards prescribed by the education division of DoDEA in English Language Arts, Mathematics, Science, Social Studies, Foreign Language, Host Nation, Professional Technical Studies, Physical Education, Health Education, Music, and Arts. Furthermore, DoDDS offer gifted, talented and special education, early childhood education, English as a second language, computer education, and school psychologist support. In the case school, most

of these curricular programs are offered through weekly specials by means of specialists coming from Rota School. Some of the specials are also provided by local teachers and aides who have relevant education and experience.

As mentioned previously, there are combined grades at Sevilla EMS. Instructional practices observed in the classrooms pointed that the teachers were not adequately trained for instruction of such groups, and the low enrollment numbers led to combination of grades rather than a planned decision. In class observations and the researcher's own experience as a substitute teacher revealed that the instruction in such classrooms is carried out using the same theme or subject matter, and applying it on different worksheets or activities according to the students' grade levels. Teachers arranged the classrooms in two sections where they grouped the students according to their grades, and they seemed to handle the situation professionally although they did not have sufficient training. Finally, small number of students also seemed to ease such a hard task.

Although there is little integration with the Spanish community, students are exposed to the Spanish culture through the Host Nation course, teaching of the Spanish language, and study trips. Community involvement is provided through Parent Teacher Organization (PTO), field trips, parent volunteers, and family conferences. The base commander and the School Liaison Officer (SLO) also enable constant involvement of the school on base drills, activities, and celebrations.

Sevilla EMS's current PTO, consisting of parents and teachers, has 12 members of which 8 are officers who dedicatedly work to assist the school in educational functions, to get involved in their children's schooling, and to raise money for various functions. As the PTO's Vice President, the researcher observed and experienced that the membership requires commitment and hard work. In the current school year, some of

the educational activities that the PTO lead and funded included conducting a Scholastic Book Fair, fundraising for the travel costs for a problem-solving competition called Odyssey of the Mind that took place in Germany, coordinating school pictures, and organizing holiday events.

The School Advisory Council (SAC) is composed of locally elected parents and full-time professional school employees; the committee advises the school principal on all local school-related matters, including educational programs, resources, services, and policies. Crucial issues unresolved at the school level may be brought to the District Advisory Committee, which then are resolved through SAC (DoDEA, 2008). The case school's SAC meets once every quarter, and discuss highly important school-related issues. The most critical matter that the SAC has been recently attending to is whether to close down the Middle School or not in the upcoming school year, due to low numbers of current enrollment with a total of only 9 students in the Middle School.

Sevilla EMS has a School Liaison Officer (SLO), as the rest of most bases in U.S. Air Force Europe (USAFE):

Every USAFE installation with a DoD Dependent School has a School Liaison Officer. The SLO works for the command to oversee and advocate educational programs affecting school-age dependents. Parents and community members with questions on school-age education programs can contact their installation SLO (USAFE Strategic Plan, 2008).

Being an expert on school issues and youth education, the main duty of an SLO is to facilitate communication with the base command staff and the school. The SLO for the Sevilla EMS is very efficient in obtaining necessary approvals for various school related activities, resolving bus and lunch issues, participating in PTO and School Advisory Committee (SAC) meetings, and upholding valuable communication with the school, command staff, and the community.

As a system depending on the chain of command, the mission statements of individual schools are closely related to those of the districts' and DoDEA's. Accordingly, DoDEA's mission is, "To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment", while Mediterranean district's mission is, "To support schools for the success of every student". Finally, Sevilla EMS's mission statement is, "As a community, we will provide a challenging program that inspires and prepares our students for success through a safe and nurturing environment" (DoDEA, 2008).

Long-term strategic planning plays an important role in the success of the DoDEA system, as a key for continued achievement, comprising goals for more rigorous content and improved student performance (Delisio, 2007). The current DoDEA strategic plan is for the years 2006 – 2011, published on DoDEA's official website as well as on flyers, including the mission mentioned previously, vision, guiding principles, goals, and outcomes. The vision of DoDEA (2008) is, "Communities committed to success for all students". Resulting in an acronym for '*students*', the guiding principles to be adopted by all DoDEA schools are as follows:

- Success for all students
- Trust and respect for others
- Uncompromising advocacy for students
- Development of lifelong learners
- Equal Access to quality, rigorous education
- New and motivating challenges to inspire excellence
- Teaching with high expectations
- Safe and stable learning environment

In line with the current DoDEA strategic plan (2008), the goals and expected outcomes are listed below:

Goal 1: Highest student achievement

All students will meet or exceed challenging standards in academic content so that they are prepared for continuous learning and productive citizenship.

Outcome A: Student performance and assessment

Outcome B: Opportunities to learn and citizenship

Goal 2: Performance-driven, efficient management systems

DoDEA will use performance-driven management systems that operate in a timely, efficient, and equitable manner; place resource allocation and decision-making at the lowest operational level; and facilitate a safe environment conducive to optimum student achievement.

Outcome A: Efficient management system of facilities, equipment, and materials.

Outcome B: Resource allocation, academic and student support services.

Goal 3: Motivated, high performing, diverse workforce

The DoDEA workforce will be motivated, diverse, and committed to continuous professional growth and development resulting in exemplary performance and optimum student achievement.

Outcome A: Personnel management practices

Outcome B: Continuous professional development and training

Goal 4: Promoting student development through partnerships and communication

Every level of DoDEA will develop, promote, and maintain partnerships and communications to enhance student development.

Outcome A: Partnerships

Outcome B: All schools, districts, areas, and headquarters will effectively communicate using a planned, systematic approach (p. 1-20)

Sevilla EMS also has a School Improvement Plan (SIP) implemented by two chairpersons, an elementary, and a Middle School teacher where educators meet once a month. “Every five years, the U.S. military schools overseas and in the States must go through an external review to see if they’re making the grade” (Stars and Stripes, 2008). Consequently, the five-year long SIP, launched in 2006, is compliant with the current strategic plan, and in line for extra school accreditation program carried out through a private agency. The plan is developed after evaluation of data provided by DoDEA’s Information Technology (IT) department on student and teacher demographics, standardized tests, mainly Terra Nova, Developmental Reading Assessment (DRA), and Scholastic Reading Inventory (SRI). Many other factors such as results of customer

surveys conducted yearly on students, teachers, and parents, revision of Community Strategic Plan (CSP), influence of the culture and community, tentative jobs of the future are also taken into consideration before designation of specific goals (DoDEA, 2008). As a result of this extensive evaluation two main goals came out at the end of the previous school year; all this information is located in Sevilla School's SIP (2007):

Student Performance Goal 1: All students will increase their reading comprehension across the curriculum.

Student Performance Goal 2: All students will improve writing/literacy skills across the curriculum. (p.39)

All educators and students have been working on different projects conducted throughout the school to achieve the goals since 2006, which was the initiation date of the case school's SIP. Various writing workshops and school-wide reading activities have been realized in line with the student performance goals.

3.6. Data Sources

The participants of the study consisted of 5 full-time classroom and 1 Host Nation teacher, 2 administrators, and 1 educational aide, who actually constitute the entire population of the staff with the exception of the researcher, as the health technician and special education aide. The Host Nation teacher also serves as school registrar and secretary. In this qualitative, single-case study, data were collected through interviews, observations, and written document analysis. The data sources and data collection instruments can be found in Table 3.2.

Table 3

Data collection instruments and data sources

<i>Data Collection Instruments</i>	<i>Data Sources</i>	<i>Approximate Time Spent</i>
Interviews	6 teachers 2 administrators 1 educational aide	7-8 hours
Observations	All classrooms Teacher's lounge Library and Art Room Administrators' offices SAC meetings SIP meetings Staff meetings PTO meetings	1.5 years
Written documents	DoDEA flyers DoDEA strategic plan DoDDS internal e-mails Principals' directives Newsletters Sevilla EMS handbook Sevilla EMS School Improvement Plan Stars and Stripes articles	1.5 years

3.6.1. Human Sources

Three key types of human sources were used in this study: teachers, administrators, and support staff. The researcher collected data through semi-structured interviews with an approximate time length of 40 minutes to an hour per interviewee, as well as informal interviews through daily conversations. As Payne and Williams (2005) state, non-systematic interviewing, also described as in-depth or semi-structured interviews were used for acquiring information from the human sources. Fraenkel and Wallen (2003) state, "Structured and semi-structured interviews are verbal questionnaires. Rather formal, they consist of a series of questions designed to elicit specific answers on the part of respondents (p. 456)".

Atkins and Sampson (2002) draw attention to the importance of selecting the appropriate participants for single-case studies. They also state that once the participants have been determined, questions should be grouped according to their role, and only relevant questions should be asked. In the current study, however, small population of the school staff did not leave room for selecting participants or sampling. Therefore, the whole population: all of the educators, administrators, and the staff of Sevilla EMS were interviewed with the exception of self and the Spanish custodian who works for another organization, not DoDDS.

3.6.2. Observations

Flyvbjerg (2004) emphasizes the importance of observations in case studies by stating, "... one begins to understand Beveridge's conclusion that there are more discoveries stemming from the type of intense observation made possible by the case study than from statistics applied to large groups (p. 429)". Hence, the researcher spent a year and a half observing the school, as part of the school staff beginning in February 2007, where she started working as a substitute teacher, promoting to an educational aide in April 2007, and finally acquiring another part-time position as a health technician and office assistant along with the continuing special education aide position. Being a parent of a second grader, the vice president of Sevilla EMS PTO, and an active member of the community all contributed to an in-depth understanding of the school's operations which led to invaluable observation outcomes.

In the beginning of the study, the observations were realized in a naturalistic manner, where the researcher observed the individuals in their natural settings. However, with the active task as a member of the organization, the researcher became a complete participant. Fraenkel and Wallen (2003) state, "When a researcher chooses the role of participant-as-observer, he participates fully in the activities in the group being studied, but also makes clear that he is doing research (p. 450)".

Even as part of daily conversations or during informal interviews, the researcher reminded the staff that she was working on a Master's thesis on the administrative processes of the organization, to prevent any ethical concerns that might appear at a later time. Therefore, the researcher could be classified as an overt participant-as-observer, declaring numerous times that she was constantly conducting observations.

Similar to the nature of ethnographic studies, the unstructured observations aim to describe a culture from within, and the observer does not possess a standard observation tool (Yıldırım & Şimşek, 2005). Therefore, unstructured, one and a half year-long observations focused on the natural school setting, including classrooms, media center, art room, offices, any school event, and various types of meetings including SAC, SIP, PTO as well as staff meetings. Frequently, during such meetings, the participant-as-observer took detailed, descriptive field notes for further reference. The intentional active involvement of the researcher in extracurricular activities as coaching soccer and Odyssey of the Mind team also added invaluable observational outcomes.

3.6.3. Written Sources

Documents are important information sources requiring an effective appraisal in qualitative studies (Yıldırım & Şimşek, 2005). Written sources in this study comprised a variety of documents including DoDEA flyers, strategic plans, internal e-mails, principals' directives containing memorandums on rules and regulations, Sevilla EMS handbook, Sevilla EMS SIP, newsletters, and newspaper articles, mainly of Stars and Stripes, which is a daily newspaper for members of the Armed Forces. Being a member of the school staff and the military community also enabled easy access to all written sources that were indispensable for the study.

3.7. Data Collection Instruments

This section gives information on data collection instruments which are the interview schedules, observations, and written documents.

3.7.1. Interview Schedules

As an initial step in the preparation of the interview schedules, the literature on educational administration was taken into consideration in relation to the research questions, and the theoretical framework for the research. This way, the researcher determined the focal areas to be evaluated in the course of the study, and developed comprehensive interview schedules with approximately 20 questions. The table below demonstrates some key issues brought up through the questions included in the interview schedules.

Table 4

Areas investigated through interview schedules

Administrative Processes	Motivation Educational Leadership Decision Making Communication Organizational Change
Cultural Studies	Multicultural schools Spanish culture for cross-cultural reference
Schools as Open Systems	Spanish culture's penetration in the school Setting's reflection to school
Organizational Structure & Educational Policies	Appointment to positions Sources of finance Performance evaluation, inspection and supervision Community and parent involvement on key issues Anglo-Saxon Administrative Tradition Professional training

Under the guidance of administrative processes, cultural studies, the framework of schools as open systems, organizational structure, and educational policies, two types of interview schedules were prepared, one intended for administrators, and the other for teachers and support staff. Both schedules embraced similar questions on administrative processes, cultural studies and schools as open systems; however, administrators' questions included additional queries for better perception of organizational structure and educational policies.

As far as the format is concerned, semi-structured interviews were used. As Drever (1995) points out, this type of interview schedule is one of the most common methods used in small-scale educational research and case studies where the interviewer sets up a general structure by deciding in advance the ground to be covered and the main questions to be asked. The detailed structure is worked out during the interview, and the person being interviewed has a fair degree of freedom in what to talk about, how much to say, and how to express it.

Even though there was no intention to use informal interviews in the beginning of the study, as the researcher is part of the staff, informal interviews in the form of a conversation (Sjoblom, 2004) naturally occurred while looking for some piece of information through daily talk.

After receipt of expert opinion, the preliminary interview schedule was piloted with input from the substitute administrator and a few teachers in the beginning of the school year. Slight adjustments were then made as the study progressed. For instance, when concerns aroused in the middle of the school year on whether to close the middle school for the upcoming school year due to present and projected low enrollment, a question on community and parent involvement in school policies and important decisions was added to both of the schedules.

3.7.2. Observations

Some research questions can best be answered by observing how people act or how things look (Fraenkel & Wallen, 2003). Therefore, the researcher conducted naturalistic observation, observing individuals and events in their natural settings, without manipulation, in order to enhance objectivity. The observer did not possess an observation tool; however, the observations at the school were all noted in a small, handy notebook, and the notes were organized as descriptive field notes. All notes included a date, setting, and a title for later reference. The observations recorded in the study were coded as OB followed by the codes of the subject content. For instance, the motivation observed was coded as OB-M. The researcher's position as a staff member, parent, volunteer, PTO vice president, and coach all enabled constant observation.

3.7.3. Written Documents

Over 60 written, authentic documents were collected and saved. They included flyers, strategic plans, different types of e-mails including memorandums, school handbook, newsletters, and related articles. After reviewing the documents collected, the most relevant ones were chosen for analysis purposes. These documents and related data mainly provided assistance while presenting the case as the 'context'. Since the data provided by the documents were not the sole source of the study, a content analysis was not conducted. These documents merely supported observations and interviews, and provided alternative explanations to the conclusions drawn (Yıldırım & Şimşek, 2005). The data from the written documents were represented by the code WD followed by the subject content. For example, WD-DM corresponded to a written document on decision making.

3.8. Data Collection Procedures

The researcher informed the participants and interviewees included in the study about the nature and purpose of the research before carrying it out. Especially the

administrators were informed that the school's name would be utilized as Sevilla EMS is the case school. DoDDS is extremely concerned about the rights of staff, educators, and particularly students. These are protected through the Privacy Act of 1974 (DoDEA, 2008). Therefore, the researcher reassured the participants that although the school's name would be used, no further information on the participants' or students' identity would be revealed unless they approved.

Another concern was the researcher being a Federal government employee made it difficult to reveal all of the observations and experiences due to ethical concerns. That is the reason why interviews were mainly supported by observations and were given more priority to avoid bias.

The semi-structured interviews were conducted after an official appointment was made, mostly after school hours, in a silent classroom or office to avoid distraction. The interviews lasted more or less 40 minutes to an hour for both educators and administrators, and the answers were all recorded by a voice recorder. Observations were made, and noted at the school site, during different events, meetings or occurrence of a relevant incident. Later, the researcher typed and saved them in word processor files for further reference.

3.8.1. Validity and Reliability Issues

As Foster (2002) points out, notions of reliability and validity in case studies are difficult to conceptualize. The observations and collection of documents for analysis took over a year and a half, increasing a thorough understanding of the case. Mainly semi-structured interviews along with a few informal interviews were chosen as the data collection method in order to comprehend the opinions of the participants. These interviews were conducted along the lines of the research questions, and recorded by a voice recorder verbatim. The open-ended questions provided a remedy for threat to

validity. Furthermore, the interview questions have been prepared after obtaining expert opinion, conducting pilot testing, and revision of some wording as a result of the pilot interviews.

Yin (1992) suggests the use of multiple sources of evidence. To increase the reliability of information, it is important to demonstrate a chain of evidence (Atkins & Sampson, 2002). Thus, in order to enhance reliability, and exhibit series of evidence, the researcher used different data collection techniques involving interviews, observations, and document analysis. Triangulation of data through use of various techniques also validated results (Rowland, 2002), and enhanced reliability. Last but not least, the researcher supplied detailed account of data analysis methods to allow for some measure of replication, as advised by Atkins and Sampson (2002).

3.9. Data Analysis Procedures

As Fraenkel and Wallen (2003) declare, “Analyzing the data in a qualitative study essentially involves analyzing and synthesizing the information the researcher obtains from various sources into a coherent description of what he or she has observed or otherwise discovered” (p.435). The important point in formal qualitative analysis is what the analyst does with the data in the course of analyzing them and making causal and interpretive claims (Griffin & Ragin, 1994).

3.9.1. Preparing Data in Transcript Form

The researcher transcribed the recorded interviews word for word, and used the narrative, descriptive methods in recording the observations. Miles and Weitzman (1996) indicate that word processors are designed for creation and revision of text, and are advised for transcribing, editing field notes as well as preparing files for coding and analysis. Thus, the interviews and observations were recorded and saved in files, using Microsoft Word for later analysis. The researcher then used the content analysis

technique to find out the highlighting on the data which were later broken down into segments.

3.9.2. *Generating Coding Categories*

To Bogdan and Biklen (1998) researchers look for regularities, patterns, keywords in the data, and generate coding categories to represent the main topics of interest. Coding categories for the study appeared after review of the current literature and research on educational administration, the research questions, as well as the interview schedules. Below are the categories that came out:

M	Motivation
EL	Educational Leadership
DM	Decision Making
COM	Communication
OC	Organizational Change
OS	Organizational Structure
EP	Educational Policies
MC	Multicultural
SSC	Spanish Sociocultural Context
ASC	American Sociocultural Context
CI	Community Involvement

3.10. Limitations and Delimitations of the Study

This study was limited to a small American elementary / middle school at Moron Air Base, located in Spain. Being one of DoDEA schools, the case school may not represent typical public schools located in the United States. Thus, the indications of the administrators, educators, and other staff may not reflect those of other schools. Briefly, the single-subject research is limited to the case school. Furthermore, as Borman,

LeCompte and Goetz (1986) indicate, the concern that qualitative research can not be replicated exactly is one of the main criticisms that this type of research is charged with. Therefore, another limitation might be the replication of the study due to the inaccessibility of the location.

The study had a theoretical framework including the administrative processes in educational administration and systems theory. This enabled the researcher to designate precoded categories which facilitated focus on primary concerns and areas related to the research, deliberately delimiting the study. Another important delimitation was the researcher's being a part of the staff: she had access to information, possibility of a prolonged time of observation, active participation in the events of interest, liability of obtaining honest opinions and feelings from colleagues.

CHAPTER IV

RESULTS

The purpose of this study was to look into the administrative processes of an American school in Spain, Sevilla EMS, to have more idea on how the Spanish culture as well as the sociocultural context in general reflected in the case school, and to gain more insight as to how such multicultural schools operate. Qualitative, single-case study method was used to find answers to the research questions. Therefore, the chapter begins with results related to administrative processes, goes on with results related to cultural aspects, sociocultural aspects, and resumes with some additional results that came out on organizational structure and educational policies as a result of investigation.

4.1. Administrative Processes in Educational Organizations as Perceived by Teachers, Support Staff, and Administrators

As a response to the first research question, teachers, administrators and support staff were interviewed, and asked to give their opinions of administrative processes including motivation, educational leadership, decision making, communication, and organizational change. Findings are reported below along with conclusions as a result of observations and written documents.

4.1.1. The Issue of Motivation

The interviews and observations revealed that all of the teachers and the support staff were satisfied with their motivation. When asked about their motivation level, all of them perceived their level of motivation and that of their colleagues' as positive. Their responses included their passion and appreciation for their jobs as educators, and

especially their love for the children they teach. The K-1st grade teacher, Mr. F., who is the only male and one of the younger teachers, expressed his opinions as follows:

I'm pretty motivated, you know, I don't think I would come this far if I really didn't enjoy what I'm doing, feel passionate about it. ... I've done many other things in my life so, I have maybe a greater appreciation than somebody that came fresh out of college; this is the only job they know, or maybe has done it for so long that they are a little burned out. I'm really motivated, I'm excited; I like this.

Just like Mr. F. feels passionate about his job and the children he teaches, parents also appreciate him, which is another source of motivation for him. In an article on Sevilla EMS, "Little school on the Spanish prairie", written by the SLO, Ms. LoGrande (2007), a parent and a Captain in the USAFE said that he was very impressed with the performance of the school, and continued, "Specifically, Mr. F., the kindergarten and first grade teacher is exceptional. He finds a way to connect to each student. If one student doesn't understand a concept, he changes his teaching method until the students understand" (<http://www.kaiserslauternamerican.com/article.php?i=6206>).

When urged to mention factors that hindered their motivation, issues such as the remoteness of the school and the base, as described by both of the middle school teachers as 'the feeling of isolation', school maintenance troubles, lack of staff development, financial troubles related to supplies and staff development, additional duties, and lack of consistency related to the administration were brought up by the teachers. One of the middle school teachers stated:

The fact that supplies we don't have; things break and they are not fixed on time. The thing here is the 'isolated feeling'. Our school is unique compared to bigger schools. There's not much to do here, and most of the new people come in complain about that, but at the same time nobody actually steps up to do something about it.

Finally, teachers were mostly motivated due to their appreciation and enthusiasm for their jobs. There were only a few factors that seemed to obstruct their level of motivation such as remoteness, supply and maintenance problems, lack of consistency due to change in administration, and additional duties.

On the other hand, both of the administrators expressed their positive views on their own motivation as well as the motivation of the staff and educators. The assistant principal, who is actually located at the school was brief in her views and said that she liked the school, faculty and the community. Then again, the principal who is actually located at Rota school and only visits every once in a while stated:

I'd say that Sevilla is a joy; when you walk in it's kind of like you are going into someone's house, because it's so friendly, warm, all the children know each other, all the teachers know the kids. ... It's a wonderful family environment. I really enjoy it; I wish I had more time to be there. Unfortunately, I have this school to run by myself.

Significant to the nature of this study, she also added, "I think the setting increases motivation, because you really feel like you owe something to these children and parents, because you know them: They are friends". As opposed to the teachers' perceptions regarding demotivators, the administrators did not express any concerns or negative factors at all.

4.1.2. The Issue of Educational Leadership

Sevilla EMS is unique in the sense of having two administrators: the one on site is located at the school, and the other, located at Rota school. Therefore, the answers to the queries were analyzed taking into consideration that the main administrator in the inquiry was the assistant principal on site, as opposed to the principal 'on paper' located at another school 70 miles away.

For defining educational leadership, and the knowledge, skills and abilities effective administrators should possess, there were quite a few comments that the teachers and support staff mentioned. They first described their idea of what an educational leader should be like. The main remarks included that one needs to remember what the classroom was like; have good organizational skills; keep up with the current methodology and research; be able to manage time, plan, and delegate; be consistent in decisions, and last but not least, have a vision and synergy. Then, they conveyed their opinions on whether their administrator could be considered an educational leader.

Almost all the educators mentioned the importance of the fact that educational leaders' need to remember what it was like to be in the classroom; that once they were also there. One of the middle school teachers mentioned that it would be ideal if they could rotate back into the classroom every five year, whereas another one said that forgetting what it is like to be in the classroom is one of the primary mistakes administrators make.

Half of the staff mentioned the importance of organizational skills; the educational aide said that the current administrator, who is also the assistant principal and 'the commander on ground', as the principal at Rota portrays, needs to work and focus more in organizing matter around the school. A Spanish national, the Host Nation teacher, who supports the administrator and works closely with her stated:

The problem with the school is that it is very small. Everybody has more jobs, and more tasks than they should have. So, the problems that I see there, it would be good if our principal had more time to get organized. She tries her very best, but it's hard to get organized when you have so many other things to deal with. Even when she tries her best, sometimes things are not as organized as they should be.

The researcher, who also supported the administrator with office work and provided administrative assistance, would have to agree on the lack of organization of the current administrator. Observation of the administrator's office also pointed out to the same conception: most of the time, her desk would be full of unorganized and scattered paperwork. The few times that the researcher could notice the neatness of the desk would be when upper-level administrators came to visit Sevilla EMS. The administrator, who was also aware of the situation, mentioned many times that it would be different if she had 'a full-time secretary' during informal conversations.

Another important aspect of educational leadership was found to be keeping up with current methodology and issues in education. All of the educators except one brought up the importance of keeping up with the current practices for an educational leader. The implication was that the current administrator did not get a chance to spend time on following literature, current methods and research as she had many other responsibilities that took time away from doing it. One of them said:

I also feel that a principal should be the person very knowledgeable about current methods, research, and should be the person who models that to the faculty, instructs the faculty on the use of the most current pedagogy issues and practices. You know, that's their job as the instructional leaders. I have not found that with most principals; most principals are dealing with, you know, setting up the schedule for the fire drills and scheduling the kids through the cafeteria, a lot of really silly administrative things.

The same idea of 'silly administrative things' that prevent the administrators from becoming educational leaders was expressed by Mr. F., in other words, which were very remarkable; he mocked, "... they are charged with counting the cost of paperclips"; he also added that their job as educators or administrators is not really to keep, save trees or use less paper; those things should be done not because of their positions, but because of being conscious, global citizens.

According to the researcher's over a year and a half-long observation, the SIP (School Improvement Plan) chairperson is one of the younger teachers, who demonstrated to be a professional, up to date, dedicated, and a thorough educator. In describing the qualities that an ideal administrator or an effective educational leader should possess, she admitted that good leaders should have vision and synergy so they can be on the same wavelength with the group of professionals they work with. She also emphasized the importance of being able delegate, plan and organize.

As the researcher was part of the staff, still working at the school when she conducted the interviews, the interviewees had a slight concern in expressing their honest feelings about their administrator in the beginning. However, the researcher believes that she received pretty honest responses to the query where she tried to find out if they perceived their administrator as an educational leader or not. Most of the answers to that question started with a smile, a laughter, or comments such as: "That's not fair!" Most remarkably, one of the older teachers, who actually had personal problems with the administrator stated:

No, I would not call her an educational leader. I see her as the person getting by and using other people to take care of her problems. She finds the ones that would help her, and they become the ones who get the favors. ... When there's a weakness in administration the school runs for those people, not the children.

Upon the harsh criticism, the researcher asked if she believed that the reason could perhaps be that the current administrator is actually an assistant principal, and the principal is located at Rota school, she said, "I think whether you work for yourself or others, what you are is what you are. You either know what you are doing or not". She added that she thinks the administrator was incompetent, and that's the reason why she was leaving, and basically things look like they go fine at Sevilla EMS is because it's a little school, and teachers can take care of their own business.

Consequently, most of the criticism came from the administrator's lack of consistency in resolving certain issues, and dealing with the staff. The opinions were expressed in different ways. For instance, one of the support staff said that the administrator was trying too hard to please everyone, and when it's 'no' for someone it should be 'no' for everyone. While one teacher said that the administrator focuses on things on a daily basis, another one pronounced:

We don't have our leadership here in the building, and there's a disconnect, and a lack of ownership really. ... the principal doesn't have ownership at this building, and unfortunately the person who is here doesn't really have ownership. So, that, in my mind has caused some problems. Nothing traumatic, nothing that affects the children, but maybe indirectly, because it affects the educators.

The administrators were asked a question as to how they were appointed to the current administrative position to understand the uniqueness of the situation in the administration of Sevilla EMS. The principal located at Rota who had been an educator and principal for 32 years said:

... when the principal in Sevilla decided to leave the school, we had a principal and assistant down here in Rota, but our enrollment had dropped, and we were not authorized an assistant. So, they thought that it would make sense to have one of us here and one of us in Sevilla. I mean, why pay two people here when you can have one here and one in Sevilla. So, it was pretty much a geographical decision because I was the closest elementary principal.

As a result, the principal stayed at Rota, actually running that school; however, on paper she is the principal of Sevilla EMS also. Her assistant was moved to Sevilla so that there could be an administrator at the school site. The assistant principal located at Sevilla EMS explained that she started as a speech therapist, and her first job as assistant principal was in Italy, and that she has been an educator for 20 years. She mentioned that when the principal in Sevilla left, at first they just wanted to have a teacher in

charge; the parents objected, and that suddenly they reassigned her. It was called ‘a mandatory redirected assignment’; she had two choices: either go there, or leave DoDDS. So, at first she wasn’t so happy with this obligatory, top-down decision, but after the first year she warmed up to the position and to the whole situation.

The interview schedules included a query on whether the administrators identified themselves as educational leaders. The principal at Rota honestly admitted that there are many things that could pick from her time, and it was getting harder to be an instructional leader. However, she said that in Sevilla EMS a big part of it would be shared decision making, shared instructional leadership. Everyone should be an instructional leader, including the teachers. On the other hand, the assistant principal and administrator of Sevilla EMS stated:

I would define an instructional leader as someone who is devoted to what they do, is devoted to the craft of teaching, and if they are in a position like I am: I also teach, but also, it’s my job to provide them with resources. I have to provide them with the confidence, guidance, resources and make this school the facility, the physical structure as pleasing as possible, and safe for children and teachers, and to make the teachers’ life as simple as possible because their main goal to me, is to teach. Instruction of the children comes first, above everything else.

Thus, although the administrators do not brag about being great educational leaders, it seems like they are trying their best, and as much as their position permits them to work on their leadership skills. Additionally, their experience within the DoDDS system assists them to handle their duty as administrators. Just like one of the teachers put it, “It’s about being a role model in education: to develop people as a leader and teacher”. He concludes:

I think our current administrator, that’s that person’s philosophy. Whether it’s always carried out or not is a different thing, and it’s difficult for them in that position. ... but I think the philosophy is there at least. That wasn’t a change in

direction for that person. So, I think at that individual's heart the leadership principles that I would look for are there, at least philosophically!

4.1.3. The Issue of Decision Making

Although some improvements could be made, for the most part, educators and staff felt like they were part of the process in decision making due to the fact that Sevilla EMS is a small school. Almost all of them expressed that their voice are listened to when it comes to school related issues. However, they displayed mixed reactions when it came to the decisions made at the upper-level administration such as the Mediterranean District or DoDDS Europe's decisions as they were generally not explained clearly what the issues were, and the reasoning behind certain important resolutions.

Teachers and the staff were asked to express their views on how the decision-making process worked in the school, if they felt like they were part of it, and whether they had any suggestions. The only male teacher summed it all up as:

Yes, I think in this small school our voice is listened to. I think we get input, I feel that I'm listened to when I have a concern, and I think sometimes things change or it's explained to me sometimes when it's not changed. So, I'm not too unhappy with that. Now, maybe at the next level, the superintendent or the district level I don't always understand the decisions, nor are they conveyed to me. But at least locally I think the decision making is reasonably shared or conveyed.

These findings actually support the philosophy of DoDDS in general, which is 'local decision making with centralized direction setting' that were previously mentioned as opposed to the Anglo Saxon administrative tradition within the United States. Most of the faculty's comments included some type of involvement in the decision-making process when local issues aroused. The staff meetings, PTO, SAC, and SIP meetings were also observed where everybody's voice were listened to, and group decision making was practiced. As part of staff, parent, volunteer, and an active community

member, the researcher also felt that each and every voice was listened to at Sevilla EMS.

Another aspect of the decision making process is related to the issues directly affecting the educators. As the union representative; when necessary, one of the teachers would intervene with the decisions, and look out for their well-being. As the union worked pretty hard, and seemed to be a strong figure at Sevilla School, very few issues came up concerning the teachers.

All that said, there were still some criticism and suggestions. For instance, one of the teachers said she did not feel a lot like a part of the decision-making process as the administrator had that power mostly without being monitored, and some processes were not clear. Moreover, one of the support staff mentioned that ‘theoretically’ the staff and faculty meetings were supposed to occur once a week, but that was not the case. The researcher would agree with this comment as the staff meetings were held maximum two times a month. Another one felt like sort of left out when it came to decisions like school led programs, and parent conferences, which would be another example of the upper-level decisions.

Both of the older teachers stated that they make their own decisions, especially when it concerned them and their students. They somehow expressed their freedom to do so, and made it clear that this was one of their priorities. One of them said:

... somebody has to make decisions, so everything can't be decided by the group, because I know that the group people just can not come to a consensus. I can't say that I'm always happy with the decisions that are made but I'm never so unhappy that I'm going to make a big fuss.

During the course of the study, a very critical matter occurred: whether to close down the middle school due to low enrollment numbers. During the informal conversations with her colleagues, the researcher found out that the same matter had come up several times before, and it had been a concern of the district for a while. The decision was basically left to the parents of the middle school children. If they felt like children were not getting enough at this small school, the middle school could be closed, and the children could be commuting to the Rota school; however, if they felt like they were provided with quality education here at Sevilla, they would not have to take the long ride to Rota. Finally, it came down to a SAC and town hall meeting held on February 14, 2008 where parents and community members discussed the issue with the presence of the SAC members, some USAFE generals, the base commander, and DoDDS Europe's assistant superintendent. After voting, the consequence was to keep the middle school children at Sevilla EMS, and not close the school in order to ensure the quality of education and home life for those children. The event also indicated an extraordinary partnership between upper military leadership and upper management of DoDDS.

Therefore, the researcher added a related question to the interview schedules to find out the reactions of the teachers, staff and administrators to the fact that, in a way, parents had to say the final word in such an important decision. Most of the staff, educators, administrators, and the community were impressed with the DoDDS Europe director Ms. Ohman's consent and quote that was reported by the assistant superintendent which was: "The decision is yours".

Although very few felt like this was old business, and the children would receive better education with more rotation and extracurricular activities, most of the educators and staff thought it was a good, sound decision; a teacher commented:

I think it's pretty good, and I think that's phenomenal to give them that opportunity. I mean, as you know, I have a middle schooler myself, who goes to Rota at this time, but I know, were he up here with me I would want to have a say in what's going on. That's very important for me. ... it was what should have been done. I'm pleasantly surprised; I'm pleased that I'm a member of an organization that would do that. And it was a difficult decision for parents to make.

The administrators also had pretty similar ideas when compared with the educators and support staff. They believed that there was shared decision making going on at Sevilla EMS, which was the right way to handle things. The principal of Rota and Sevilla School expressed her opinions:

I'd say in this school it is very much a teacher-driven process. Because the staff meeting is also your school improvement meeting, your crisis intervention team meeting, your student support meeting, I mean, everything is kind of together, and everyone is part of it, everyone has a voice. ... that's how the decisions are made; they are made as a group. My assistant normally makes the final decision. If she has any doubt she'll run it through me, but as the years have gone by, she has grown into that position to the point where, in my mind, she is like a fellow-principal.

The assistant principal also supported what the principal said by adding that most of the time to involve the teachers in the process was like 'pulling eye, teeth'. She had been constantly trying to include them in decision making, but if it looked like they did not want to have a stake in it, she would make the final decision not to burden them with all the resolutions. When it came to the parents' decision on keeping the middle school, she said:

I feel very strongly that this community needs to make the decision themselves; I can't make it for them. I don't have a child that gets on the bus every morning and goes. I just had two people from Rota today, the medical people, they said they'd never put their kids on for an hour and a half. You have to allow that, you have to, and they'll tell you here. They'll come in and tell you if they don't like it.

To conclude, for the most part, teachers, staff, administrators, and in the above instance parents and the community were pretty satisfied with the way things are handled when it came to making a very important decision regarding a hot issue. Locally, all the stakeholders had a say so in the matter, and everybody felt like they were listened to and expressed their views. Thus, the shared, site-based decision making facilitated a very significant organizational change in the organizational structure and fate of Sevilla EMS.

4.1.4. The Issue of Communication

Communication was rated among one of the most apparent strengths of Sevilla EMS. All of the teachers and staff expressed their content with the communication at the school. With such a low enrollment contacting the children, the parents, and anybody on the base was at the tip of your fingers: calling by the phone, using technology and sending out e-mails, or even meeting people at the school was reported to be very easy on such a small military base and school.

When one of the support staff mentioned that how wonderful communication at the school was, the researcher shared a recent, personal experience during the interview, and declared:

That's what I was saying yesterday; you know when the nurse came, and checked the kids. When there was a concern about a student, we said, hey there's one of the parents; she works here, one is right there in the library, volunteering. And she went like wow; everybody is so accessible!

As one of the teachers pointed out, it is impossible 'not to communicate' in such a small school. Most of the teachers mentioned that all of them were pretty accessible, and they encouraged open communication. One of them said that if she felt like she needed to talk to a parent, she could just pick up the phone, and call them. Another one added:

With the parents, this is a confined base; there is not a lot other diversions. This is the central focus, at least if you have a child; this is one of your main focal points on this base. There is not a lot else to distract you. So, we eat in the same place, we shop, we get our mail in the same place, you see the parents. It's one of the things I like: being able to talk to them about their child as something more than just a person that does work. Talking to them, not about their kids necessarily, talking to them to establish communication, a bigger framework. So if there is a problem it's not so scary or adversarial. We are working for this; our goal is the same: to improve your child, to push them toward being a productive member of society, a happy person.

Thus, most of the educators thought that communication with the parents was what they created; they needed to be open and proactive. One teacher described it best by stating how impressed she was when we had the meeting about whether to keep the middle school here or not. She concluded that obviously the communication was out there; people knew it was important, and they showed up. The only criticism was that sometimes there wasn't enough communication between the teachers as everybody went on with their own business.

Some of the teachers also mentioned the handiness of the newsletters sent out by the school office to the parents and the community. The principal also felt the same way, and gave the researcher her compliments for the newsletters that she prepared with the assistant principal and sent out to the staff, parents, and the community to inform them about school events. She stated:

Well, I think it's very good because sometimes you know more what's going on there than the parents at Rota do, because there are so many kids here. Teachers send out newsletters; I send out newsletters, but I tend to think what *you* send out in Sevilla is in some ways like a weekly update. Everybody knows what's going on, what's coming up, and what's for lunch. I think, again, parents get very frequent communication there. And I think if you don't know what's going on it's because you're not reading what's going out. It's available, I mean, I'm on your list, everything you send out comes to me too, and I go: "Good job! They're getting it out!"

On the other hand, the assistant principal on site had to work to establish the communication code during her first year. There were parents in her office continuously, and that she believed that was because they did not know her. Later on, especially with the newsletters, e-mails, and her encouragement on an open-door policy, things had changed, and communication was facilitated. She added, “Anybody can come in, even a student, and last year I had two students that came in; they complained about something, and we got it straightened out. But I think it’s really good that I am accessible.”

Furthermore, communication is also established with upper-level management through surveys. Usually, there are two types of biennial surveys, one for parents, sponsors, and students; the other for teachers and other staff that come out between November and March. All the stakeholders are highly encouraged, and frequently reminded to complete the surveys which cover a variety of questions ranging from evaluation of schools, co-curricular activities, testing, use of technology, and academic standards.

4.1.5. The Issue of Organizational Change

For most of the teachers and staff, the most memorable organizational change was the change in the administration of Sevilla EMS. All of the staff mentioned and praised the previous principal as a very effective, dedicated leader who did a lot for the school and the students by use of excellent organizational and time-management skills. Thus, as mentioned previously, people went through a big transformation period when they had to settle for an assistant principal that was basically made to be assigned to Sevilla EMS.

One of the middle school teachers said, “We had that principal who was a full-time professional who was paid to be there as a principal, but the current administrator was sent up there, and they handle things very differently.” Accordingly, one of the support staff mentioned that the previous principal was able to claim new positions, and he was

given them. Another teacher backed these views up by saying that the previous principal was great; she added, "... he stayed late and came in early, he cared about the children, he really did try." Consequently, the change in the administrator, and the way they took care of business were the most remarkable organizational change they had experienced.

The interview schedule involved the inevitable question inquiring whether the educators and staff were involved in any strategic planning, TQM, or SIP activities, and if they found them to be effective. All educators and support staff declared that they were a part of the SIP process. Observations, document analysis, and the interviews show that SIP is a five-year plan that lines up with the accreditation process done by AdvancED, which is an accrediting agency. Every five years schools are visited by teams who inspect documents, data, classrooms, and conduct interviews and observations to make sure the schools are good for accreditation purposes. An article dated February 5, 2008 that appeared on the military newspaper Stars and Stripes includes detailed information on the whole SIP and accreditation process. The SIP liaison for the Mediterranean district Ms. Coury stated, "It's different than in the past in that it is completely teacher-driven this time." She added, "In previous years a cadre of leaders at each school set the process." A teacher concurs:

You know, by its' nature, we're all supposed to be involved in SIP. So, in that sense, yes, I participate in collecting data, and choosing the goals that we're working on, and how are we going to support and reach that goal. So, I guess in that sense I'm involved. In their defense, I guess I'd say that the message I get is sort of decentralized. They want each school to identify its strengths and weaknesses and improve that, which to me, is a better idea than them telling me that we need to work on math, if for example our school has incredible math scores.

Conversely, the SIP chairperson raised some concerns, and said that she doubts the effectiveness of it as people are sometimes offended by it, and they claim they're already practicing it in their classrooms. She inserts, "How are you going to show you

are addressing it if you don't even accept the concept of doing it! They fight it in every way; I even had hostile meetings." Although it took a while for her to establish sound, productive meetings, according to the researcher's observations, the SIP meetings proved to be valuable after the codes and principles were established at Sevilla EMS.

Some of the teachers also had some comments concerning the upper-level administration, changes related to them, and how it affected them. This was also related to the fact that things came from top down, and people had a hard time understanding reasons behind resolutions. While one teacher mentioned how superior the previous superintendent was when it came to personal relations with the staff, another educator stated:

Dodds-wide, a few years back they decided to move all the personnel functions to places that are remote from where the teachers are actually working, and I really feel that they made a huge mistake when they did that. We have people working at Alexandria, VA at the Dodds Headquarters who have no idea what it's like to be teaching overseas, you know. ... there are people jumping from job to job. You don't know from one minute to the next who you're supposed to talk to!

Thus, organizational change included leadership changes, and they were announced to all employees through e-mails and memorandums sent by the principals, as they received weekly e-mails called 'principal's directives', including sections they had to pass on to their staff. An excerpt of such an e-mail of an organizational change that occurred in February 2008 can be found below. The researcher did not see any problems articulating names of the upper-level administrators since they can easily be accessed and are announced on DoDEA's website:

Carl Albrecht is the Assistant Superintendent of the Mediterranean District. Now that Sam Menniti has moved to Korea, Carl is the new supervisor of the Rota and Sevilla schools. He wants to visit all of your classrooms and programs, as he

is looking forward to getting to know those of you he has not met, and visiting with those of you he already knows.

According to the observations and written documents, the researcher examined that one of the most noteworthy organizational changes in the DoDDS system affected the support staff. The support staff included positions as secretary, registrar, health technician, bus or lunch monitors, and various types of educational aides. All of the positions were under the GS (General Schedule) system where employees could reap the benefits of being in the system since pay schedules depended on years in grade and service. The year 2008, however, brought a big adjustment to the system where the support staff would be graded on their performance rather than experience and years of service. The reason behind this change was the second and third goals in the 2006 – 2011 Community Strategic Plan, which were ‘performance-driven, efficient management systems’, and ‘motivated, high performing, diverse workforce’ respectively. People’s reactions showed that the change was not adequately explained to them, and they were uneasy:

... I don’t have a lot of information about the new system; I can’t compare. I couldn’t get the training and I am not sure if that would have benefited me. I think they make the change without checking all the consequences, you know. They put all these big papers, new laws, but when you ask them a question they can’t answer it, because they don’t get it either. So, right now, in that part I’m just blank, I’m just working because I like my job but about benefits and all this stuff, I really don’t know if it’s good for me or bad. I just pray that it’s good.

When equivalent questions were asked to the administrators, the comments were similar: that basically during these hard times, there were more changes with non-teaching staff, and that mainly the only change that the educators were going through was when they changed books; community strategic plans, and things like that, and in those cases they would always request a lot of training to be provided. As far as SIP is concerned, the administrator stated:

We do it at faculty meetings; we do a component of ours, instructional strategies and things like that. The last one, Mr. F. did one on a website that is really good for writing, and it goes through the process of giving cues and stuff like that. So, he did that, and we have tacked on to our faculty meetings once a month, because we only have five people. Then, those are part of our faculty meetings, and then we sit down and we have SIP days; we have two SIP days a year.

The administrator expressed that SIP was good depending on ‘how you sell it’. She added, “... we have to do it, so why groan and moan about it. ... and I think people finally realized that we stop moaning about it; we take the components that really work out of it, and we can see achievement, hopefully.” According to the data represented in the scores Sevilla EMS needed to improve on reading and writing; the administrator added they sit down and look at all the test scores and say, “Okay, we’re sort of weak here, sort of weak there; let’s do these two things. Now, the next cycle that we go through we may want to tackle Math.”

The principal of Rota and Sevilla Schools talked about change in general, and how it affects people according to her experiences.

Well, for some people change is always threatening and scary because it’s the unknown. Some people thrive on change they like. I think most of us are somewhere in the middle; most of us enjoy change to some extent, and anticipate change, but we always want to know: How does it affect me? I worked in Asia: in Japan, Korea, and Philippines for many years, and there was a saying, “Everybody has their rice bowl to protect”. So, we all have our rice bowls to protect. So, the way we adjust to change depends on how it affects us.

When inquired about her suggestions as to how change should happen so people don’t feel threatened about it, she said that the ideal way to conduct an organizational change in DoDDS would be to involve all the stakeholders: students, parents, teachers, support staff, and even the command. As far as the community strategic planning is concerned,

she informed the researcher that there are representatives of principals, teachers, administrators, and parents that would speak on behalf of the people they represent.

To conclude, the main changes that concerned the people of Sevilla EMS was the change of principals, which took place two years ago. The findings pointed out that although there have been some issues at the beginning; SIP was a process that the educators were all involved in, and proved to be helpful when practiced correctly, and also served accreditation purposes. Another remarkable feature of the SIP was that it lined up with the Community Strategic Plan. The upper-level administration: the district, DoDDS Europe, and DoDEA are the ones that put together the Community Strategic Plan with representatives that join in, and the regions, districts, and the schools are supposed to comply with these comprehensive goals that pertain to the organization.

4.2. Results related to the Cultural Aspects affecting the Educational Organization

As a response to the second research question, teachers, administrators and support staff were interviewed, and asked to give their opinions on multicultural schools and Spanish culture for cross-cultural reference. Findings are reported below along with conclusions as a result of observations and written documents.

4.2.1. Multicultural Schools

All of the teachers expressed no concerns as far as the school being a multicultural one. As part of their jobs and American culture described as the ‘melting pot’, they were prepared to be working at such schools, with a student and staff body embracing people from different cultural backgrounds. However, three educators expressed their opinions as they actually don’t see Sevilla EMS as a multicultural school since they believed that the student population especially was a homogenous one because almost all the students came from military families. Therefore, the findings pointed out to differences in

opinions when it came to the term 'multicultural'. According to one of the teachers the school can be considered multicultural:

Well, it's certainly multicultural because the military's multicultural, which is I think a fabulous population to deal with, you know. I really like it, and if I ever had to go back to teaching classrooms where everybody was the same, it would be very strange to me. I like having multicultural, multiracial, and mixed, where everybody's all mixed in together. I think it's really good for the kids.

Accordingly, one of the teachers gave an account of the 'multiculturalism' trend that started back in the 1990s, which transformed over time. She reported that back in those years DoDDS had a big push towards multicultural education, and then they found out that some of the multicultural training caused diversity, and ended up making huge identities, separating people. She admitted that the trainings started with good intentions, but then they almost were giving a profile. The instance she gave concerned 'Hispanic' kids: it was concluded that they look like this, act like this, and educators had to be a little more sensitive because in most Hispanic homes the son was the breadwinner. She concluded that giving these descriptions was almost leading to stereotypes.

Two other teachers also expressed similar opinions on the multicultural aspect of the school. One said that she felt they didn't even have too many cultural backgrounds as students were mostly Americans. She indicated that there were sometimes religious differences, but that would not be cultural necessarily. She gave a very striking example giving an account that she had several parents who didn't believe in celebrating birthdays or holidays. They ended up working together with the parents, and when there was a celebration, the child left at lunch so she could comply with the parents' wish. The only male teacher of the school provided similar ideas:

In some ways we have a very homogenous culture. I don't feel in many ways it's multicultural. Yes, we have different ethnic backgrounds, but usually the ethnicity is several generations behind the current group. So, they are really homogenized in their belief systems; couple that with the fact that they've all come from military families. It's not really in many ways that multicultural. Yes, we have African-Americans, Asian-Americans, you know, different European Americans, but usually several generations removed from that.

On the other hand, it was observed that multiculturalism sometimes caused conflict among the students. Although they are taught that the cultures and people differ, sometimes there were problems among the children. One of the teachers mentioned that they had kids picking on a student that was Spanish; they had to back up, sit down, and talk about it. From then on, they had class meetings once a week and they talked about people's differences. She said:

... sometimes it's easier to pick on kids culturally than it is to say, 'I'm having a hard time with you because you're being mean to me', and instead of hitting them where it's truthful; it's much easier to pick on their differences. ... it's a cheap shot!

Both of the administrators mentioned that they loved multicultural schools, and they enjoyed working at these types of schools. One of them said that most of the times Americans claimed to be tolerant, but that is not the case if you really looked closely at society. The principal said, "I think it is wonderful for our children; they grow up knowing people from different backgrounds, different races, creeds, colors, religions: it's wonderful." She went on:

It's like the melting pot, everybody kind of lives together because they are part of the military community: They work together, go to school together. We go to church together, we do sports together. I mean it's wonderful I think. It's some of the best what American culture should be, where everybody is welcome, important, and valued. It's reflected more in military communities; they are role models of diversity.

The educators had not revealed any problems concerning the multicultural aspects of the school. The researcher included a question for finding out the common problems faced by administration and educational leaders in multicultural settings. For the most part, they did not experience big problems as both of them had been to at least 5 different countries during their career, and they both loved what the DoDDS system has to offer. As to the minor problems they experienced, the assistant principal gave a very good example on Korean Moms stating that they were very protective of the children, and you had to understand how the children were raised, familiarize yourself with their culture, and honor that.

In all DoDDS schools overseas, there is a quota that nationals should be hired as support staff; thus, the bus drivers, maintenance personnel, janitors, and some administrative support staff are nationals. The principal drew attention to the language barrier that they sometimes came across with some of the support staff in multicultural schools:

For example, if I try to talk to one of the bus drivers, my Spanish isn't too good, and his English isn't too good; I need a third person to translate. So, I'd say probably the language barrier, but it's so worth it. Because the multicultural aspect of the school I think is such a good, valuable thing that if the biggest problem I have is some translation issues, that's no problem. I don't really see it as a big problem at all.

Finally, most of the staff, educators, and administrators seemed to like the idea of working at a multicultural school, although some did not consider it to be fit for 'multicultural' description, maybe because they only considered the student body and not the staff, the mission statement of Sevilla EMS posted all over the school read:

As a multicultural community, we will inspire and empower each student to become an academically successful citizen of a global society while providing a safe and nurturing environment.

4.2.2. Spanish Culture for Cross-cultural Reference

As a parent of a student attending Sevilla EMS, the researcher started observing the school from the very first day she set foot on the school for her son's registration which took place on January 29, 2007. The researcher's observation notes depicted the atmosphere and the warm welcome:

We went to school to register Matt; people were very friendly and warm; we were given the registration paperwork. The administrator came, greeted us, and gave us a tour of the school. While we were walking around, we saw the Spanish Host Nation teacher who greeted us in Spanish, saying 'Hola', with a smiling face. When we were getting ready leave the school, we realized that the bus monitors and drivers were all Spanish also.

As a result of her observations, the researcher realized that the Host Nation course was available for the children everyday, for 30 minutes as opposed to other DoDDS schools where children only received Host Nation twice a week. The students, specifically, were constantly exposed to the culture. The Host Nation teacher stated:

It is good that many of them live out of the base right now. So, they are exposed to our culture and our daily lives, and that's good. I try to bring every special event that we celebrate outside; I try to bring it to the school; I try to encourage them to participate.

The findings of the interviews revealed that all the teachers, staff, administrators, students, and parents appreciated the penetration of the Spanish language and culture into the school. All of them thought that the Spanish teacher was doing a wonderful job, and she was an excellent educator. As the researcher worked together with this person in the same office when giving administrative support to the administrator, she witnessed the great lesson plans she researched and taught to the children, and how much the children enjoyed her class.

Study trips were another very important factor where the children and educators interacted with the Spanish culture and society. Once a year Spanish students visited Sevilla EMS, and Sevilla students visited them back so they could see how the education varied in different schools: on February 14, 2007 Spanish students visited Sevilla EMS, and a week later American students visited the Spanish school. The educational aide who is a Hispanic American reported the differences she observed in both schools as:

I think Spanish schools love to come and learn about us a lot, and we like to go out there to learn about them: The techniques that they use how to manage the classroom, because they have 20 some kids. The scenery is very different; they have nothing on the walls, because the philosophy for the Spanish is that all things around the classroom are distraction for the kids. For Americans, it's just the opposite. So, the way they learn is different from us.

Some of the study trips were: A horse show in Jerez de la Frontera, a visit to Moron de la Frontera's City Hall, a visit to an olive factory, a sports event in one of the national parks, and others to various towns around to bike and camp out as part of Boy's Scouts program. Most teachers paid tribute to these study trips as a wonderful way of learning and experiencing the Spanish culture. Teachers also mentioned the fact that since most of the people lived off base, in Spanish communities, even driving to the base and school you would take in a lot of the culture. Most of the teachers also mentioned that they tried to integrate the geography and culture into the curriculum in their classrooms. They asked children questions about where they went for the weekend, which new places they had seen, and to share it with the rest of the class. One teacher wished:

... hopefully they do get out with their families to see things about the culture here. But I tried to integrate it into the conversations that we have even in social studies or whatever you know. To talk about, well, what do we have around here; how does that impact the way we're learning. So, I try to bring it in as much as possible.

Just like the way the teachers feel about the Host Nation teacher, both of the administrators conveyed similar judgments. The principal mentioned all DoDDS having a teacher to teach the local culture; she said, “Many of our children are from cross-cultural families. So, they might have a Spanish mom, an American dad or any number of other nationalities.” The assistant principal stated:

I think it gets in through Ms. C.: the Host Nation. She is wonderful at that, and I think we bring it in, because we go out, we eat, we attend the bullfights, we go, and it should seep in. It should really seep in; we should know Spanish culture inside and out.

All in all, the staff, educators and administrators thought that the Spanish culture penetrated into the school culture. Although there were many differences compared to the American culture that were mentioned by some of the faculty and administrators, concerning religion, ethnic backgrounds, education, and people’s relationship, the school and its’ members were exposed to it, and they all were pretty aware of the Spanish culture they lived in.

4.3. Results Related to the Sociocultural Context and the Educational Organization

As a response to the third research question, teachers, administrators and support staff were interviewed, and asked to give their opinions on the sociocultural context’s influence on Sevilla EMS’s administrative processes. Findings are reported below along with conclusions as a result of observations and written documents.

4.3.1. Spanish Sociocultural Context’s Influence

As mentioned before, due to the agreement between the United States and the Host Nation, the administration is obligated to hire nationals in their organizations. The Spanish people are mostly very laid back, even professionally, compared to Americans.

When it comes to maintenance, Spanish are the ones taking care of it, which has a remarkable effect on the school and the administration. Thus, one of the teachers said:

Everybody that works on base is practically Spanish, except for the military. Like we have people come in do the janitorial, they are Spanish, people come in to work on stuff; they are Spanish. I think that that aspect affects me the most because those people are supposed to be fixing the stuff, it doesn't get fixed, and I need to do something, and I can't because it's just is really slower here. ... It's that things go at the pace that they are going to go because of how the Spanish people are. You can't rush them, you can't change it.

As a result of observations and personal experience, the researcher monitored the laid back attitude of Spanish reflecting even on the Americans that lived and worked there over a two-year period. Thus, a very striking aspect of the sociocultural context was brought to light. As most people know, Spanish have a three hour lunch period when they also take their naps called 'siesta'. Contrarily to only a few complaints, one of the middle school teachers pointed out to the fact that they had an hour lunch, which is very unusual. She said that at most schools a 45-minute lunch would be very generous; there are many schools who only allow 30 minutes for lunch. As well as the longer lunch hour, the operation hours of the school was found to be influenced by the Spanish: the school starts at 08:45 and ends at 15:15, whereas most other DoDDS start as early as 08:00 at other locations. Consequently, this laid back attitude had a positive motivational influence on most of the staff and faculty.

Study trips, as mentioned previously, gave way to interaction with the Spanish sociocultural context, and provided more involvement. There was usually 2 or 3 study trips organized in a school year. Study trips required a lot of hard work before they could be organized: since DoDDS is very sensitive about security issues, a trip could only be set up after a lot of paperwork, permission slips from parents, careful investigation of the area to be visited. The Host Nation teacher who also supported administration stated, "I wish we could go more on study trips, but it's out of our hands,

and it's out of the administrator's hands right now." When the researcher inquired if there were restrictions, she replied:

Basically it's money, because it is true that we can go for a certain distance, but if we would have the money, that could be arranged, that could be worked, and our administrator, I don't think she'd have any problems, but it's a matter of money.

Lately, as the American government goes through an economic crisis period, money and school finance has started to become an issue, which also reflects on the administrative processes and the quality of education at DoDDS. As mentioned before, the transition from GS (General Schedule) to NSPS (National Security Personnel System) in support staff positions is also finance-related aside from the fact that government jobs are becoming more performance-driven. With the new system, many positions are cut, and job descriptions include a wider variety of duties than before. The researcher is one of those who experienced this transition personally. Although her last position was titled 'health technician and office automation', which implied office support and medical record keeping for the students, she had to do lots of secretarial duties, had to teach Physical Education to students, and support the administrator and the registrar, who is also the Host Nation teacher and supply manager. Consequently, staff had to have way more tasks than before. At Sevilla EMS, three positions were cut, which were: library technician, lunch monitor, and secretary; as a result, the remaining support staff had to share these duties.

Both of the administrators also admitted that the Spanish sociocultural context seeped into the school and its' administrative processes. Spanish occupied some of the key positions as stated below by the principal. Not all, but some of these positions reflected on the administrative processes inevitably as the leadership had to consider the background and culture of the Spanish in working with them:

Okay, your support staff, in any school in the world, is going to be people from the local national community. So, here for instance our secretary, library technician, supply managers are all Spanish. The custodians, workers, our bus drivers are Spanish. These people all make up part of the environment in our school.

The researcher's observations also pointed out to the same direction. Spanish sociocultural context could be seen in the positive motivation of the teachers, who were more laid back in this context. Communication flew more intimately affected by the size and scope of Sevilla EMS. People were involved in decisions, and the community was involved in every aspect of organizational change in the school unlike the case on other bases. Furthermore, the children even were more loving, warm, and caring about interpersonal relationships. Although Americans do not touch each other much, and teach their children not to, Sevilla EMS's students were observed to hug on people; help each other no matter what grade they were in; communicate their feelings candidly; and welcomed newcomers openheartedly. Therefore, the culture seeping into the school could be observed not only through the administrative processes, but also by just observing the children and the atmosphere of the school.

Additionally, the Spanish sociocultural context affected the communication process of Sevilla EMS' administration. The assistant principal admitted that Mediterranean parents, especially mothers were very protective and defensive, and when they came in, one could feel like they were being attacked, though that was not the case. She elaborated on communication with parents:

Yes, and you have to honor that; you have to sit and listen no matter how hard it is, when you're thinking, lady, you've been in here an hour and a half and said the same thing. You still have to let them get it out, and you have to let them. I've also learned especially in the Mediterranean culture that you have to socialize first. I think Americans go, I need this; I need that! Here, you have to say hello, how are you, how is your family, you know, talk about the last trip. You have to take time to actually socialize; that's something the Mediterranean people have taught me.

Last but not least, the warm and caring Mediterranean culture and people had its' effects on the administration, faculty, staff, and organization in general. The principal referred to the sweetness of Spanish staff to the children: the custodians, bus drivers, everybody going out of their way to be kind and helpful to children. She compared it with her experience in Japan:

Now, in Japan it was different; everybody was very polite. In their culture the emphasis is not as much on being warm as it is on being polite. But they were extremely nice to my kids in Japan; everybody treated the kids well. More formal though: you know, you bow, and you don't touch so much. Here, the kids will just hug on you; they are very affectionate, and I think Spanish culture really is supportive of children and families.

4.3.2. American Military Context's Influence

As a result of interviews, observations and analysis of written documents, it was found that the American military context had tremendous effects on the administrative processes of Sevilla EMS. One of the major examples of this influence has been discussed in the decision making section of the results, concerning the decision of the community to keep the middle school open even though there was a few children attending 6, 7 and 8th grades.

All of the teachers and support staff admitted that the military dependents and sponsors were their 'customers', and the school was located on Moron Air Base to serve them. One of the educators put it as, "I think it's definitely a military school. We do business a little bit differently because we serve them. They are customers, you have to." The communication between the school and the base was enabled through the School Liaison Officer (SLO). There was absolutely great relationship and understanding established on Moron Air Base and Sevilla EMS due to the fact that the base was small, and the school was one of the focal points, especially for the parents, and the efforts of the SLO.

There were an incredible number of volunteers who came to support the school whether they had children or not. Although Moron Air Base had small population, during school year 2007 – 2008, over 40 volunteers of Moron community were all recognized, and they were presented certificates of appreciation. One of the teachers expressed her appreciation of the volunteers:

I think it's really nice that the Chaplain is sponsoring the Chess Club. You know, so he's trying to provide some of the services for our students that the community in general or this base doesn't provide. . . . But I think it's nice that at least someone is trying to do something in providing activities for kids. That's what happened, like you and your husband were doing soccer, so a lot of times that's what it comes down to.

The setting of the school is another reason why the military context is so effective. Most of the administrative obligations including safety, drills, and maintenance issues are all handled in cooperation with the military. Mr. F. states, "Some of the drills, and things that happen, and we get caught up on, but in terms of the school I think they are very supporting from facilitating field trips to providing background security to let us go places."

Furthermore, the military community was very involved in committees as the SAC and PTO; three teachers indicated that they did not experience as much involvement in other schools and bases. A teacher stated, "Yes, they are involved in PTO, in SAC, I mean we have military in every aspect of what we do." One of the middle school teachers illustrated:

And also, what I thought was very interesting is when we have our SAC meetings we have a big turnout from people in uniform. And that is pretty unheard of too. I have been working in a lot of schools and getting anybody to come to represent the military at our meetings is difficult. In my previous school it was technically the same Parent Teacher Association (PTA) moms that also served on the School Advisory Committee.

Another aspect of being located on a military base brought in field trips, where the children and educators went and visited certain sections that operate on the base. Some examples of field trips taken were the visits to the flight line, post office and the fire station. One of the teachers said, “They get things together for us. Like I took the kids down to the flight line, and they saw the falcons, chasing other birds away so the planes don’t get a bird in their engine.” There was actually a celebration called ‘Month of the Military Child’, where all these activities took place. The researcher observed that during the month of April all kinds of activities involving the military took place: The children had lunch with their military families, a luncheon for the military volunteers was organized, and last but not least a ‘Job Shadow Day’ came about, where children wrote on certain military occupations, and competed with their essays.

Two teachers expressed some criticism on military influence in certain issues. One mentioned a trouble they went through over a transportation issue. She mentioned that the family lived at a location outside of the bus routes, and their child couldn’t be picked up, “Sometimes they turn on us for what we’re doing, and sometimes they really help, because I know that bus situation was a big deal because they changed the route or something this year.” Another one expresses similar thoughts concerning the chain of command in both organizations:

So, we have our own rules and regulations too. So, I think they have to respect our regulations, not because you’re in the military, this is small and you’re the commander, you’re this and that, and you come and say, ‘Oh, we need to do this!’ There’s a chain of command in the DoD system too, so just like we follow the military, they need to follow us too.

Both of the administrators expressed similar views on military context’s effect and involvement in Sevilla EMS’s managerial processes. They admitted that although they didn’t directly work under them, they actually worked for them to ensure a good quality of life. The administrator said, “Oh yes. Yes, yes. We have to work with the military; if

they tell us to evacuate we evacuate, and we have to have certain plans for the military.”

The principal stated:

So, if the base commander is happy with what's happening in the school, that's good. If the base commander feels that we're not taking care of children and the families, which create an adverse impact on the quality of life that he can offer the community. So, they rely on us, but we rely on them for our support. You know, all the maintenance and repair, all those kinds of things, even the fire drills we don't do all that by ourselves, there's a lot of support that the base commander gives us.

The researcher added an extra question during the interview to find out if they had experienced conflict with the military command. The answer was again related to the organizational change in the leadership of Sevilla EMS that took place two years ago. When the principal left, the upper-level DoDDS administration suggested the principal and assistant principal took turns to run and visit Sevilla EMS, and the military community was outraged. The principal concluded, “The community was most unhappy with that; they brought up a lot of concerns, and DoDDS Europe director Ms. Ohman changed her mind, and assigned the assistant principal there all day, everyday.” After this remark, the researcher admitted that she felt weird about doing the interview with her as the principal was geographically remote, but on paper, she was still ‘the principal’ of Sevilla EMS. Her reaction was, “Dee, it doesn't bother me at all, I am not at all sensitive about that, because my assistant principal I think is carrying that school. Then again she doesn't do anything here, I carry this one.”

Finally, it seemed like the teachers, staff and the administrators were well aware that they ‘served’ the military, which in turn made them ‘customers’. Thus, their attachment and influence to Sevilla EMS was undeniable. Both organizations were found to be very supportive of each other although every once in a while slight clash occurred; they were resolved through the efforts of the SLO, the base Command, and administrators of DoDDS.

4.4. Additional Results on Organizational Structure and Educational Policies

As the result of the interviews, some findings on organizational structure and educational policies emerged. These findings are explained below.

4.4.1. Organizational Structure

As a result of the interviews, remarkable opinions on the organizational structure emerged. The question was on a broader range concerning organizational structure, and not necessarily Sevilla EMS's formation. It was up to the interviewee to talk about the structure of the school, district, region, or DoDEA as a whole. Therefore, most of the teachers, staff and administrators depicted a more wide-ranging picture of the organization, which is a branch of the Department of Defense as mentioned before. The answers showed that all the members, including the researcher, on account of personal experience and observations, thought that it was a top-down system with a chain of command to abide, with certain problems including micromanagement and bureaucracy.

As any other large government organization, DoDDS has a top-down, bureaucratic system. One of the teachers was explaining how hard it was to arrange a simple field or study trip, which would take about five weeks to finalize paperwork; she added, "We have a bunch of bureaucratic hoops you have to jump in to get stuff done that slows down processes of succeeding at anything." Another teacher elaborated on the top-down structure:

It's definitely top down, and I think administrators see it more and more, and I think our present administration in Europe are micromanagers. I know one definitely in my command that micromanages. When you micromanage, it starts from the top, and they are expecting more and more paperwork from the administrators that unfortunately reflects on us.

Even though people felt that the system was top down, and there were micromanagers in the DoDDS Europe especially, most of them confirmed that their administrator was not a micromanager. They affirmed that they were free setting up their schedules, classrooms, and their discipline plans. A teacher stated, “I personally don’t feel that our administrator has been a micromanager. She certainly has allowed me any way to have a lot of freedom in terms of what I do with the kids.”

As a top-down system, DoDEA has a chain of command. Anytime there is a problem, all stakeholders are expected to go through the chain upward. There were a few comments concerning the process. The educational aide declared, “I think it’s more about who you know.” An older teacher who’s been teaching for about 20 years backed her up, “If I see something wrong I always go beyond the chain of command. If you start from the bottom up, you might get an answer in 3 years.” Another educator stated that there can not be objectivity:

Here, at every succeeding level it’s the person that hired that level underneath them. So, when there is a problem it’s harder to get that resolved, because if you have problems with an ex, you go to see his boss. Well, his boss is the one that hired him. You know, it’s like a chimney stack, there’s no recourse.

The administrators also had similar opinions: they mentioned the load of paperwork and the bureaucratic management of the DoDDS system. However, they don’t complain as much since this system also has a lot to offer, and that is why they preferred to work for this organization as mentioned before. Thus, the administrator of Sevilla EMS stated:

I think like any large government it has a lot of repetitive, redundant paperwork that really shouldn’t. But I think it’s any government. ... it’s because it’s a big organization; sometimes you don’t feel like they’re really concentrating on the education. I have to be accountable, like I have security assessments coming through. So, I have to fill out a pre-check list, you know, that’s time away from my kids, that’s time away from going in and out of the classroom to see what’s

going on, and that's really an important thing. It takes away from other things. So, it's all the paperwork and accountability.

The principal located at Rota simply described Sevilla EMS's structure including an administrator and teachers. When asked about how effective she thought the system was; her answer was realistic, "It does as well as any government system would work. Is it perfect? No. Are there a lot of good aspects? You bet! Are there things we need to work on? Of course. But that's every large system."

To conclude, all the teachers, staff and administrators admitted that DoDDS is a large, top down government system with flaws. People mostly talked about the load of paperwork and bureaucracy taking time off the people to accomplish the job at hand. The other criticism was about complaints or problems that required going up the chain of command, which did not serve much purpose as supervisors were the ones that hired their subordinates, and did not get resolved in a timely manner. The other condemnation was that there were some micromanagers on the upper level management, who mainly put more pressure on the administrators which reflected on the staff and educators at times.

4.4.2. Educational Policies

As a result of the interviews and observations, some findings came out on educational policies. These yielded information about in-service training, school finance, supervision and performance evaluation, and inspection of the school. The administrators' interview schedules included extra questions on school finance, supervision and inspection in addition to the ones on training.

Four of the classroom teachers and the educational aide complained about the way trainings have been conducted recently; however, the specialists who were the Host Nation teacher and the gifted education teacher were content. The classroom teachers

criticized the recent trainings as they were online, instead of workshops where a real person would come and work with them. Some of them also expressed that the reason that they did not get that kind of training could be the remoteness of Sevilla EMS. When asked if they received additional training since being appointed one of the teachers said:

Not really, nothing formal. I really feel that the teachers at this school should be receiving ongoing staff development in terms of how to best meet children's needs in a multiage classroom. And we really have not had that opportunity. A lady came in from the Med I believe. And she just came to visit but she really didn't provide any staff development. She gave us some of her teaching materials that she had used for staff development down at Rota. You know, but it's different when someone's actually working with you, teaching you, and you're interacting versus, say, here's my handout on your free time sit here and read it, you know. I would say we really get overlooked where we are, in terms of getting staff development.

Administrators seemed to be more unperturbed with the way the trainings were administered. They both mentioned that they received constant training. The assistant principal said, "I have to go to conferences and sometimes I feel that the money spent getting me there; I don't get as much out of it as I should, but that's only my opinion." The principal was pretty content with the trainings they received which included, "...staff development, everything from nuts and bolts of running a school to staffing, accountable property, community and public relations: the whole aspect of my job, really." She stated that they were still worth it: "... also a lot of what you learn isn't just the formal presentation, it's the informal discussions between other principals. We share ideas ... so, the unofficial communications are as valuable as the official."

The source of school finance was another question included in the questions of the administrators' interview schedules. Administrators pointed out that they were financed by federal government as they were a branch of the Department of Defense. They mentioned that the budget they got usually depended on the student enrollment numbers. Even though Sevilla EMS had incredibly low enrollment compared to other schools in

the district, they felt like the financing was fair enough. The administrator of the school confirmed, “Yes, most of times it’s sufficient. Sometimes things like extracurricular, no, we could take a couple more. Having taught outside of Dodds, we really don’t have it that bad.” The principal confirmed:

Our budget comes from the Federal government. They look at enrollment, but in a case like Sevilla, if they based it only on enrollment, you would hardly get anything. They have to give you extra, because there are certain costs associated just with running a school. We have got salaries to pay, you can’t just say, “Well, you are only going to get this much and that’s it!” So, thankfully, our district office is very aware of different schools and what we need. And when they get their budget, they are able to give it out. I think they are pretty fair, very fair with what they do.

As far as supervision and inspection are concerned, the administrators both mentioned the process of teacher, administrator, and school evaluation or inspection being handled pretty much the same way. They indicated that they did formal observations as well as walk-through ones to evaluate the performance of the educators. The assistant principal stated that she was supervised by the principal, who was supervised by the assistant superintendent:

I have an evaluation, and there are goals –not really (Knowledge, Skills, and Abilities) KSA’s- set up. She goes through and says, Okay, did you meet this and this. Every year we sit down we go through it at the beginning before it’s filled out; we go through a mid-year review, and a final year review. And it’s things like how do I be creative in my leadership, by giving teachers roles, by doing this and that, or by taking certain jobs away.

When inquired about how inspection of schools was carried out, the principal indicated that it was pretty much the same type of thing. Upper level administrators would come to schools, walked around, talked to the educators and staff, visited the classrooms, and shared views, ideas and opinions. She added:

You know, my dad was a school principal, he said, “You can learn a lot about a school just by walking into a classroom”. I thought, well, just by walking into a building, and I thought, “Oh, that’s silly, you couldn’t do that!” But when I became a teacher and later a principal, I realized my dad was right. You walk into a school and you just get a good feeling or a feeling like, ‘this is not a good place to be’. I think you walk into Sevilla EMS, you think, “Okay, this is a nice place”. There’s such a nice, warm feeling there to me; they really care about the children. It’s a nice, loving environment. As a parent I think that would be very important to me.

Finally, the interviews and observations on educational policies indicated that especially the administrators were satisfied with the way trainings were handled; they found school finance to be adequate and fair, and felt that the supervision and inspections were dealt with reasonably. Although most of the teachers did not like the fact that the trainings were mainly on the computer and not on site, most of them associated this with the size and remoteness of Sevilla EMS.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

The purpose of this study was to have an insight on the administrative processes of an American school in Spain, Sevilla EMS, to gain an idea on how the Spanish culture as well as the sociocultural context in general reflected in the case school, and to understand how such multicultural schools operate. The guiding principles used were schools as open systems in light of the systems theory, previous cultural studies conducted, and Anglo Saxon educational tradition in the United States. This chapter wraps up the conclusions and implications of the study.

5.1. Conclusions

Conclusions of the study are presented corresponding to each of the research questions and additional results.

5.1.1. The Issue of Motivation

The research study in Sevilla EMS disclosed that the teachers, support staff, and administrators were satisfied with their motivational level for the most part. The results of the interviews and observations revealed that all of them were motivated since they had passion and appreciation for their jobs, and their love for children.

Thus, educators, staff, and administrators' motivational level were found to be related to their intrinsic motivation, which is often related to four perspectives: competency, curiosity, autonomy, and internalized motivation (Stipek, 1988, cited in Renchler, 1992). The gratitude for their jobs and children were often mentioned as their job satisfiers. They were mainly pleased with the way they were treated as 'professionals',

and were given the autonomy to arrange their own schedules, classrooms, and plans. Once more, DoDEA proved to be a good example of a system which possesses qualities of centrally controlled, decentralized administrative structure, in line with recent changes in the Anglo-Saxon tradition in education in the United States. This showed to have a positive impact on the motivation of the school staff.

A few factors seemed to hinder teachers' level of motivation; one being remoteness due to the setting. The setting of Sevilla EMS seemed to obstruct motivation with the educators, and staff, as opposed to the positive influence on the motivation of the administrators, or the way they viewed that of their colleagues. As Valentine and Bowman (1991) stated, "... the ability of the principal to work with personnel inside and outside the school setting to establish processes and relationships that most effectively promote positive growth", may be the reason why such a small, remote school setting is viewed by the administrators as a motivator. On the other hand, teachers had described the remoteness of the school using terms as 'remote', 'isolated', 'orphans out here', and 'our own little island'; Makkibin and Sprague (1997) elaborated on these types of Department of Defense Schools as small, remote schools with only two or three teachers and 15 – 30 students. However, during her experience as an employee of DoDDS, the researcher witnessed numerous e-mails and messages with reference to the closure of many such schools.

One of the other causes affecting teachers' motivation negatively was found to be supply and maintenance problems. This issue, once more, was related to the setting of the school and the base, as well as the nature of Spanish people which are all parts of the sociocultural context of Sevilla EMS. All Moron Air Base's maintenance issues were handled by a contracting company including lots of Spanish nationals as workers, which is one of the command's responsibilities. DoDEA, on the other hand, provides adequate financing for facilities and maintenance. Wright (2000) stated:

Good facilities are an important element in creating an atmosphere that is conducive to good learning. The average age of DoDEA schools is lower than the national average. DoDEA is spending 9.7% of its budget for construction and the repair and maintenance of facilities. The integration and prioritization of projects between DoDDS and DDESS, as well as coordination at the installation level, should ensure that the most important problems are addressed first. DoDEA will have to continue to fight for funds in the budget process, but support of the Services and commands in which the schools are located will help.

Other criticisms were closely related to organizational change which impacted the motivation of teachers and support staff. One was the change of administrators in the school which brought about some inconsistency, and the other was the conversion of GS to NSPS in support staff positions. The decision of the previous principal raised many issues concerning the administration of Sevilla EMS. As a result of semi-structured and informal conversations, the researcher could conclude that the change of leadership had a remarkable influence on all the stakeholders including parents, students, faculty, staff, and the community. They appreciated and praised the previous administrator, and were disappointed with the upper-level management's initial decision not to even have an administrator located at the site. The issue was finally resolved by assigning the Rota School's assistant principal to Sevilla EMS as the administrator.

Hardre (2003) shed light on the issue of organizational performance in relation to change as follows, "The organizational performance paradigm takes in performance improvement at the individual, process, and organizational levels; it incorporates factors beyond individual performance improvement, such as organizational change, process redesign, and global policy" (p.55). On the other hand, support staff, who recently went through a big organizational change with their positions described as GS being converted to NSPS which is more performance-driven, and the latest personnel reduction, mentioned the additional duties as negative events, and job dissatisfiers as Miskel (1982) names them.

5.1.2. The Issue of Educational Leadership

The research study in Sevilla EMS revealed that the teachers and support staff were looking for certain qualities in an 'educational leader'. The main features they expected an educational leader to have included: having good organizational, time management and communication skills; keeping up with current methods and research; having knowledge, skills and abilities in their profession to be consistent in decisions; having a vision, and being able to influence colleagues.

Dimmock and Walker (2005) stated that a further element complicating the concept of leadership is 'societal culture'; therefore leadership depends on the setting, culture, and context. This feature backs up the theories of situational and contingency leadership, which are closely related to the administration of Sevilla EMS regarding the assignment of the current administrator. The mandatory redirected assignment of Rota's assistant principal would be a great illustration, where a person who was possibly not yet ready for the position being moved there as a result of a geographical, top-down decision, becoming the administrator of the school. Consequently, some teachers mentioned the 'lack of ownership', due to the fact that the principal on paper being located at Rota.

Some of the criticism expressed by teachers and the support staff including their administrator's lack of organizational and communication skills, and ability to influence others, seems to be related to the fact that she was not ready for the position in the beginning of her assignment, and that it took her time to ease into the responsibilities of the position, and learn what leadership was about. Most of the teachers and both administrators expressed that the first year, particularly, was hard, but then faculty and staff built a relationship with the administrator. The whole situation and few teachers' condemnation or implication of the administrator just 'getting by', could also remind us of the idea of 'muddling through', and 'success through inattention' by Lindblom (1994) where he expresses that sometimes good decisions are made not because of the

knowledge, skills, or abilities of the leader, but due to the fact that they are there: in the position to decide.

On the other hand, there were pretty good comments on the administrator having a ‘democratic’ leadership style, where educators’ and support staff’s voices were listened to. It was observed that during the staff, SIP, SAC, PTO or any type of meetings the faculty and staff could express their opinions freely. As a matter of fact, interview findings indicated that in most cases the administrator had to urge them to make decisions. New models of shared leadership and teacher empowerment have transmitted leadership responsibilities more extensively, but the principal is still the individual at the nexus of leadership in the school (Portin and Shen, 1998, cited in Bass, 2000). In light of the opinions of the principal and observations, as well as the administrator’s democratic leadership style, it can be concluded that shared decision making and shared instructional leadership is being practiced in Sevilla EMS.

Accordingly, the Anglo-Saxon administrative tradition giving way to decentralization and school-based management (Silman & Şimşek, 2007) can be clearly observed at Sevilla EMS. According to Hannaway (1993, cited in Bulkley, 2005), the basic logic behind decentralization is that the people who work closely with students are in the best position to determine what is most effective educationally for those students and how resources can be most efficiently allocated, and this should have a positive impact on the organization (Wright, 2000).

The issue that an educational leader should be a role model and keep up with current methodology and research was brought up by many educators and staff though were not overtly attributed to the current administrator. As a facilitator, the principal should be viewed in a more consultative role to staff members, and become a visionary instructional leader who delegates duties to staff members (Lange, 1993). This idea was

brought up by the principal and a few educators: as a result, although the administrator was not praised to be keeping up with recent methods or being a visionary, she was appreciated since she willingly started teaching social studies to the middle school students so they could have a chance to rotate during the recent school year.

To conclude, all staff members and administrators seemed to be somewhat satisfied with the educational leadership, the philosophy of ‘education first’, and the promising efforts of the current administrator. On the other hand, the administrators also admitted that although there were many administrative, petty issues they had to deal with due to the bureaucratic system of DoDDS, they were doing their best to better themselves with their leadership skills through involvement in education, constant trainings, informal discussions with colleagues, and hard work to provide a safe and secure school environment.

5.1.3. The Issue of Decision Making

All Sevilla EMS staff and faculty expressed that they were part of the decision-making process when it came to local decisions on site. The site-based, shared decision making is often viewed as a panacea for America’s schools (Lange, 1993), and the promising results can be observed by the resolution to keep the middle school open at Sevilla EMS on account of community, parent, faculty, and staff involvement in the decision, empowering all stakeholders.

In educational contexts, participative leadership is often understood as a momentum for site-based management (Richmon & Allison, 2003). Thus, the administrators also expressed that decision making was more of a teacher-driven process, and that shared decision making, and even shared instructional leadership was practiced at Sevilla EMS. Both administrators were proud of the way things were handled at the case school, and preferred use of group decision making locally.

School decision making is often regarded as the responsibility of the administrators; when involvement of teachers are concerned, instead of observing enthusiasm, many teachers are found to be negative towards shared decision making (Duke, Showers & Imber, 1980). The administrator experienced similar attitudes when she tried hard to involve them in the decision making process. However, to facilitate their burden, if they did not want to be involved, she would end up making the final decision.

Some of the staff criticized the fact that the administrator makes the final decisions without being monitored. The reason seems to be the fact that the principal is located at Rota, and the staff did not know the communication process between the administrators, and felt like the administrator was not monitored. However, the findings of the interviews indicated that there was good communication between them; the responsibility now belonged to the administrator on site when it came to decisions, and if in doubt they would sort it out.

Conversely, educators and staff did not feel the same way about the decisions that are made centrally, at the upper-level administration: district or region wise since they are not well informed on the issues. Observations and written document analysis led to the conclusion that the principals' directives that are communicated with the administrators are not always properly shared with the staff, and that is why they have difficulty understanding the reason behind some of the decisions that might concern them. In order to maintain the standards-based policy and curriculum (Swanson and Stevenson, 2002); and local decision making with centralized direction setting ((Smrekar, Guthrie, Owens & Sims, 2001), DoDDS' upper-level administrators are in need of making and implementing top-down decisions concerning certain issues.

Finally, although there were a few concerns on how decisions are made in the administrators' and district or region-level, shared, site-based decision making on local school issues were utilized in the case school. The decision making process proved to be effective, and played an important role in keeping the current organizational structure of Sevilla EMS.

5.1.4. The Issue of Communication

Communication was perceived as one of the most impressive strengths of Sevilla EMS. It was found to be highly affected by the small school setting and the sociocultural context. The factors related were the low enrollment numbers, small school and military base, and high rates of community involvement. This fact has already been exemplified by the town meeting held to keep the middle school in Sevilla EMS through participation and opinions of all stakeholders including higher-ranking military members.

The fourth goal of DoDEA's Community Strategic Plan is, "Promoting Student Development through Partnerships and Communication", and the outcome including partnerships and effective communication of all schools, districts, areas, and headquarters through a planned, systematic approach (DoDEA, 2008). So, communication is highly promoted at all levels of the organization. Additionally, communication is established, and feedback is received through biennial surveys designed for parents, sponsors, students, and staff. According to the open systems approach, Ballantine (1993) states:

A key aspect of a systems model is the process of feedback. This step implies an organization constantly adapting to changes and demands in the environment as a result of new information it receives. ... The positive and negative feedback requires different responses. (p. 19)

As Huseman and Miles (1988) suggest, the use of technology in organizational communication will more and more change the way communication occurs in organizations, and is very important. Accordingly, communication with parents and community, educators, staff and students were enabled successively by channels of e-mails, newsletters, memorandums, phone, and personal meetings at Sevilla EMS or at other functions or even informal encounters on Moron Air Base.

The active role leadership plays in teams might help to encourage interaction rules that promote more open communication and interaction among members (Sauquet & Bonet, 2003). Both teachers and administrators expressed that they used and promoted 'open' communication. Accessibility and open door policy of the administrator added to the effective communication in the case school in the end. As part of additional results related to the organizational structure of Sevilla EMS, the school's structure proved to be 'flat', with few hierarchical levels where the administrator forms one level and teachers the other (Kusimo & Erlandson, 1983). Therefore, multiple channels of communication: upward, downward, horizontal, and vertical were enabled.

The principal had also indicated the importance and use of networks, and grapevines during trainings and conferences for that matter. Therefore, other than the downward communication with the district, area, and headquarters through principals' directives and memorandums, administrators also get an opportunity to meet the upper-level administration and colleagues to exchange ideas and experiences which they found very useful. They both expressed that the informal conversations among colleagues proved to be very constructive. This view can be backed up by other research studies; for instance the findings of Silman and Şimşek (2007) also revealed that communication through the grapevine was at times more effective than official communication channels.

The only criticism observed and uttered by a few teachers was the lack of communication between the educators, and the infrequency of staff meetings. High individualism related to the cultural context of the United States could be the reason for this discrepancy. As Gizir and Şimşek (2005) indicated, one of the work-related problems included high individualism: Recent research on cultural dimensions by Hofstede and Hofstede (2005) proved that the United States scored highest compared to other nations with a score of 91 for individualism.

5.1.5. The Issue of Organizational Change

According to Whelan-Berry, Gordon, and Hinings (2003), “Organizational change initiatives typically involve implementation and adoption of change initiatives at the group level, that is, across locations, departments, or teams, as well as at the individual level” (p.187). One of the main changes Sevilla EMS and its stakeholders went through was the change of principals, when the full-time principal decided to leave, which influenced people at both group and individual levels. The change in the administration of the school concerned educators, staff, parents, base command and the community negatively as they did not know what to expect. However, by both Moron Air Base and DoDDS’ upper-level leadership partnership, the issue was finally resolved, and a new administrator was assigned to the school.

DoDEA Community Strategic Plan (2008) for the years 2006 – 2011 could be called the ‘global plan’ for all lower units of the organization including the school, districts and areas:

The process used to develop this 5-year plan, along with the vision, mission, guiding principles, goals, outcomes, members. ... The plan provides a road map for keeping DoDEA in the forefront in advancing the Department of Defense’s agenda for education, and as leader in the Nation for improving student performance and achievement. (p. i)

This comprehensive plan is developed according to the results of the surveys, related feedback from all stakeholders with the participation of several representatives from different branches of DoDEA. As the administrators mentioned, all regions, districts, and schools are supposed to develop their missions in line with this overall plan. In relation, all schools are required to create their 5-year SIP in which all educators and administrators are involved in.

Therefore, SIP is the main organizational development and change tool used by Sevilla EMS. As stated before, Sevilla School's SIP (2007) includes the following section on DoDEA's community strategic plan:

The CSP set the expectation that all students will achieve or exceed proficiency levels aligned to clearly defined program and curricular performance standards. Individual student progress will be continually measured using multiple local and system-wide performance-based assessments. (p. 32)

Hardre (2003) stated, "Often, a goal of organizational change and performance improvement is to enhance collaborative activity in the workplace" (p. 63). The main student performance goals that came out in the previous school year included improvement of their reading comprehension and their writing skills. Along with these goals, some implications for student performance goals came out. The most important one that created a remarkable change was "the continued integration of technology across the curriculum" (p. 36). The following items were also included in the SIP (2007) as part of implications consequently to the feedback from students who claimed that they did not use computers enough in school which led to identification of technology as a target area, "Technology will be used extensively in the occupations that show the most growth. Students will need to be proficient in basic technology skills. To be successful, they will need to seek continued training in technology to remain competitive" (p. 36). At the end of the school year, the researcher observed the

achievement through supply of new laptops, and installation of ‘Smart boards’ in each classroom as well as increased use of computers.

One of the persistent difficulties that concerns theory and practice in the field of educational administration and change has been teachers’ resistance to change (Goodson, Moore & Hargreaves, 2006). Thus, both SIP chairperson and the principal expressed the same idea that it took faculty some time to effectively conduct SIP. Another illustration included top-down mandates and changes: the upper-level personnel change and rotation within the district with the recent reduction in recruitment, and GS conversion to the new system, which is NSPS. These organizational changes were also in line with DoDEA’s Community Strategic Plan’s second goal: “Performance-driven, Efficient Management Systems” (2008, p. 7).

5.1.6. Multicultural Schools

The experience of the administrators over 20 years in such multicultural schools located all over Europe and Pacific contributes to the fact that they did not express significant concerns related to their profession as administrators of such schools. Hill (2006) stated that many countries have clearly defined ethnic groups within the majority culture, or more than one ethnic group notably represented; in these cases intercultural understanding via ‘multicultural’ or ‘intercultural education’ is important within nations as well as across national borders. All DoDDS schools are located abroad, and therefore, teachers, staff, and administrators who are experienced in such school settings do not face lots of problems when it comes to multicultural understanding.

Understanding cultural differences is extremely important (Ambrose & Kulik, 1999). As some teachers admitted these differences cause conflict among some children at times, and are carefully handled through weekly meetings with them concerning people’s differences in such cases. As McCarthy, Giardina, Park and Harewood (2005) stated:

Fields of affiliation and distinctions that human actors establish among themselves, as well as the cultural regulation of multicultural populations, are being flexibly (re)articulated with both empowering and (re)productive results; the potential to break free from the bonds of racism, sexism, and other forms of discrimination is there, in front of us to be seized. (p. 136)

Some of the teachers perceived the term ‘multicultural school’ by only considering the student population. Thus, they expressed that they could not describe Sevilla EMS as a multicultural school. Conversely, Wright (2000) said that the student population of DoDDS reflected a diverse cultural and ethnic background. Some educators believed that the student population was ‘homogenous considering the fact that they all come from American and military families’ presents a controversy since people of the same nationality can have different cultural origins (Hill, 2006). Unfortunately, this idea also conflicts with the mission statement of the school which includes the term ‘multicultural community’. Then again, multiculturalism is a term that carries many differences of opinion and debate.

The study of Shaffer and Harrison (2001, cited in Bikos et. al, 2007) confirmed that forming relationships with local nationals would facilitate an understanding of the host-country culture. Sevilla EMS has a Host Nation teacher and a janitor who are both local nationals and are present at the school everyday. However, there are many other nationals that support the school’s operations and maintenance issues. Although some language barrier was expressed by the principal, the multicultural aspect of the school, whether they name the school multicultural or not, seems to be enjoyed by the educators, staff, and administrators.

5.1.7. Spanish Culture for Cross-cultural Reference

SIP (2007) report mentioned that there was a part-time Host Nation teacher who exposed students to the language and the culture. The results of the interviews, observations, and two-year-long residence of the researcher in the Host Nation, Spain,

disclosed that all the teachers, staff, administrators, students and parents appreciated the penetration of the Spanish language and culture into the school, especially through the outstanding work and dedication of the Host Nation teacher mentioned above.

When analyzed according to Hofstede and Hofstede's (2005) cultural dimensions, American and Spanish cultures illustrate differences, especially concerning individualism and masculinity. Sauquet and Bonet (2003) summarize some traits of the Spanish culture versus American culture:

... the values of Spanish culture are tolerant toward the acceptance of power differences, and it is more inclined toward a reduction of uncertainty. In turn, it is less individualistic, and somewhat more feminine traits are appreciated, which indicates less centrality of work in people's lives. (p. 43)

These comparisons also confirm that interpersonal relations are very important in Spain. Therefore, the warm, welcoming atmosphere of Sevilla EMS, despite the fact that the majority of the staff and student body are Americans show the amount of influence of the Spanish cultural context. The findings of the interviews including the principal's comments and visitors' attitude also display the pleasant ambiance of the school.

Other than the Spanish teacher and other nationals working at the school or on Moron Air Base, study trips played an important role of school members' interaction with the culture. SIP (2007) reports, "Along with the Host Nation curriculum, the school has incorporated Host Nation field trips to expose students to the Spanish Culture" (p. 6). Some of these trips involved visitation exchange between Sevilla students and Spanish students, which play a great role in understanding both contexts, cross culturally. Teachers and administrators also mentioned that at every opportunity they try to integrate the geography and culture into the curriculum in their classrooms, which also enables better understanding of Spanish culture and society.

5.1.8. Spanish Sociocultural Context's Influence

The results of the study revealed that the administrative processes were influenced by the Spanish sociocultural context. Elenkov and Manev (2005) conducted a study investigating the effects of sociocultural context's influence on leadership: "The results show that leadership factors have strong effects on top-management innovation influence. In support of the culture-specific view of leadership, sociocultural context directly influences leadership and moderates its relationship with organizational innovation" (p. 381).

SIP (2007) reports, "The squadron provides oversight of contractor personnel who maintain the base and provide services thought the Spanish Base Maintenance Contract" (p. 7). There are many Spanish nationals that work on Moron Air Base since the administration and the base are obligated to hire them. Andres and Braster (1999) refer to the common belief that the Spanish people are known to be lazy, and capable of starting projects, and never completing them compared to other Europeans was supported by some of the teachers and Sevilla school's principal in that they had a lot of maintenance issues unsolved on a timely manner. The same laid back attitude of the Spanish culture seemed to have reflected on school operation and lunch hours, which accordingly provided a constructive motivational effect on most of the staff and faculty.

Spain has a collectivistic culture; Sauquet and Bonet (2003) pointed out, "Communication in collectivistic cultures is more indirect, less succinct, and less interpretable without knowledge of the context than that typically found in individualistic cultures" (p. 44). The administrator had also endorsed this idea; illustrating it by her conversations with Spanish parents, which are not as up to the point and brief compared to those with American parents. Elenkov and Manev (2005) also affirmed that in low-masculinity sociocultural contexts, caring for others are among the dominant values.

Last but not least, study trips to nearby locations including various towns, zoos, parks, shows, and schools provided Sevilla EMS's members involvement in the Spanish sociocultural context. Furthermore, most students' families, educators, staff and administrators lived off the base, in Spanish communities; this also gave way for interaction with the Spanish culture and traditions, and assisted the culture to seep in to the school as an open system: the environment.

5.1.9. American Military Context's Influence

A DoDDS school, Sevilla EMS, located on Moron Air Base is actually there to serve and support the military. Both the school and the base are there to support each other to provide a good quality of life for all members. This is established through the efforts of the command, SLO, and the administrator as well as upper-level management of DoDDS. Thus, the results of interviews, observations and analysis of written documents revealed that the American military context has remarkable influence on the administrative processes of Sevilla EMS.

The community's decision to keep the middle school at Sevilla in spite of the low enrollment numbers revealed how influential the military context was in the decision making process of school-related issues. Wright (2000) clarified military and school partnership:

The military has placed a renewed emphasis on being involved in educational issues. Principals are more attentive now to the concerns of the military and parents. Military leaders and administrators agreed that most problems, issues and concerns should be addressed and can be resolved at the school or installation level. (p. S-8)

A lot of community involvement was observed by the researcher. Large numbers of volunteers came to support the school, and the military community formed members of committees such as the SAC and PTO as a result of the command, and SLO's

encouragement. Additionally, numerous safety processes depended on the support of the military; these included fire drills, transportation to field trips in and outside of the base, security, and maintenance issues.

The student body, composed of military children, experienced many events and involvement with the military, which also included the school and activities accordingly. Some were ‘the Month of the Military Child’, and ‘Job Shadow Day’ which were previously mentioned in the results section. There are many efforts to strengthen military and school partnership: Titus (2007) explained that The Military Child Education Coalition (MCEC) is a nonprofit organization serving military-related and other mobile students in public, private, DoDEA, host nation, and home schools. MCEC promotes partnerships; addresses educational needs related to student mobility; and seeks to include military installations, their supporting schools, other concerned organizations, and caring individuals.

Finally, DoDEA’s current Community Strategic Plan includes: Networks with a common goal of supporting student success which include military, military community along with staff, parents, students, schools, businesses, organizations, and professional associations. Accordingly, as long as the senior military leaders and senior DoDEA administrators build strong communication and partnerships, no significant conflicts were observed.

5.1.10. Organizational Structure

On a broad perspective, as Smrekar, Guthrie, Owens and Sims (2001) stated, DoDEA system adopted a structure with centralized direction setting and local decision making. Therefore, it is an undeniable fact considering the upper-level departments as districts and regions, this system has a top down, bureaucratic structure with decentralized elements as schools, which are free to make certain decisions on site. If needed, there is

a chain of command posted at schools starting from the school administrator, and going all the way up to the President of the United States.

On a school-level analysis, the organization is pretty flat, with administrators, teachers and support staff. The simple structure does not give way to complications. The faculty and staff admitted that problems are mainly solved on site, and most decisions related to the school are made by all of the stakeholders' participation. Kondakci, Van den Broeck and Devos (2006) verified that change and development efforts cover diverse areas as organizational structure, program structure, or management of these organizations. Thus, change was administered through SIP, and all levels of the organization took part in it; consequently, shared decision making and instructional leadership were adopted at Sevilla EMS.

As any top-down, bureaucratic system, DoDEA had its drawbacks: there were complaints on the load of paperwork taking time away from instruction, the futility of going up the chain of command due to lack of objectivity, and micromanagement of some top-management leaders. Elenkov and Manev (2005) described how influential top management could be on the organizational structure of organizations, "By virtue of their positions, top managers directly influence organizational innovations as they set up the organizational structure, processes, and culture that support innovation and take a leadership role in implementing organizational innovation" (p. 382).

5.1.11. Educational Policies

Newcombe and McCormick (2001) indicated, "School wide policy and procedure issues include establishing school wide policy; determining administrative and organizational structure; and determining amounts for future school development" (p. 187). Most of the educational policies are mandated by the headquarters or districts in the DoDDS system.

These include in-service training, finance and procedures on supervision and performance evaluation, as well as inspection.

As a result of the interviews conducted with the administrators, they seemed to be content with the way things were handled. Although in-service trainings were not found to be effective as they should be by the teachers, who complained they did not receive enough due to the remoteness of the school, the administrators and specialists were content with the way trainings were conducted. Wright (2000) declared:

Terminology used within DoDEA related to professional development includes professional development, staff development, training, in-service training, directed training, directed activities, non-directed training and non-directed activities. They all result in the development and/or enhancement of the skills, knowledge, and abilities of the individual educator. The training or activity may be done over an extended period of time, or in a few hours. (V-11)

As part of Department of Defense, schools are financed by the Federal Government in relation to certain factors as enrollment numbers; however, in the case of Sevilla EMS other factors as the cost of running a school was also taken into consideration in financing. As Delisio (2007) indicated, one of the success factors of DoDDS was related to the sufficient financial resources related to instructionally appropriate strategic goals.

Makkibin describes supervision as "... feedback on performance designed to result in higher performance" (p. 95). Teacher supervision and performance evaluations are handled delicately in the DoDDS system, and are in line with the unions teachers belong to. Teachers receive formal and walk-through observations on a regular basis. Wright (2000) stated:

The regulation requires the processes and procedures in the performance appraisal system to consider the provisions of any applicable negotiated union agreement. The three major union labor agreements have generally the same content related to the process and procedures that are followed in executing the performance appraisal system as outlined in the regulation. (p. V-17)

Supervision of the administrators was also handled similarly, where the assistant principals were supervised by their principal, who was supervised by the assistant superintendent. Simultaneously, depending on whether they met the goals set in the beginning of the school year, schools are inspected through regular visits paid to them. Schools and their performance are also evaluated by means of using data in the Information and Educational Technology Departments located at districts or headquarters, and the analysis of SIP. That is the reason why when the researcher inquired if faculty and administrators thought SIP was effective, one of the remarkable replies included that it was in condition that it was 'sold' right.

5.1.12. Summary of the Conclusions

As indicated before, the aim of this study was to have an insight on the administrative processes of Sevilla EMS, to gain an idea on how the Spanish culture as well as the sociocultural context in general reflected in the school's administrative processes, and to understand how such multicultural schools operate. The sociocultural context in the study pointed out to two main contexts:

1. American sociocultural context through Moron Air Base, coded as ASC
2. Spanish sociocultural context through the location of the school: Moron, Sevilla, Spain, coded as SSC

In light of the above information the results and conclusions enabled us to see which factors of these two sociocultural contexts influenced the school's administrative processes. The figures below will help us understand these factors.

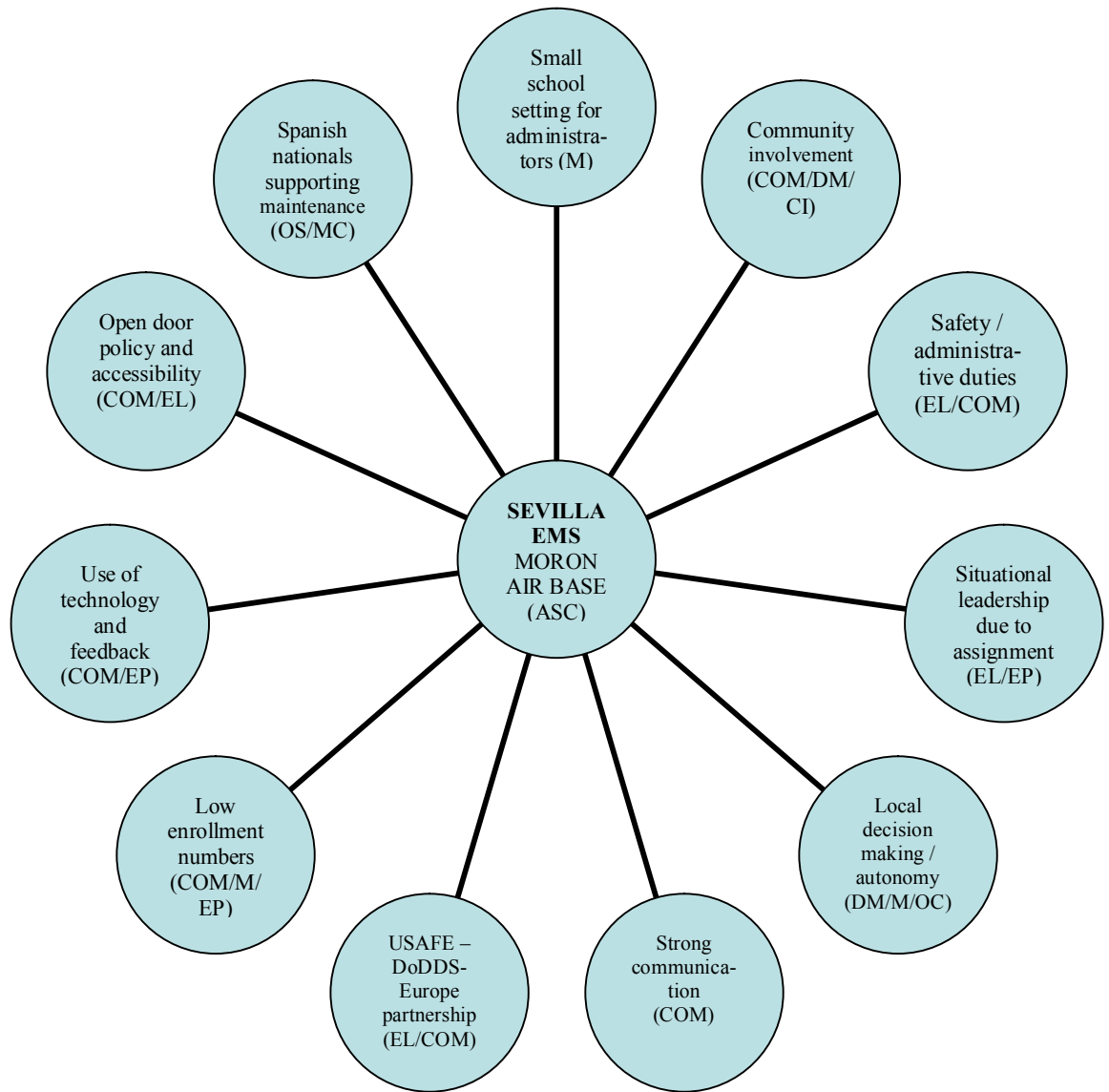


Figure 5 American sociocultural context's influence through Moron Air Base



Figure 6 Spanish sociocultural context's influence through Moron, Sevilla, Spain

5.2. Implications

Implications of the study are presented below, under four sections which include major implications, some analytical generalizations, implication for practice, and implications for further research.

5.2.1. Major Implications

The qualitative single-case study showed that the case school displayed characteristics of Anglo-Saxon administrative traits with its decentralized structure concerning the departments, areas and districts. At the same time, the system employed centralized direction setting. The recent educational trends such as *Goals 2000* and *NCLB* in the United States seemed to show an inclination towards the same structure, where schools are urged to conduct local decision making where the main goals and procedures are mandated by the districts or states. These programs main aim is to prepare American students for the global economy.

The standards-based, centralized structure brought bureaucratic, top-down management when it came to major decisions; however, schools, communities, and especially educators had freedom in making their own decisions at the school site. Administrators, on the other hand, were found to be more bounded by the constraints brought on them by the top management. The load of paperwork that the bureaucracy brought was criticized; however, it was observed that most of the extra paperwork added was related to safety and security issues, which increased after the events of September 11.

The small school setting proved to improve communication with a variety of channels and directions. Thus, the less complicated the organizational structure was, the more communication was observed. Sevilla EMS's communication was found to be one of its strengths and also enabled shared decision making, and educational leadership.

Communication seemed to enable community - school partnerships and more parental involvement in the school issues and committees as the SAC and the PTO. The SLO also played an important part in building effective communication between the military installation and school.

Organizational change seemed to be practiced in line with the decentralized system, where the main body, DoDEA was found to implement the community strategic plan for all schools under its umbrella. However, areas, districts, and schools were encouraged to build their own plans for improvement as long as they were in line with the global plan. As the strategic planning involves a five-year plan, it is reviewed every year to evaluate the outcomes and goals. The main organizational change that DoDEA started implementing was found to be the drawbacks and rotation of personnel, as well as pay schedules to be converted to NSPS in order to evaluate staff according to their performance. One of the major findings was the fact that the employees were affected by leadership change; especially top management changes were announced DoDEA wide to inform the employees. As part of organizational change and development, SIP was designed and implemented on the school site, once more, in line with the current strategic plan.

Educators and staff were found to be content considering their intrinsic motivation, as being part of students' education. Requirements such as safety, social status, and physiological needs were not even brought up, which is an indicator that people were satisfied with their working conditions. The demotivating factors included extrinsic factors as clashes in personal issues, remoteness of the school, and influence of the sociocultural context, which again were related to the small size of the school and the setting.

5.2.2. Some Analytical Generalizations

- Schools as open systems let the sociocultural context no matter how secluded or remote they are.
- If given a certain degree of autonomy, schools function well even in decentralized systems with centralized direction setting and local decision making.
- Small school settings bring in many advantages concerning parent and community involvement in school decisions; site-based, shared decision making and shared educational leadership.
- Motivation is closely related to good working conditions, enough autonomy of educators on matters that directly affect them and their students.

5.2.3. Implications for Practice

Schools can not be thought independent of their environments; one of the major theories supporting the research was the fact that schools as open systems were affected by the social, cultural, economic, and political environment they were in. Therefore, administrative processes of schools were found to be influenced by their context. Furthermore, especially in the American culture, where ‘melting pot’ metaphor is often used, lots of students, teachers, administrators and parents come from different cultural, ethnic, racial backgrounds which formed multicultural schools. Therefore, diversity management has become an important fact that educators have to attend to in the last decades. DoDEA is a system which proved to be able to deal with all of the above mentioned factors with success, which could be set as an example in other settings and nations, including Turkey, when it comes to educational practice. In that sense, some implications for practice are suggested below:

1. The results of the study showed that satisfying the needs of people makes a big difference in the motivational level of employees. The motivational level also increases through autonomy, internalized motivation, professionalism, and respect for the occupation. The sociocultural context and the setting can affect motivation in a positive or negative way, and there are disadvantages and advantages associated with the small school setting which could become motivators or demotivators. In guidance of these findings it could be advised that the teachers apply and be matched for assignments they would prefer: for example, some teachers were observed to really take pleasure in working in a small school setting and community. Thus, it is highly important that the teachers know the size and setting of the school so they could be matched with the assignments they would enjoy to work at. Also, more military and school partnership could be advised as far as maintenance issues are concerned. Another factor that affected employee motivational level was found to be organizational change, especially in school administration; consequently, the rotation of principals should be reduced and assignments should be extended longer than 2-3 years for overseas locations.

2. The results of the study revealed that educational leaders should possess qualities such as strong knowledge, skills and abilities in their profession as well as good organizational, time-management, communication skills; leaders should be role models and people with vision so they can influence subordinates. Also, effective leadership is related to the setting, culture, and context that make up the environment. As Lindblom (1994) stated, sometimes a leader could be successful through inattention, just by being at the right place at the right time. Democratic leadership style works where there is participatory management and decision making, especially in decentralized systems. Some suggestions for this issue could be the assignment of a full-time, professional principal to the school

site if Sevilla EMS is projected to operate in the upcoming years. Instead of making geographical decisions only to fulfill the need of an administrator, a principal interested in the assignment should be placed at the site. Furthermore, the load of paperwork and accountability could be reduced to provide administrators with more time to keep up with the current research and methods to become educational leaders.

3. According to the results of the study, site-based, shared decision making works in decentralized systems. Community and parent involvement in school issues facilitates the process of decision making. In small school settings, decision making can be a teacher-driven process; however the administrators should step up and make final decisions when a consensus is not reached. One important criticism was the fact that top management decisions not being passed on to faculty and staff so they can understand the reasoning behind resolutions. A suggestion could be more frequent staff meetings where these top-down policies and decisions could be appropriately explained to the faculty and staff.
4. The single-case research study on the small case school revealed that effective communication occurs naturally in smaller school settings, which is also affected by the sociocultural context. Participation of all stakeholders and the community in local, school related decisions, use of technology, feedback, accessibility, open door policies, informal conversations of colleagues, and frequent staff meetings facilitate communication. Findings pointed out that there was somewhat lack of communication among teachers, some of them being related to personal issues or high individualism. Thus, more staff meetings, social events with faculty and staff, an established school culture and rituals could be suggested to increase communication and interpersonal relationship within the school staff.

5. The study showed that organizational change including strategic planning and SIPs are highly effective when all stakeholders are represented and feedback is gathered. Leadership changes influence all stakeholders; resistance to change can be prevented when pros and cons are properly communicated, through appropriate trainings and time. The results proved that the change of the school's administrator affected the faculty and staff; thus, as mentioned before, principals should be assigned in overseas locations for longer terms. Also, upper-level rotation should be reduced and appropriate trainings –preferably workshop type rather than online- should be provided by the organization whenever there is a big organizational change.
6. The results of the study disclosed that multicultural schools which bring variety require a multicultural understanding. Experienced educators and administrators do not face significant problems in such settings. Forming relationships with the host nation country's social and cultural values eases the understanding of the sociocultural context and what it brings in the school. Therefore, DoDDS should keep on assigning experienced educators and administrators to overseas locations, and differences of cultures should be more emphasized and integrated into the curriculum by the educators in order to avoid conflict between the children, and develop a multicultural understanding.
7. When compared cross-culturally, Spanish and American culture and educational trends and policies differ in many ways; therefore, understanding social and cultural values is important in succeeding for schools located in other nations: this can be achieved through learning the language, organizing cultural, study trips, and exposure to the national lifestyle of the host nation. Thus, more finance, and less paperwork should be allocated to give way to more study trips.

8. According to the results of the study, the case school is affected by the Spanish sociocultural context. Traces of the positive, warm, laid back and collective culture of Mediterranean people can be observed in every operation of this small American school. Intercultural activities and trips enhance the culture to seep in to the school. The exchange visits between Spanish and American schools should be more frequent for a better understanding of the sociocultural context, and differences in educational organizations and policies. Furthermore, the faculty and administrators assigned at such locations should at the least be familiar with the host nation's language for better communication with the nationals that work for the organization.
9. The study showed that schools are there to serve their stakeholders whether they belong to their organization or not. The American military context and the base command have obvious influence on the administrative processes of the case school. If there's a homogenous group in terms of 'military children' in this context, their needs should be met through community and school partnerships. School and community partnerships should be enhanced through SLO's, more involvement, and the communication of top management of DoDEA and military leaders, especially the command staff.
10. The results revealed that DoDEA has a top-down structure with centralized direction setting and local decision making (Smrekar, Guthrie, Owens & Sims, 2001) with some micromanagers. Although top management affects procedures and policies, the freedom given to the schools in improving themselves and making their local decisions proved to be valued. Site-based improvement efforts involve all stakeholders and create a positive environment. Thus, micromanagement must be eliminated, and administrators should be given more

autonomy and responsibility of their school's management in order to contribute to site-based improvement.

11. Centralized and standardized policies work in decentralized system where the members of schools only have to be concerned in education and improvement. As long as appropriate trainings are offered, if supervision, performance evaluations and inspection of schools are conducted similarly, they prove to be efficient. When adequately distributed, school finance plays a positive attribute in schools. DoDEA is performing well with the way policies are handled; however, the administrators could improve the way they communicate these policies to the teachers and staff so they could be informed and understand the reasoning behind certain regulations.

5.2.2. Implications for Further Research

1. The researcher collected data and conducted the study on an American school located in Spain. Another DoDDS school in another location might reveal different findings depending on the setting. A replication study in another DoDDS school could enlighten us in this sense.
2. As this was a single case study, the findings can not be generalized and attributed to other schools. However, if replicated on other schools some generalization or commonalities can be obtained.
3. The study included all members of the case school; however, involvement of an upper-level administrator might have shed more light to some criticism brought up against the top management.

4. Although not decentralized, Turkish educational system and public schools have similarities with DoDEA in terms of centralized policy making, standards-based curriculum, and top-down management practices. Since DoDEA's system seems to work well under the motto of 'centralized direction setting and local decision making', the same could be applied in the Turkish context by giving more autonomy to the individual schools and their administrators. A replication study comparing Turkish public schools to DoDDS could be made to compare educational practices to better their administration and operation, using the DoDEA system as a model.

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APPENDICES

APPENDIX A

A. INTERVIEW SCHEDULE FOR TEACHERS

Hi again, and thanks in advance for your time.

As I have mentioned previously, I am working on my MS in educational administration at Middle East Technical University. For the past year I have been conducting research as part of my Master's thesis concerning administrative processes of an American school in Spain, in this case, Sevilla EMS. Being a part of the staff has helped considerably during my observations; however, I will need some input from you as one of the educators / teachers. I believe that your contributions will provide me with deeper insight regarding the managerial processes in the school. I would like to assure you that your confidentiality will be strictly maintained. In order to have accurate records, I would appreciate if you could let me tape our conversations, and would like to thank you again for your assistance. Please don't hesitate to ask me any questions before we start.

1. How were you appointed to the current teaching position? What were the criteria? (current grade assignment)
2. Have you been receiving additional in-service training since being appointed?
3. How would you describe your motivational level and that of your colleagues at this school?
4. Could you tell me factors that help or hinder motivation?

5. How does the decision making process work in the school? Would you have any suggestions for school wide decision making?
6. Could you please define educational leadership? Would you describe your administrator as an educational leader?
7. What type of knowledge, skills and abilities do you think an administrator should have to be more effective?
8. What can you say about the communication process at Sevilla EMS?
Between parents – teachers – administrators.
9. How is organizational change conducted; how is it received school wide? Are you involved in any activities such as strategic planning or improvement plans?
10. What are your opinions on multi cultural schools such as this one?
11. How do you think Spanish culture is reflected in the school? Are there any aspects of the Spanish cultural context that penetrate the school culture?
12. How about the American or military context? Are they in any way reflected in the managerial processes of Sevilla EMS?
13. How would you describe parent / community involvement in the school?
Especially regarding important decisions?
14. What are some of the most common problems faced by the administrators and educators in multicultural settings?
15. How would you define the organizational structure of Sevilla EMS and DoDEA in general?
- Bureaucratic vs. participative

APPENDIX B

B. INTERVIEW SCHEDULE FOR ADMINISTRATORS

Hi again, and thanks in advance for your time.

As I have mentioned previously, I am working on my MS in educational administration at Middle East Technical University. For the past year I have been conducting a research as part of my Master's thesis concerning administrative processes of an American school in Spain, in this case, Sevilla EMS. Being a part of the staff has helped a lot during my observations; however, I will need some input from you as the administrator of the school. I believe that your contributions and input will provide me with deeper insight regarding the managerial processes in the school. I would like to assure you that your confidentiality will be strictly maintained. In order to have accurate records, I would appreciate if you could let me tape our conversations, and would like to thank you again for your assistance. Please don't hesitate to ask me any questions before we start.

1. How were you appointed to the administrative position? What were the criteria?
2. Have you been receiving in-service training after being appointed?
3. How would you define your motivation at this school? Are there any factors that help or hinder your level of motivation?
4. What do you think of the work motivation of the staff and educators?
5. How do you evaluate the performance of your staff?
6. How does the decision making process work in the school? Would you have any suggestions?

7. How would you define educational leadership? Could you define yourself as an educational leader?
8. What can you say about the communication process at Sevilla EMS?
9. How is organizational change taken in the school? Do you have any suggestions?
10. Are there any strategic planning activities? How involved are you?
11. What do you think of School Improvement Plans? How effective are they according to you?
12. What are your opinions on multi cultural schools as this one?
13. How do you think Spanish culture reflects to the school? Are there any aspects of the Spanish cultural context that penetrated in the school?
14. How about the American or military context? Are they in any way reflected to the managerial processes of Sevilla EMS?
15. How would you describe parent / community involvement in school? Especially regarding important decisions?
16. What are some of the most common problems faced by administration and educational leaders in multicultural settings?
17. How would you define the organizational structure of Sevilla EMS?
18. What are the sources of financial support for the school?
19. How do supervision / inspection work at the school?
20. In your opinion how effective DoDEA and the system in general considering the organizational structure and managerial processes?

APPENDIX C

C. EXAMPLE OF A PRECODED INTERVIEW SCHEDULE FOR TEACHERS

Administrative Processes	Motivation (M) Educational Leadership (EL) Decision Making (DM) Communication (COM) Organizational Change (OS)
Cultural Studies	Multicultural schools (MC) Spanish culture for cross-cultural reference
Schools as Open Systems	Spanish culture's penetration in the school (SSC) American sociocultural context (ASC)
Organizational Structure & Educational Policies (OS / EP)	Appointment to positions Sources of finance Performance evaluation, inspection and supervision Community and parent involvement on key issues Anglo-Saxon Administrative Tradition Professional training

1. How were you appointed to the current teaching position? What were the criteria? (current grade assignment) OS / EP
2. Have you been receiving additional in-service training since being appointed? OS / EP
3. How would you describe your motivational level and that of your colleagues at this school? M
4. Could you tell me factors that help or hinder motivation? M

5. How does the decision making process work in the school? Would you have any suggestions for school wide decision making? DM
6. Could you please define educational leadership? Would you describe your administrator as an educational leader? EL
7. What type of knowledge, skills and abilities do you think an administrator should have to be more effective? EL
8. What can you say about the communication process at Sevilla EMS?
Between parents – teachers – administrators. COM
9. How organizational change is conducted; how is it received school wide? Are you involved in any activities such as strategic planning or improvement plans?
OC
10. What are your opinions on multi cultural schools such as this one? MC
11. How do you think Spanish culture is reflected in the school? Are there any aspects of the Spanish cultural context that penetrate the school culture? SSC
12. How about the American or military context? Are they in any way reflected in the managerial processes of Sevilla EMS? ASC
13. How would you describe parent / community involvement in the school?
Especially regarding important decisions? CI / DM
14. What are some of the most common problems faced by the administrators and educators in multicultural settings? MC
15. How would you define the organizational structure of Sevilla EMS and DoDEA in general?
- Bureaucratic vs. participative OS

APPENDIX D

D. SAMPLE OF UNSTRUCTURED OBSERVATION FORM AND NOTES

Date: January 8, 2008
Time: 15:30 – 16:00
Place: Media Center
Occasion: Staff meeting

Details of observation

All support staff, educators, and the administrator was present at the meeting. The notes below indicate the main topics discussed at the meeting:

- Host Nation teacher absent tomorrow
- Manpower vouchers for the upcoming school year sent; no feedback yet
- Middle school situation and town hall / SAC council agenda; the decision will be made by parents and community members
- SIP coordinator waiting for new ideas on improvement

APPENDIX E

E. ARTICLE ON SEVILLA EMS LITTLE SCHOOL ON THE SPANISH PRAIRIE



FEATURE

Little school on the Spanish prairie

By **Magdalena LoGrande**
496th Air Base Squadron
Oct 5, 2007, 17:11

With an enrollment of only 36 students, grades K-8, Sevilla Elementary and Middle School is the second smallest school in Department of Defense Dependents Schools - Europe.

Stacey Tasler Crosson, U.S. Air Forces in Europe school liaison officer, and Terry Johnston, wife of Brig. Gen. Rich Johnston, KMC and 86th Airlift Wing commander, toured the school Sept. 20 and 21 during a base visit. They had a chance to visit the multi-grade classrooms while school was in session, witnessing first-hand how teachers operate in this type of multi-grade setting.

They also saw how the teachers managed to provide personalized attention driven by each student's needs while maintaining a cohesive social and academic environment.

It is this aspect of the small-group instruction model that made Sevilla EMS an assignment of choice for Anita Medeby, Sevilla EMS gifted education teacher. She taught for 19 years at the smallest DoDDS-Europe school, Kleine Broegel Elementary School, located in Belgium.

"The reason why these schools are so unique and special is that teachers have an opportunity to get to know the kids very well and are able to differentiate their learning needs so that they can meet those needs," said Ms. Medeby. "Another unique advantage is that students get to know and trust their teachers one-on-one, which is harder to achieve in large classroom settings."

During the visit, Ms. Crosson provided a briefing to the school parents on USAFE and DODDS-Europe initiatives and partnerships.

"I'm very impressed with the performance of the Sevilla EMS. I like the student-teacher ratio," said Capt. Christopher Carmichael, 4th Expeditionary Air Mobility Squadron, who added, "Specifically, Mr. Fichera, the kindergarten and first grade teacher is exceptional. He finds a way to connect to each student. If one student doesn't understand a concept, he changes his teaching method until the student understands."

Due to the small enrollment, a dedicated teacher for physical education, art or music is not authorized at Sevilla EMS. However, the staff has creatively incorporated those subjects into the curriculum by combining them into core curriculum classes. Rota Naval Air Station, a neighboring base, provides once-a-week lessons on otherwise unavailable classes.

There are not any absentee problems or discipline incidents at Sevilla EMS, officials said. Parents are involved and familiar with the school environment. Didem Parker, a parent, member of the Parent and Teacher Organization and part-time school staff member, said Sevilla EMS is a school where each student matters and receives special attention from its dedicated educators and the Morón Air Base community.

"I feel so lucky that my son is a member of the Sevilla EMS family," she said. Though the school is small, its heart is big. It is alive with the spirit of a supportive community where both students



by Stacey Tasler Crosson

Angelo Fichera, Sevilla Elementary School teacher, interactively teaches young students Sept. 21 on Morón Air Base, Spain.

APPENDIX F

F. CONSENT FOR USE OF COPYRIGHT MATERIAL

From: Vroom, Victor [mailto:victor.vroom@yale.edu]
Sent: Fri 12/5/2008 7:04 PM
To: Parker, Didem
Subject: RE: Your article on synergy between research and teaching

Hi Dee

Thank you for your glowing comments on the article. At first I was unsure which article you were referring to and checked my vita and could not find it there! But a search of my computer found it from the keyword "synergy". I remember writing it during a free weekend a few years ago and had not thought about it since.

You certainly have my permission to use any of the appendices in your thesis. For your information, Expert System is alive and well. It has not had quite the impact on practice as Lestan (leadership Style analysis) which was the basis for Appendix C but I am proud of both!

Victor

From: Parker, Didem [mailto:Didem.Parker@eu.dodea.edu]
Sent: Thursday, December 04, 2008 8:02 PM
To: Vroom, Victor
Subject: Your article on synergy between research and teaching

Dear Mr. Vroom,

I am an educator working for Department of Defense Schools overseas, currently located in Spain. I am originally Turkish, and am preparing my thesis - a case study on the effects of sociocultural context on the administrative processes of an American school in Spain- to complete my MS in Educational Administration, at Middle East Technical University. I am very glad to let you know that your work is also appreciated and taught at Turkish universities.

I referred to, and cited your article named "On the synergy between research and teaching". Among hundreds of articles I had to read, I must admit that it was one of the few I actually enjoyed reading, and I believe all educators *should* read it! Simple, up to the point, inspiring, and expressing the paradox many educators go through when it comes to teaching and research ☺ On the decision-making section of my work I surely mentioned the Vroom-Yetton model and the Expectancy Theory as they are a major part of the literature, and that's how I encountered your article. Let alone the article, I was very impressed to see Appendix A: The Expert System; frankly, that's what really made me read the article: A computer program to actually help

administrators to make decisions! I thought how easier it could be made for people, or incompetent administrators! I needed to include this material in the thesis for my professors to see.

Therefore, I would like your permission to include your Expert System's figure (Appendix A) in my literature review section as I find it to be very effective, and inform people of the incredible program you created! I noticed that it was 'copyright' material, and would like your permission to include the graph in my work. I would greatly appreciate your permission; if you could reply to me indicating whether I could use it or not, I would be very grateful.

Thank you in advance for your assistance & have a great day,

Dee Parker

Sevilla EMS

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