

Rural Education in Palau: A Second Look at Tobi Elementary School

A Paper submitted to the Faculty of Rehabilitation and Training Center of the Pacific/Interwork Institute in Partial Fulfillment of the Requirements of the Course ARP 791B: Practicum in Evaluation Techniques at San Diego State University

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Fall 2002

APPROVAL PAGE

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approved. congratulations. k.At 03:36 PM 10/3/2002

DEDICATION

Dedicated to my soul mate Alicia Nennis Hosei
for
her encouragement, patience, and understanding ,
and
to my son, Vianney Nennis Hosei
for
his laughter and smiles give me courage and perseverance in life.

DISCLAIMER

This document does not reflect the opinions of the Palau Ministry of Education and Hatohobei State Government, but it is entirely of the personal opinions of the author.

ACKNOWLEDGEMENTS

First of all, I would like to thank my employer Palau Community College for the opportunity to be able to participate in an online graduate school program with San Diego State University. In many ways, I am grateful and appreciative of my employer's support throughout the duration of my graduate studies. In the same manner, I thank the faculty of Rehabilitation and Training Center of the Pacific/Interwork Institute, San Diego State University for their guidance and support. I personally would like to thank my advisor Professor Kenneth Galea'i for his patience and support throughout the duration of this project.

I would like also to extend my big "*Haparu Sewa Ma Hatawahi*" to the members of the Hatohobei community who participated in this study for their time and efforts. There are many people to be thankful for their support toward completion of this project, but space is unavailable. With limited space available, I would like to personally thank the following for their insights and support: Professor Peter W. Black of George Mason University and his other half Barbara W. Black, my friends Mr. Stephen C. Murray of Santa Barbara, University of California, Mr. Marcus M. Hangaripaii, Mr. Justin Andrew, and Mr. Dominic Emilio of the Hatohobei Community. For those whose names are not mentioned but have contributed in one way or another on this project, I thank you all as well.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

In the search for answers as to the essence of quality education and equity in learning in Palau rural schools, I chose to conduct my study on Tobi¹ Elementary School. As a person of Hatohobei², I have a vested interest in the issues surrounding the school; it is one of Palau's rural public elementary schools. The question that this study attempts to answer was well put by Hezel (2000) when he stated, "WHAT SHOULD OUR SCHOOL BE DOING?"³ This study is a survey research to look at the perceived importance of a school on Hatohobei. In my search for studies on issues related to Tobi Elementary School, I was unable to find any studies in existence, therefore, this is the first study ever conducted to examine the perceived importance of having a public elementary school on the island.

1.2 Statement of the Problem.

The problem that is of interest of this study is that the Palau Ministry of Education closed down Tobi Elementary School in the early part of school year 2001- 2002. In the meantime, the future of the school is in limbo despite mandates of Palau public laws (1995,22 PNCA, §101, §159) on education. Tobi Elementary School is one of Palau's rural public schools located on Hatohobei,

¹ Tobi is one of the 16 States of the Republic of Palau.

² See Definition of Terms, p.3

³ Title of an article by Francis Hezel, S.J., Micronesia Seminar.

which is one of the 16 States of the Republic of Palau.⁴ It is the southernmost and most remote school in the nation's geopolitical jurisdiction. Some schools in Babeldaob, northernmost region of Palau's archipelago, are more remote than others, but none as remote as the Southwest Islands⁵.

In the school year 2001- 2002 amidst growing discontent of Hatohebei parents of enrolled students over what seem to be unprofessional conducts of their schoolteacher, daily activities at Tobi Elementary School came to a halt in November 2001. This is the first time the school is closed down since its establishment in the late 1960s. The allegations included unprofessional behavior, incompetence, and/or irresponsibility. As result these allegations, a majority of the students whose parents removed them from Tobi Elementary School prior to and during the school year 2001-2002 were enrolled at Meyuns Elementary School. Meyuns Elementary School is the nearest school to *Eang*, a village where the majority of Hatohebeans in Koror have established residence.

When parents enroll their children at Meyuns Elementary School, they must also relocate from Hatohebei to reside in Koror to support and provide for their children (S.Sakarias,⁶ pers. comm. 2002). The Hatohebei State community members and leaderships are concerned about the future of Tobi Elementary School. In the meantime, there are no clear directions to the future of the school.

⁴ See Figure 1, Republic of Palau map on page 6.

⁵ See Definition of Terms, p.3

⁶ Governor, Hatohebei State, Republic of Palau

1.3 Purpose of the Study

The purpose of this study is to examine the perceived importance of a school on Hatohobei. This study will provide a baseline data from which the State and National leaderships in regards to the future of Tobi Elementary School can make informed decisions.

1.4 Statement of Research Hypotheses

- What is the perceived importance of a school on Tobi?
- Hypothesis: There is no difference in importance of a school on Tobi between all respondents.
- Null Hypothesis: There is a difference in importance of a school on Tobi between all respondents.

1.5 Importance of the Study

The findings of this study will become vital contributions to the knowledge base in the Republic. The aforementioned findings will also become an information source for the people of Hatohobei, State, and National government administrators who strive to improve the quality and equity of public education in Palau's rural areas.

1.6 Definition of Terms

In an effort to maintain clarity and to avoid confusion on the use of new unfamiliar terminologies in this study, I will explain them here. **Hatohobei** is the vernacular name for Tobi. In this study I prefer to use **Hatohobei** in reference to Tobi, because **Hatohobei** is used by law as the official name of Tobi. It is the only name used for Tobi in the Constitution of Hatohobei State (1983:1). Under the mandates of the Constitution of Hatohobei State, the

political administration of **Hatohobei State Government (HSG)** encompasses the islands of **Hatohobei**, **Hotsarihie**, and **Pieraurau**. **Hotsarihie** is the vernacular name for Helen Reef and **Pieraurau** the vernacular name for a submerged reef close to Helen Reef (see Figure 1, p.6). **Hatohobei State Government** is also commonly referred to as **Hatohobei State**. In this study, I will often use **State** in reference to **Hatohobei State**. I will refer to the people of Hatohobei as **Hatohobeans**. A “**person of Hatohobei**” is defined by the Hatohobei State Constitution (1983:2) as “(a) a member of any one of the clans of Hatohobei as accorded by tradition and customs; or (b), born of or adopted to parents, one or both of whom is a descendant and a person of Hatohobei; or (c), in marital bond with a person of Hatohobei and meets other requirements as may set forth” by law enacted by the State Legislature. **Tobi Elementary School** is used in reference to the school on Hatohobei; for it was named that when it was established in the late 1960s. The Palau **Ministry of Education (MOE)** will be referred to as the **Ministry**. The Republic of Palau (**ROP**) will also be referred to as the **Republic**. The term **National** will be used to refer to the effects of the Republic’s offices, laws, and policies. **Eang** is a village in cosmopolitan Koror (capital of Palau). It is a village primarily populated by the people of the **Southwest Islands** of Palau. The **Southwest Islands** (also commonly known as the Outer Islands)⁷ are mainly comprised of the islands of **Dongosaro** also known as Sonsorol, Fana, Pulo Anna, Merir, Hatohobei, and Helen Reef. **Sonsorol State** is one of the 16 States of the Republic. It is comprised of the

⁷ See map, Figure 1, p.6

islands Sonsorol, Fana, Pulo Anna, and Merir. The people of the Southwest Islands are linguistic minorities within the main island group of the *Palau Islands*. They are also culturally and politically distinct from that of Palau proper. **PALARIS** is an acronym used for the Office of the Palau Automated Land and Resource Information System in the Bureau of Land and Survey of the Ministry of Resources and Development (**MRD**) of the national government. **PALARIS** provided the map used in this study to show the geographical location of the Republic of Palau.

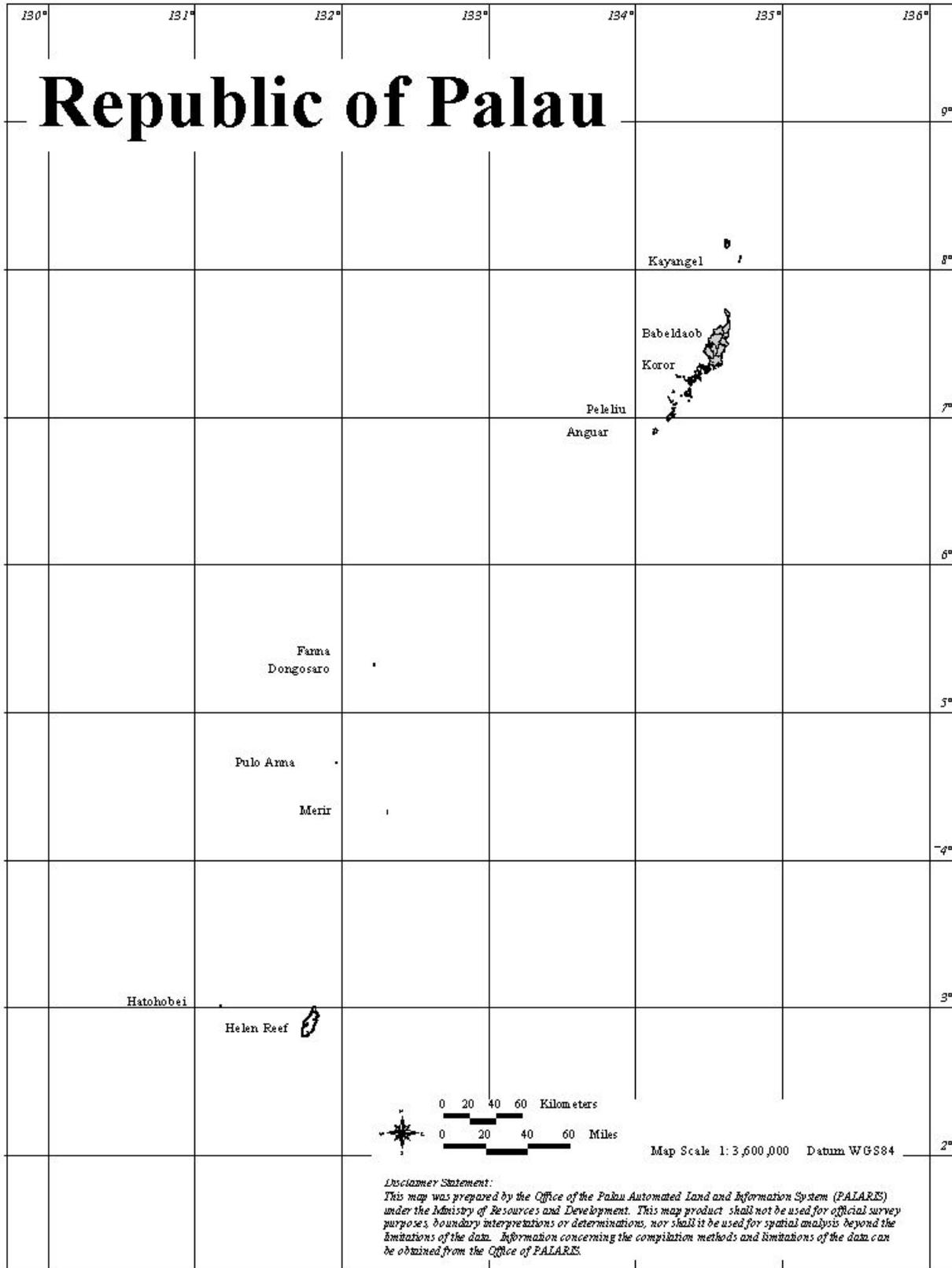
1.7 Scope and Delimitations

The interest of this study is to conduct a survey research on the Hatohobei community members living inside and outside Palau. This study examines the perceptions of community members who are of high school age and older on the importance of having a school on Hatohobei. These are individuals who reside on Hatohobei, in Eang, and outside of Palau.

1.8 Summary

In light of the importance of the school, it is essential to put into consideration its geographical location. The remoteness of the Hatohobei State and its school makes it unique in its needs and in approaches to planning and management. The remoteness of the State and its school also contributes to a wider complex of social, economic, and political factors affecting the future of the school.

Figure 1. Map of the Republic of Palau, PALARIS, Bureau of Land and Survey, MRD.



CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

The early settlers of Hatohobei spoke a language and practiced a culture distinctively different from those who discovered and settled in the main island group, called the *Palau Islands*. According to Maragos, et al. (1994:16), the cultural and linguistic traits of the people of Hatohobei “are less aligned to Palauan Micronesian culture, although politically a part of the Republic of Palau.” This chapter will briefly discuss the traditional sources and historical discourses on the people of Hatohobei. It will also cover the background of the development of the State government, its demography, and rural-urban migration patterns of the Hatohobei community. In light of the importance of a school on Hatohobei, government policies on education will be discussed to shed some light on the importance of having a school on the island.

2.2 Historical Background

“The myth which tells of the island’s settlement has it that the founders came from a place called Mog Mog” (Black, 1977:21). The island of Mog Mog is now politically an outer island of Yap State of the Federated States of Micronesia. Black in his study of 1977 said also that the culture and language of the people of Hatohobei are close in relation to two outer islands of Yap State, namely Ulithi and Fais. Hosei (1991) mentioned that “Recent ethnographic research done on Fais Island indicated a connection between

Fais and Tobi. Today, stories about quite a few voyages between Fais and Tobi are still remembered by some Fais elders” (Friends of Tobi Island Website, 2002)⁸. Alkire (1977:19) confirmed the cultural and linguistic affiliations between Hatohobei, Ulithi, and Fais in his studies of migration patterns in Micronesia. Alkire (1977:44) also mentioned that Hatohobei was settled by central Carolinian populations although it is geographically separated from the rest of the Central Micronesian region⁹. In Palau, Hatohobeans are considered minorities because they speak a language and practice a culture that is distinctively different than those of the main island group of Palau.

2.3 Geography

The Republic of Palau is comprised of 16 States. Hatohobei State, commonly known as Tobi State, is one of them (see Figure 1, p.6). The Constitution of Hatohobei State (1983), the State itself consists of the main island Hatohobei, Hotsarihie¹⁰, and Peiraurou.¹¹ The Constitution of Hatohobei State (1983:1) states the geographic position of these islands as follows,

Hatohobei is at 03 degrees, 00 minutes North Latitude and 131 degrees, 11 minutes East Longitude; Hotsarihie is at 02 degrees, 58 minutes North Latitude, and 131 degrees, 48 minutes East Longitude; and Peiraurou is at 02 degrees, 47 minutes North Latitude, and 132 degrees, 32 minutes East Longitude.

⁸ <http://cas.gmu.edu/~tobi>

⁹ Central Micronesia includes the FSM, Republic of the Marshalls, Republic of Kiribati, and Ellice islands.

¹⁰ See Definition of Terms, p.3

¹¹ See Definition of Terms, p.3

The State of Hatohobei is the southernmost State within the Republic's geopolitical jurisdiction. Its land mass area is approximately .47 square miles without measuring the surrounding reef (pers. comm. S. Godwin¹², 2002). It is approximately 371 miles southwest of Koror (U.S. Department of Interior, Geographical Survey, 1986). Black in his study of 1977 cited that the location of Hatohobei "is about four hundred miles southeast of Mindanao in the Philippines and half that distance north of Halmahera in Indonesia."

Marcello, in his study of 1998, mentioned that the *Palau Islands* has "several major islands and more than 200 high limestone islands commonly known as the 'Rock Islands' comprises a total land of approximately 196 square miles. Babeldaob, Micronesia's second largest island, makes up more than 75% of Palau's land area and measures 27 miles long varying from four to fifteen miles wide" (Marcello, 1998:7).

Hangaripaii (2002:7) stated that "Palau became an independent nation, Republic of Palau, on October 1, 1994." The country's population recorded as of the year 2000 census was 19,129 (Office of Planning and Statistics, 2001). The constitutional government of Hatohobei was formally established on November 13, 1983 when representatives to the Hatohobei Constitutional Convention adopted a document commonly known as the "Constitution of Hatohobei State" (Constitution of Hatohobei State, 1983).

¹² Marine Biologist, Department of Natural Studies, Bishop Museum, Honolulu, Hawaii.

2.4 Hatohobei State Government (HSG)

In accord with the Constitution of Hatohobei State (1983:4), the State government is comprised of Executive and Legislative leaderships and the Traditional Leaders Council. The Executive leadership is comprised of an elected Governor and a Lieutenant Governor, “elected for a term of four (4) years and not more than two consecutive terms.” The Legislative leadership consists of a nine-member legislature, which is “elected at-large for a term of four (4) years.” A State legislator can hold his or her office for more than four years if he or she is re-elected to office every four years. Article IX of the Constitution of Hatohobei (1983:10) states that the Traditional Leaders Council is “composed of Romohparuh¹³, Heimong¹⁴, and Heimah;¹⁵ and no one may become a member of the Traditional Leaders Council unless appointed and accepted pursuant to customs and traditions.” According to Hangaripaii (1988:8), the State and Traditional leaderships of Hatohobei supported and complemented each other in the affairs of the State.

2.5 Population

In 1906, at the beginning of the German administration in Micronesia, it was reported that approximately 1200 people lived on Hatohobei and many of them suffered from food deficiencies. Hatohobei then was considered to be crowded (PCAA¹⁶, 1977:220). In 1909, the resident population of Hatohobei was estimated to be close to 1000 people (Hunter-Anderson, 2000:18). Table

¹³ Queen

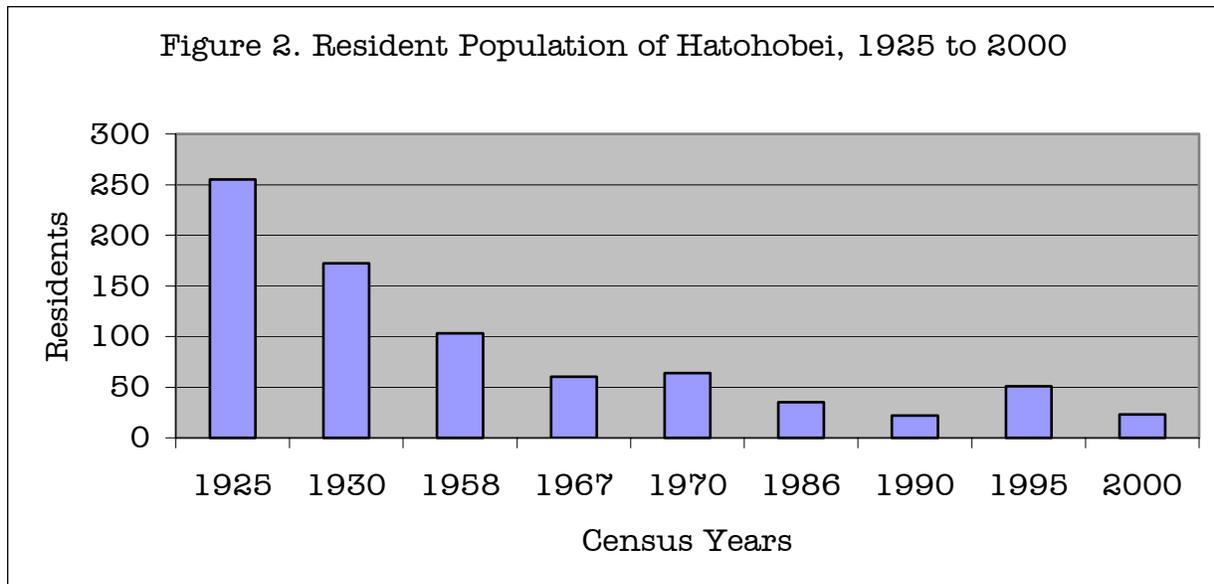
¹⁴ Paramount Chief

¹⁵ Second to the Paramount Chief

¹⁶ PCAA is an acronym of Palau Community Action Agency

1.1 below indicates that 255 people lived on Hatohobei in 1925. Census figures, as shown in Table 1.1, indicate a considerable depopulation of the island from 1909 to 1925. Rechebei and Mcphetres (1997:161) acknowledged that after a German ship visited the island in 1909, “an epidemic broke out and approximately 200 died six months later.” Thereafter, as shown in Table 1.1, Hatohobei experienced a significant resident population decline between 1925 and the year 2000.

Table 1.1 Resident Population of Hatohobei, 1925 to 2000.									
Census years	1925	1935	1958	1967	1970	1986	1990	1995	2000
Residents	255	172	103	60	64	35	22	51	23
Source: 1990 ROP Census Monograph, 1995 ROP Statistical Yearbook, and 2000 ROP Statistical Yearbook., Office of Planning and Statistics, Government of Palau., 2002.									



Epidemics and food deficiencies were not the only attributing factors to the depopulation of Hatohobei but also by “blackbirding” from 1906 to 1914 by the German administration to serve its economic development interests on

Yap, Saipan, Palau, and other main islands in Micronesia also continued (PCAA, 1977:220-225; Rechebei & McPhetres, 1997:161). Blackbirding refers to the practice of physically removing people from their own island to another to work for a government or a commercial operation. In 1914, Japan gained control of several main islands in Micronesia, including Palau, when Germany became involved in World War I. “Japanese forces landed on Koror and Angaur in October 1914, with a garrison stationed at the latter a few months later” (Office of Planning and Statistics, 1990:5). The Japanese administration also practiced “blackbirding” of Hatohobeans, Okinawans, and other Micronesians to serve on its economic development interests in Palau and other main islands in Micronesia (L. Simeon,¹⁷ pers. comm. 2002).

Japan’s emphasis on economic interests in Micronesia shifted to military concerns in the 1930s in preparation for World War II. Throughout the summer of 1944, American forces, bombed the capital city of Koror, and by early 1945 Japanese forces on Palau were successfully neutralized and bypassed by American forces on their way to the Philippines (Office of Planning and Statistics, 1990). After World War II in 1945, the U.S. Navy took over the administration of the former Japanese Micronesian possessions. “In 1947, the United Nations placed these islands in a strategic trusteeship called the Trust Territory of the Pacific Islands (TTPI), with the United States named as administering authority” (Office of Planning and Statistics, 1990:6).

¹⁷ An elder of Hatohobei

Figure 2 (p.11), depicts the resident population decline on Hatohobei over the census years from 1925 to the year 2000. The population figures represented in Figure 2 for 1973 and 1980 on Hatohobei could have been attributed to faulty census counts during the Trust Territory of the Pacific Islands (TTPI) administration years. According to Connell and Lea (1998:13),

The appraisal of urban conditions in Micronesia is hampered by the variable of quality information on demographic and socioeconomic conditions in towns. The first useful census of the Trust Territory of the Pacific Islands was conducted in 1973 and is flawed, while the 1980 census recorded a significant undercount almost everywhere.

2.6 Rural-Urban Migration

Connell and Lea (1998:13) also pointed out that “The most recent censuses and survey data in Micronesia revealed a number of distinctive features of urbanization” in Palau and the rest of the main islands in Micronesia. According to the year 2000 Palau census, 70 percent of the total population of Palau resides in the capital city of Koror (Office of Planning and Statistics, 2001:16). The concentration of Palau’s population in Koror is attributed to a combination of foreign worker immigration and the rural-urban migration of the local population. Figure 2 (p.11) illustrated the trend of a current population decline on Hatohobei, which is also partly attributed to rural-urban migration.

Rural-urban migration is one of the contributing factors affecting student enrollment on Hatohobei (C. Emilio,¹⁸ pers. comm. 2002). At present,

¹⁸ Lt. Governor, Hatohobei State, Republic of Palau

the majority of Hatohobeans occupy the distinctive urban enclave called *Eang in* Koror. Hatohobeans travel between Hatohobei and Eang for various reasons, as do many rural Palauan people who migrate to urbanized areas and establish their homes there. Throughout the years of TTPI administration and until the present, many members of the Hatohobei community have established residence outside of Palau for many different reasons.

For those who reside in Koror instead of on Hatohobei, the most common reasons are for better wage employment opportunities, better health care, and greater educational opportunities for their children. As part of urbanization efforts and the expansion of education under the administering authority of the TTPI in the 1960s, a public high school, government services, and even private businesses were concentrated in the capital city of Koror. Similarly, at present, urban lifestyles, concentration of government work, and private business transactions in Koror increased rural-urban migration throughout the 16 States of the Republic, as people search for better livelihood opportunities (Connell and Lea, 1988:58-60). One of the most important opportunities that Hatohobeans look forward to in Koror and elsewhere is better education for their children (K. Ngirusong,¹⁹ pers. comm. 2002).

2.7 Brief History of Tobi Elementary School

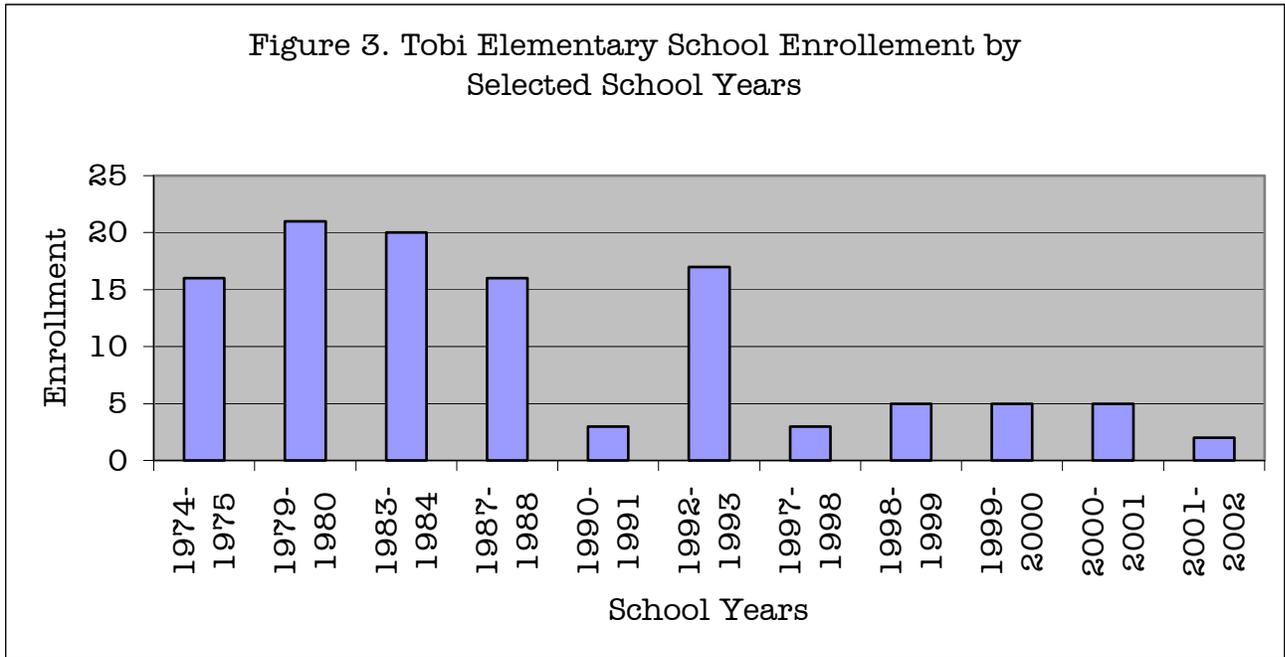
The Palau 2000 Master Plan for Educational Improvement (1994:18) mentioned that it was in the 1960s during the Kennedy administration that “All responsibilities for school construction and funding ...were assumed by

¹⁹ Parent

the Trust Territory Government.” The Tobi Elementary School was then established and operated under the auspices of the TTPI Department of Education. Later when Palau became an independent nation in October of 1994, the Republic’s Ministry of Education assumed authority over Palau public schools. Table 2.1 (below) shows student population at Tobi Elementary School from the school year 1974-1975 to 2001-2002.

School Year	1974 to 1975	1979 to 1980	1983 to 1984	1987 to 1988	1990 to 1991	1992 to 1993	1997 to 1998	1998 to 1999	1999 to 2000	2000 to 2001	2001 to 2002
Enrollment	16	21	20	16	3	17	3	5	5	5	2

Source: Division of School Management, Ministry of Education, ROP, 2002.



The figures in Table 2.1 shows a considerable decrease in the number of students from the school year 1990-1991 to 2001-2002, although there was a slight increase in the number of students in the school year 1992-1993. Furthermore, Table 2.1 indicates a consistent trend in the decrease in the

number of student enrollment from 17 students in the school year 1992-1993 to only two students in the school year 2001-2002. Figure 3 (p.15) illustrates the student population figures in Table 2 in the past 11 school years. The slight intermittent increase and decrease in the number of student enrollments shown in Figure 3 can be attributed to the rural-urban migration patterns of the local community.

During this period, the only means of transportation between Koror and Hatohobei was by an ocean going vessel whose passenger capacity was usually around 35 to 45 people. During the TTPI administration, field trips to the Southwest Islands take place every three to six months. After the cessation of the TTPI administration, Palau field trip schedule to the Southwest Islands became irregular; it ranges from three months to six months in a year. In 1994, when Palau became an independent nation, each of the Southwest Island States of Hatohobei and Sonsorol assumed the responsibility of their field trips. Field trips to Hatohobei became twice a year because of limited State funds. “This led people living on Tobi to migrate to Koror, Palau where they established residency” (Hangaripai, 2002:7).

2.8 IMPORTANCE OF A SCHOOL ON HATOHOBEL

Despite current rural-urban migration trends between Koror and Hatohobei, having a school on Hatohobei has a vital importance in the sustenance of the community’s well being (S. Sakarias, pers. comm. 2002). In the past 20 years, national development plans have been explicit in their support for improving Palau’s educational system. A development plan

prepared by Rivkin Associates (1981:6) for the government, it recommended “an educational system which offers each school-age child opportunity to prepare realistically for his future.” Palau’s Economic Development Plan (EDP) (1995-1999:246,249), also stated the need for greater involvement of State governments and parents in establishing school policies. The EDP (1995-1999) and other development plans emphasized the importance of providing equal opportunities and access to elementary and secondary education for all citizens and to educate the population on the need to participate in nation-building processes (Office of the President, 1987-1991:266, SAGRIC, 1996:14-14, JICA, 2000:13, Wenty, 2002:11- 41).

“There is a need for a well educated schoolteacher in order for future improvements in the school and community to take place” (L. Simeon, pers. comm. 2002). According to Emesiochel (1999:ii), one of the priorities of the Palau 2000 Master Plan for Educational Improvement is to “restore the traditional, close relationship between family, community, and education in Palau.” The Belau Family, School, and Community Association (BFSCA) passed several resolutions on this subject in its annual conference in the year 2000. One of these resolutions noted that the role of parents is to “provide clear communication between MOE and all States” (Emesiochel, 1999:4).

An Article VI of the Constitution of Hatohobei State (1983:4) stated that,

The Hatohobei State Government shall take affirmative action to:

- a) protect, promote, and maintain the social welfare, public health, safety, and security of the people of the state;

- b) encourage and promote education, economic, physical and social enhancement of the people of the state;
- c) preserve and promote a health and beautiful environment of the state.

In addition to the aforesaid section of the State Constitution, in the year 2000 the State government enacted Hatohobei State Public Law (HSPL) 5-4-00 which established a five member Hatohobei State Scholarship Board and Hatohobei State Scholarship Funds. HSPL 5-4-00 authorizes the State government to appropriate and disburse scholarship funds to any qualified persons of Hatohobei who is a high school graduate and applying and/or currently attending a college inside or outside Palau. Every school year, the Hatohobei State Scholarship Board acts as the screening entity for the State government for all scholarship applicants.

At present, there is no existing State educational improvement plan for Tobi Elementary School. There are three obvious reasons: a) the State Constitution encourages and promotes education for its people; b) the school was operated under the auspices of the Trust Territory government and then, after Palau's independence in 1994, under the administering authority of the Ministry of Education; and c) State statutory laws fall under the umbrella of the National laws and policies. The National government enacts laws and sets broad policies on education and the State government supports and promotes such laws and policies in the interest of its people's welfare.

2.9 Summary

The laws and policies of the National and State governments are unequivocal in their support for education. The people of the Southwest Islands have “inequitable access to the nation’s resources, including those of education (Wenty, 2002:36). This study’s endeavor is to determine Hatohobei community’s perception of importance of having a school on the island.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology I employed to obtain Hatohobei community members' perceptions on the importance of a school on the island.

3.2 Research Methodology

The research methodology employed for this study is a survey research in which a survey questionnaire was designed to measure perceptions of the Hatohobei community members inside and outside Palau about the importance of having a school on the island.

3.3 Selection of the Subjects

I conducted a survey on all “person of Hatohobei”²⁰ who were of high school age and older adults from August 26 to September 7, 2002. Hangaripaii²¹ in his study of 2002 mentioned that the population of Hatohobei inside and outside Palau is estimated roughly over 300. In my search for an accurate count of all persons of Hatohobei, I was not able to find a reliable source. I was able, however, with the assistance of Mr. Emilio²² (June 2002), to compile a most recent estimate listing of persons of Hatohobei. Mr. Emilio estimated that there are approximately 250 persons of Hatohobei inside and outside of Palau. A total of 154 Hatohobeans were selected from the list of 250

²⁰ See Definition of Terms, p.3

people to be enumerated. These were individuals who resided on Hatohobei, Eang, and outside of Palau during the enumeration period.

3.4 Instrumentation

In the early stage of the survey questionnaire design, Mr. Marcus Hangaripaii and Mr. Dominic Emilio served as panel reviewers. Mr. Hangaripaii and Mr. Emilio are knowledgeable members of the community whose insights and opinions I value. After several revisions and with much input from Professor Kenneth Galae'i,²³ the survey questionnaire now contains 19 line items²⁴. Out of the 19, 13 are close-ended questions, which required a “YES” and “NO” answers. Out of the remaining 6 line items, 3 are fill in the blanks about demographic information. The other 3 line items are checklist items which solicited information on employment, usual residence, and respondent's role (e.g. parent, single parent, grandparent, guardian, etc.). The survey questionnaire was pilot tested with 10 members of the Hatohobean community in Eang. After the pilot testing, a few changes were made to the questionnaire in terms of the choice of words and arrangement of a few line items to flow smoothly. The actual survey questionnaires distributed to the selected participants were printed on colored paper (orange-yellow) for them to easily identify the survey questionnaires.

²¹ Hangaripaii, MS Thesis, a study on Helen Reef Resource Management and Conservation

²² Dominic Emilio, State Legislator

²³ Advisor, San Diego State University

²⁴ See Appendix A – Survey Questionnaire

3.5 Data Collection

The enumeration period started on August 26 and ended on September 7, 2002. A number was assigned to each of the actual survey questionnaire to match a listing of individuals who were enumerated for tracking system purposes and to avoid double counting of the responses. Data collection was conducted in four ways: a) I distributed the survey questionnaire on a house-to-house basis in the early evenings after working hours and on weekends. In most cases, participants were willing to take a few minutes to complete their questionnaires and gave them back to me; b) the survey questionnaires were left with participants, I picked them up later or they were brought to me; c) with the elders I had to translate the survey questions to them and record their responses; and d) with the assistance of Mr. Dave Sapio, former Hatohobei State Peace Corps Volunteer, the survey questionnaire was converted into Acrobat 5.0 PDF file with line item fields for respondents to fill in appropriate responses. This PDF version of the survey questionnaire was posted on Friends of Tobi (FOTI) Website, <http://cas.gmu.edu/~tobi>,²⁵ and it was also emailed via FOTI email list serve attachments for Hatohobei community members outside Palau to respond.

For the members of the community who did not have email and/or Internet access, I was not able to reach them because their mailing addresses were unknown. I was not able to enumerate Hatohobei community members

²⁵ Dr. Peter W. Black, George Mason University, created FOTI Website. Dr. Black conducted over 30 years of ethnographic work on Tobi. A majority of Hatohobeans outside of Palau subscribes to FOTI Website and email list serve.

living on Hatohobei because of an inconvenience due to delayed fieldtrip schedule to the island. There were approximately 10 people living on Hatohobei during the enumeration period. Out of 250 persons of Hatohobei, 154 people were selected to participate in this study, 104 individuals responded, 50 individuals perhaps chose not to participate and/or I had no means of reaching them. I received only four completed survey questionnaires from outside of Palau. They were not included in the final data recording and analysis because they were one week late, after the September 7, 2002 deadline.

3.6 Data Recording and Analyses

A statistical computer program software called SPSS.10 for Windows was used to analyze the survey results. Data recording and analyses were managed in four ways: a) I setup a “coding system”²⁶ based upon possible responses to the survey questionnaire line items. For example, “Male” = 1, “Female” = 2, “Yes” = 1, “No” = 2, and so forth. The completed survey questionnaires were coded prior to data entry and analysis; b) all the coded information was keyed into the SPSS spreadsheet for analysis; c) in descriptive statistics, frequencies, percentages, and cross-tabulations were utilized to produce tables; d) in inferential statistics, the chi-square was the statistical test used to determine the significance between all respondents on the perceived importance of

²⁶ See Appendix B – Survey Questionnaire Coding System

having a school on Hatohobei. The statistical test for the level of significance was set at alpha .05 (Ary, et al, 1996:556).²⁷

3.7 Methodological Assumptions

The findings of this study will indicate that there is no reliable evidence to show that there is a difference in the perceived importance of a school on Hatohobei between all respondents.

3.8 Limitations

The limitations of this study are: a) unknown mailing and email addresses of study participants outside of Palau; b) low response from participants outside of Palau; c) inconvenience of State field trip schedule to the island, therefore, adults living on Hatohobei were not able to be enumerated; d) forced answers like “Yes” and “No” in the survey questionnaire may not provide ample choices for participants; and e) uncertainty of participants’ responses whether they truly expressed their honest opinions.

3.9 Summary

As I alluded to earlier, an estimate of 250 persons of Hatohobei were identified, 154 (62%) out of the 250 people were selected to participate in the study. 104 (68%) of the selected participants responded, and 50 (32%) were non-respondents. The survey data interpretation and analysis are discussed in the next chapter.

²⁷ See Table A.4

CHAPTER FOUR
PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter discusses the findings of the survey conducted from August 26 to September 7, 2002.

4.2 Data Interpretations

Table 4.1 (below) shows that out of the 154 selected to participate in this study, 104 respondents 62 (60%) were males and 42 (40%) were females.

Table 4.1 Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	62	59.6	59.6	59.6
Female	42	40.4	40.4	100.0
Total	104	100.0	100.0	

Table 4.2 (p.26) shows respondent's age distributions in frequencies and percentages. The youngest respondent was age 14, a high school student, and the oldest was 68 years of age. As indicated in Table 4.2, "Missing System" means that one respondent did not reveal his/her age during the enumeration process.

Table 4.2 Age Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14	1	1.0	1.0	1.0
	15	1	1.0	1.0	1.9
	16	4	3.8	3.9	5.8
	17	6	5.8	5.8	11.7
	18	5	4.8	4.9	16.5
	19	5	4.8	4.9	21.4
	20	2	1.9	1.9	23.3
	21	3	2.9	2.9	26.2
	22	2	1.9	1.9	28.2
	23	1	1.0	1.0	29.1
	24	1	1.0	1.0	30.1
	25	6	5.8	5.8	35.9
	27	3	2.9	2.9	38.8
	28	6	5.8	5.8	44.7
	29	2	1.9	1.9	46.6
	30	4	3.8	3.9	50.5
	31	4	3.8	3.9	54.4
	32	1	1.0	1.0	55.3
	33	2	1.9	1.9	57.3
	34	1	1.0	1.0	58.3
	35	1	1.0	1.0	59.2
	36	3	2.9	2.9	62.1
	37	1	1.0	1.0	63.1
	39	5	4.8	4.9	68.0
	40	2	1.9	1.9	69.9
	41	1	1.0	1.0	70.9
	42	1	1.0	1.0	71.8
	43	2	1.9	1.9	73.8
	44	1	1.0	1.0	74.8
	46	3	2.9	2.9	77.7
	48	3	2.9	2.9	80.6
	49	2	1.9	1.9	82.5
	50	2	1.9	1.9	84.5
	51	3	2.9	2.9	87.4
	52	3	2.9	2.9	90.3
	54	3	2.9	2.9	93.2
	58	1	1.0	1.0	94.2
	59	2	1.9	1.9	96.1
	61	1	1.0	1.0	97.1
	66	2	1.9	1.9	99.0
	68	1	1.0	1.0	100.0
	Total	103	99.0	100.0	
Missing	System	1	1.0		
Total		104	100.0		

Table 4.3 shows out of the 104 respondents 47 (45%) were married couple, single parent 11(11%), grandparent 7 (7%), guardian 2 (2%), Other 7 (7%) who did specify their roles.

Table 4.3 Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Married couple	47	45.2	45.2	45.2
Single parent	11	10.6	10.6	55.8
Grandparent	7	6.7	6.7	62.5
Guardian	2	1.9	1.9	64.4
Other	7	6.7	6.7	71.2
Student	22	21.2	21.2	92.3
Non-parent	7	6.7	6.7	99.0
Widow	1	1.0	1.0	100.0
Total	104	100.0	100.0	

In Table 4.3, 22 (21%) were students, 7 (7%) were non-parents, and a widow (1%) were participants in this study. In Table 4.4 is cross-tabulation of respondents and attendance at Tobi Elementary School. A total of 103 responded to the survey question “I attended Tobi School.” 28 married couple said “Yes” that they attended Tobi School,

Table 4.4 Respondents * Attended Tobi Crosstabulation

Count		Attended Tobi		Total
		Yes	No	
Respondent	Married couple	28	18	46
	Single parent	10	1	11
	Grandparent	4	3	7
	Guardian	1	1	2
	Other	2	5	7
	Student	5	17	22
	Non-parent	4	3	7
	Widow		1	1
Total		54	49	103

10 single parents, 4 guardians, 2 others means they did not specify whether they attended Tobi School or not, and 4 non-parent. Out of the 103 responded 54 said that they attended Tobi School and 49 said “No.”

Table 4.5 indicates that out of the 104 respondents, 53 (51%) graduated from high school, 49 (47%) did not graduate from high school, 2 (2%) did not reveal whether they graduated from high school.

Table 4.5 High School Graduate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	53	51.0	52.0	52.0
	No	49	47.1	48.0	100.0
	Total	102	98.1	100.0	
Missing	System	2	1.9		
Total		104	100.0		

Table 4.6 is a cross-tabulation of respondents and high school graduate. 27 married couples said that they graduated from high school and 19 did not. 5 single parents graduated while 6 did not.

Table 4.6 Respondents* High School Graduate Crosstabulation

Count

		High School		Total
		Yes	No	
Responden	Married couple	27	19	46
	Single parent	5	6	11
	Grandparent	4	3	7
	Guardian	1	1	2
	Other	3	4	7
	Student	7	15	22
	Non-parent	6	1	7
Total		53	49	102

4 grandparents, 1 guardian, 7 students, and 6 non-parents graduated from high school and 1 did not. Out of the 102 who responded to the question “ I

graduated from high school,” A total of 53 said “Yes” that they graduated from high school and 49 said “No.” 2 respondents out of the total of 104 surveyed did not indicate whether they ever graduated from high school.

Table 4.7 shows that the number of respondents who responded to the question “I attended MOC/PCC.” A total of 26 (25%) respondents said “Yes” that they attended MOC/PCC and 78 (75%) said “No.”

Table 4.7 Attended MOC/PCC

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	26	25.0	25.0	25.0
No	78	75.0	75.0	100.0
Total	104	100.0	100.0	

Table 4.8 shows a cross-tabulation of respondents and attendance at MOC/PCC. Out of the 104 responded, 16 married couples said they attended MOC/PCC and 31 did not. 1 single parents said “Yes” and 10 said “No” to attendance at MOC/PCC.

Table 4.8 Respondent * Attended MOC/PCC Crosstabulation

Count

		Attended MOC/PCC		Total
		Yes	No	
Respondent	Married couple	16	31	47
	Single parent	1	10	11
	Grandparent	1	6	7
	Guardian	1	1	2
	Other	1	6	7
	Student	4	18	22
	Non-parent	2	5	7
	Widow		1	1
Total		26	78	104

One grandparent, one guardian, 4 students, and 2 non-parents attended MOC/PCC. Out of the 104 respondents 26 attended MOC/PCC, 78 did not, and 2 others who did not specify whether they attended MOC/PCC.

Table 4.9 shows respondents who replied to the survey question “I have a college degree.” Out of the 104 respondents, 8 said “Yes” and 94 said “No” to having a college degree. 2 respondents did not indicate whether they have a college degree.

Table 4.9 Have a College degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	7.7	7.8	7.8
	No	94	90.4	92.2	100.0
	Total	102	98.1	100.0	
Missing	System	2	1.9		
Total		104	100.0		

Table 4.10 indicates that 6 respondents who attended Tobi School have college degrees, and 47 attended Tobi School and did not have college degrees. 2 respondents did not indicate whether they attended Tobi School and have a college degree.

Table 4.10 Attended Tobi * College degree Crosstabulation

Count

		College degree		Total
		Yes	No	
Attended Tobi	Yes	6	47	53
	No	2	47	49
Total		8	94	102

Table 4.11 shows the responses to the survey question “My child attended Tobi School” Out of the 104 respondents, 19 (18%) said “Yes” and 85 (82%) said “No.”

Table 4.11 Child Attended Tobi Elementary School

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	19	18.3	18.3	18.3
No	85	81.7	81.7	100.0
Total	104	100.0	100.0	

Table 4.12 shows a cross-tabulation of respondents and their children’s attendance at Tobi School. Out of the 104 respondents, 10 married couples said that their children attended Tobi school and 37 said “No.”

Table 4.12 Respondent * Child Attended Tobi School Crosstabulation

Count

		Child attended Tobi School		Total
		Yes	No	
Respondent	Married couple	10	37	47
	Single parent	1	10	11
	Grandparent	6	1	7
	Guardian	1	1	2
	Other		7	7
	Student		22	22
	Non-parent		7	7
	Widow	1		1
Total		19	85	104

One single parent, 6 grandparents, one guardian and a widow said that their children attended Tobi school.

Table 4.13 shows the number of respondents' children who attended Tobi School. Out of the 104 respondents, 3 respondents indicated that they each have 2 children who attended the school, 1 respondent said he/she had 3 children and 2 respondents said they had eight children who attended Tobi School. 98 respondents did not indicate whether their children attended Tobi school.

Table 4.13 Number of Child Attended Tobi School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	2.9	50.0	50.0
	3	1	1.0	16.7	66.7
	8	2	1.9	33.3	100.0
	Total	6	5.8	100.0	
Missing	System	98	94.2		
Total		104	100.0		

Table 4.14 shows a cross-tabulation of respondent and number of own children attended Tobi school. 3 married couples said they had 2 and the fourth married couple said they had only 1 child. 2 grandparents said that they each had 8 children who attended Tobi School. 98 respondents did not indicate the number of their children who attended Tobi School.

Table 4. 14 Respondents * Number of Child Attended Tobi School Crosstabulation

Count

		Number of Child Attended Tobi School			Total
		2	3	8	
Respondent	Married couple	3	1		4
	Grandparent			2	2
Total		3	1	2	6

Table 4.15, out of the 104 respondents, 9 respondents (9%) said “Yes” to the survey question “I am satisfied with my children’s education before it closed.” 10 respondents (10%) said “No” that they were not satisfied with their children’s education at Tobi School. Out of the 104 respondents, 85 (82%) did not indicate whether they were satisfied with their children’s education. Those who did not respond to the question mean that they did not have children who attended Tobi School. There was a minimal difference between those who were satisfied with their children’s education than those who were not satisfied.

Table 4.15 Satisfied with Child's Education at Tobi School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	8.7	47.4	47.4
	No	10	9.6	52.6	100.0
	Total	19	18.3	100.0	
Missing	System	85	81.7		
Total		104	100.0		

Table 4.16 shows a cross-tabulation between respondents and satisfaction with own child’s education at Tobi School. 9 respondents said that they were satisfied with their children’s education while 10 were not satisfied. As indicated in Table 4.15, 85 respondents who did not respond did not have children who previously attended Tobi School.

Table 4.16 Respondents * Satisfied w/ Child's Education Crosstabulation

Count		Satisfied w/ Child's Education		Total
		Yes	No	
Respondent	Married couple	4	6	10
	Single parent		1	1
	Grandparent	4	2	6
	Guardian		1	1
	Widow	1		1
Total		9	10	19

In Table 4.17, out of 104 respondents, 33 respondents (32%) said “Yes” that they had children of elementary school age. 71 respondents (68%) said “No” that they did not have children of elementary school age.

Table 4.17 Have Elementary School Age Child

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	33	31.7	31.7	31.7
No	71	68.3	68.3	100.0
Total	104	100.0	100.0	

Table 4.18 (p.35) shows a cross-tabulation between respondents and having children of elementary school age.

Table 4.18 Respondents * Have Elementary School Age Child Crosstabulation

Count		Have E. School Age Child		Total
		Yes	No	
Respondent	Married couple	26	21	47
	Single parent	4	7	11
	Grandparent	3	4	7
	Guardian		2	2
	Other		7	7
	Student		22	22
	Non-parent		7	7
	Widow		1	1
Total		33	71	104

Table 4.19 shows frequency distribution of the number of elementary school age children respondents had during the enumeration period. Out of the 104 respondents, 15 respondents (14%) had a child each of an elementary school age, 9 respondents (9%) had 2 children each, 7 respondents (7%) had 3 children each, and 2 respondents (2%) had 5 children each of an elementary school age. A total of 71 respondents (68%) did not have children of an elementary school age.

Table 4. 19 Number of Elementary School Age Children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	14.4	45.5	45.5
	2	9	8.7	27.3	72.7
	3	7	6.7	21.2	93.9
	5	2	1.9	6.1	100.0
	Total	33	31.7	100.0	
Missing	System	71	68.3		
Total		104	100.0		

Table 4.20 shows a cross-tabulation between respondents and the number of elementary school age children each respondent had during the enumeration period.

Table 4.20 Respondents * Number of Elementary School Age Children Crosstabulation

Count		Number of Elementary School Age Children				Total
		1	2	3	5	
Respondent	Married couple	10	8	6	2	26
	Single parent	3	1			4
	Grandparent	2		1		3
Total		15	9	7	2	33

Table 4.21 shows that the number of respondents who were willing to have their children attend Tobi School. Out of the 104 respondents, 46 said “Yes” (44%) and 43 said “No” (41%). 15 respondents (14%) did not indicate if they were willing to have their children attend Tobi School. Table 4.21 shows that there was a minimal difference between respondents’ willingness to have their children attend Tobi School. The minimal difference between respondents points toward the dilemma each community member has when it comes to a question of sending his/her own child to go to school on Hatohebi.

Table 4.21 Willing to have Child Attend Tobi Elementary School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	46	44.2	51.7	51.7
	No	43	41.3	48.3	100.0
	Total	89	85.6	100.0	
Missing	System	15	14.4		
Total		104	100.0		

Table 4.22 (p. 37) shows the cross-tabulation results between respondents and willing to have their children attend Tobi School.

**Table 4.22 Respondents * Will-have Child Attend Tobi School
Crosstabulation**

Count		Will-have Child Attend Tobi School		Total
		Yes	No	
Respondent	Married couple	28	16	44
	Single parent	6	4	10
	Grandparent	3	2	5
	Guardian		1	1
	Other	3	3	6
	Student	6	13	19
	Non-parent		3	3
	Widow		1	1
Total		46	43	89

Table 4.23 shows respondents employment status during the enumeration period. 14 percent of the respondents worked at State government, 10 percent worked at national government, and 15 percent worked at private businesses. 21 percent out of the 104 respondents were students by occupation and 2 percent were retired workers.

Table 4.23 Employment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid State government	15	14.4	14.4	14.4
National government	10	9.6	9.6	24.0
Semi-government organization	4	3.8	3.8	27.9
Non-profit organization	6	5.8	5.8	33.7
Private business	15	14.4	14.4	48.1
Self-employed	3	2.9	2.9	51.0
Unemployed	24	23.1	23.1	74.0
Other	3	2.9	2.9	76.9
Student	22	21.2	21.2	98.1
Retired	2	1.9	1.9	100.0
Total	104	100.0	100.0	

In Table 4.24 (below), the survey questionnaire line item was “I am now living on Hatohobei.” 100 percent of the respondents were not living on Hatohobei during the enumeration period. Those who live on Hatohobei could not be enumerated due to fieldtrip schedule inconvenience.

Table 4.24 Live on Tobi Now

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	104	100.0	100.0	100.0

Table 4.25 shows a cross-tabulation between respondents and live on Hatohobei now. 104 of respondents (100%) said “No” that they were not living on Hatohobei during the enumeration period.

Table 4.25 Respondents * Live on Tobi Now

Count

		Live on Tobi Now	Total
		No	
Respondent	Married couple	47	47
	Single parent	11	11
	Grandparent	7	7
	Guardian	2	2
	Other	7	7
	Student	22	22
	Non-parent	7	7
	Widow	1	1
Total		104	104

Table 4.26 (p.39) shows respondents’ reasons for not living on Hatohobei. These were their response to the survey statement saying “I am not living on Hatohobei because of:” 41 respondents (39%) indicated that employment was their reasons for not living on Hatohobei. 18 respondents (17%) said my children’s education, and 26 respondents (25%) said my own education. This

means that presently a majority of Hatohobeans do not live on the island because of employment, education, health, and transportation reasons. Several other reasons indicated in Table 4.26 (below).

Table 4.26 Reason for Not Live on Tobi Now

	Frequency	Percent	Valid	Cumulative Percent
Valid Health reasons	5	4.8	4.8	4.8
Employment reasons	41	39.4	39.4	44.2
Transportation problems	5	4.8	4.8	49.0
My children's education	18	17.3	17.3	66.3
My own education	26	25.0	25.0	91.3
Other	3	2.9	2.9	94.2
Live in Koror	3	2.9	2.9	97.1
Illness in the family	2	1.9	1.9	99.0
Live elsewhere	1	1.0	1.0	100.0
Total	104	100.0	100.0	

Table 4.28 (p.40) shows respondents' response to the survey questionnaire line item "I plan to relocate to live on Hatohobei" Out of the 104 respondents, 88 respondents (84%) said "Yes" that they had plan to live on Hatohobei and 11 respondents (11%) said "No" that they did not have plan to relocate to live on Hatohobei. 5 respondents (5%) did not indicate their plans whether to relocate or to live on Hatohobei. Table 4.28 illustrated how strong respondents feel about their ties to the island. A majority of them did not live on island during the enumeration period and yet they have future plans to live on Hatohobei.

Table 4.27 Plan to Live on Tobi

		Frequency	Percent	Valid	Cumulative Percent
Valid	Yes	88	84.6	88.9	88.9
	No	11	10.6		100.0
	Total	99	95.2		100.0
Missing	System	5	4.8		
Total		104	100.0		

Table 4.28 shows a cross-tabulation of respondents and plan to relocate to live on Hatohobei.

Table 4.28 Respondents * Plan to Live on Tobi

Count		Plan to Live on Tobi		Total
		Yes	No	
Responden	Married couple	40	5	45
	Single parent	8	1	9
	Grandparent	6	1	7
	Guardian	2		2
	Other	5	2	7
	Student	19	2	21
	Non-parent	7		7
	Widow	1		1
Total		88	11	99

Table 4.29, out of the 104 respondents, 99 respondents (95%) favored re-opening of Tobi School after its closure in November 2001 and 3 respondents (3%) said “No” that they did not favor re-opening of the school. 2 respondents did not reveal whether they favored re-opening of the school or not.

Table 4.29 Favor Re-open of Tobi Elementary

		Frequency	Percent	Valid	Cumulative Percent
Valid	Yes	99	95.2	97.1	97.1
	No	3	2.9		100.0
	Total	102	98.1		100.0
Missing	System	2	1.9		
Total		104	100.0		

Table 4.30 shows a cross-tabulation between respondents and favor re-opening of Tobi School. It illustrates how strong community members’ perceived importance of a school on Hatohobei. According to Table 4.30, 95percent of community members favor re-opening of the school.

Table 4.30 Respondents * Favor Re-open of Tobi Elementary Crosstabulation

Count

		Favor Re-open of School		Total
		Yes	No	
Responden	Married couple	46		46
	Single parent	10		10
	Grandparent	6	1	7
	Guardian	2		2
	Other	7		7
	Student	20	2	22
	Non-parent	7		7
	Widow	1		1
Total		99	3	102

Table 4.31 shows respondents’ response to “ I feel it is important to open Tobi School.” Out of the 104 respondents, 100 respondents (96%) said “Yes” that they felt it is important to open the school. 4 respondents (4%) said “No.”

Table 4. 31 Feel it is Important to Open Tobi Elementary

		Frequency	Percent	Valid	Cumulative Percent
Valid	Yes	100	96.2	96.2	96.2
	No	4	3.8	3.8	100.0
Total		104	100.0	100.0	

Table 4.32 (p.42) shows a cross-tabulation between respondents and feeling of importance to open the Tobi School.

**Table 4.32 Respondents * Feel it is Important to Open Tobi School
Crosstabulation**

Count

		Feel Tobi School Important		Total
		Yes	No	
Responden	Married couple	47		47
	Single parent	11		11
	Grandparent	7		7
	Guardian	2		2
	Other	7		7
	Student	18	4	22
	Non-parent	7		7
	Widow	1		1
Total		100	4	104

Table 4.33, out of the 104 respondents, 59 respondents (57%) said “Yes” that they were satisfied with Ministry of Education’s (MOE) support in efforts to resolve issues surrounding Tobi school. 44 respondents (42%) said “No.” 1 respondent did not indicate whether he/she is satisfied with MOE’s support for Tobi School.

Table 4. 33 Satisfied w/ Ministry of Education Support for Tobi School

		Frequency	Percent	Valid	Cumulativ Percent
Valid	Yes	59	56.7	57.3	57.3
	No	44	42.3	42.7	100.0
	Total	103	99.0	100.0	
Missing	System	1	1.0		
Total		104	100.0		

Table 4.34 (p.43) shows a cross-tabulation between respondents and satisfaction with Ministry of Education’s support in efforts to resolve issues surrounding Tobi School.

**Table 4.34 Respondents * Satisfied-Ministry of Education
Crosstabulation**

Count

		Satisfied-MOE		Total
		Yes	No	
Responden	Married couple	25	21	46
	Single parent	4	7	11
	Grandparent	5	2	7
	Guardian	1	1	2
	Other	7		7
	Student	12	10	22
	Non-parent	5	2	7
	Widow		1	1
Total		59	44	103

Table 4.35 (below), out of the 104 respondents, 51 respondents (49%) said “Yes” that they were satisfied with Hatohebei State Government’s support in efforts to resolve issues surrounding Tobi School. 52 respondents (50%) said “No.”

Table 4.35 Satisfied w/ Hatohebei State Gov’t (HSG) Support for Tobi School

		Frequency	Percent	Valid	Cumulative Percent
Valid	Yes	51	49.0	49.5	49.5
	No	52	50.0	50.5	100.0
	Total	103	99.0	100.0	
Missing	System	1	1.0		
Total		104	100.0		

Table 4.36 (p.44) shows a cross-tabulation of respondents and satisfaction with Hatohebei State Government’s support in efforts to resolve issues surrounding Tobi School.

**Table 4.36 Respondents * Satisfied w/ HSG Support for Tobi School
Crosstabulation**

Count

		Satisfied-HSG		Total
		Yes	No	
Respondent	Married couple	26	20	46
	Single parent	3	8	11
	Grandparent	2	5	7
	Guardian	1	1	2
	Other	6	1	7
	Student	8	14	22
	Non-parent	5	2	7
	Widow		1	1
	Total	51	52	103

Table 4.36 shows a small difference between respondents who said “Yes” that they were satisfied and those who said “No” that they were unsatisfied with Hatohobei State Government’s support in resolving issue related to Tobi School.

4.3 Significance of the Study

In determining whether there is a significant difference between all respondents’ perceived importance of a school on Hatohobei. I employed the use of descriptive statistics to compare mean scores and standard deviations of all responses to various variables. Table 4.37 (p.45) shows minimal mean difference between all respondents in responses to questions “ I feel it is important to open Tobi School” and “I favor re-opening of Tobi School.” The mean scores between all respondents as indicated in Table 4.37 are 1.04 and 1.03. The difference between these mean scores is minimal to support a significant difference between all respondents on the perceived importance of a school on Hatohobei.

The standard deviations of .19 and .17 shown in Table 4.37 (below) mean that there is very small variability between all respondents.

Table 4.37 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std.
Feel Tobi School Important	104	1	2	1.04	.19
Favor Re-open of Tobi School	102	1	2	1.03	.17
Satisfied-MOE	103	1	2	1.43	.50
Satisfied-HSG	103	1	2	1.50	.50
Valid N	101				

Table 4.37 (above) shows also a small mean difference between all respondents who responded to “I am satisfied with the Ministry of Education’s support in efforts to resolve issues surrounding Tobi school” and “I am satisfied with the Hatohebei State Government’s support in efforts to resolve issues surrounding Tobi school”. The standard deviations of .50 and .50 shown in Table 4.37 mean that variability between all respondents’ satisfaction with MOE and HSG support are the same.

Table 4.38 (p.46) shows results of statistical tests to determine whether the level of significance between all respondents’ perceived importance of a school on Hatohebei supports rejection of the null hypothesis.²⁸ The statistical tool employed to determine the level of significance is “chi-square.” (Ary, et al, 1996:214-219). The level of significance is set at alpha .05 (Ary, et al, 1996:556).

²⁸ See Hypotheses, p.3

Table 4.38 Test Statistics

	Respondent	Favor Re-open of Tobi School	Feel Tobi School is Important	Satisfied-MOE Support	Satisfied-HSG Support
Chi-Square ^{a,b,c,d}	124.154	90.353	88.615	2.184	.010
df	7	1	1	1	1
Asymp. Sig.	.000	.000	.000	.139	.922

- a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected frequency is 13.0.
- b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected frequency is 51.0.
- c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected frequency is 52.0.
- d. 0 cells (.0%) have expected frequencies less than 5. The minimum expected frequency is 51.5.

As shown in Table 4.38, the levels of significance between all respondents to “Favor Re-open of Tobi School,” “Feel Tobi School is Important”, “Satisfied-MOE Support”, and “Satisfied-HSG Support” are less than the expected value of 3.841 at alpha .05 level of confidence (Ary, et al, 1996: 556). This means that the null hypothesis cannot be rejected because the observed distribution did not conform to the hypothesized distribution. The expected difference on the importance of a school on Tobi between all respondents and observed frequencies are not what would be expected by chance. Therefore, the statistical significance of this study shows insufficient evidence to reject the null hypothesis. Thus, it means that I do not have reliable evidence to say that there is a difference in importance of a school on Tobi between all respondents.

Since the null hypothesis “There is a difference in importance of a school on Tobi between all respondents” cannot be rejected and the hypothesis “There is no difference in importance of a school on Tobi between all

respondents” cannot be retained, the findings of this study indicate that within the sample of 104, all respondents said that it is important to have a school on Hatohobei.

4.4 Other Findings

On August 7, 2002, a meeting was held at the Ministry of Education in efforts to resolve Hatohobei community’s concern about Tobi Elementary School. This meeting was scheduled by the Minister of Education to meet with the Governor of Hatohobei State and concerned parents of Hatohobei. The objective of this meeting was to arrive at some workable solutions and/or recommendations to re-open Tobi Elementary School. The following is a roster of attendance at this meeting:

- The Honorable Minister Mario Katosang, Ministry of Education
- Mr. Emery Wenty, Director Bureau School Administration, MOE
- The Honorable Sabino Sakarias – Governor, Hatohobei State
- Chief Kalistus Ngirturong, Division of School Management
- Melanie Nestor – Teacher, Meyuns Elementary School
- Nancy Sabino – Teacher, Sonsorol Elementary School
- Rosa Andrew – Teacher, Tobi Elementary School
- Fermina Ngirusong – Parent, Hatohobei
- Vestina Lorenzo – Parent, Hatohobei
- Felix Tarkong – Parent, Hatohobei
- Diana Andres – Parent, Hatohobei
- Huan Hosei – Parent, Hatohobei

This meeting began at 9 a.m. and adjourned at 11:45 a.m. As a result of this meeting, the following were the Ministry of Education’s recommendations:

1. **Recommendation One** – Tobi Elementary School should open for the

school year 2002-2003.

2. **Recommendation Two** - Tobi Elementary School teacher should be given administrative warning based upon previous complaints. The schoolteacher should submit bi-weekly and/or monthly reports via high frequency (HF) radio communications with the State Liaison Office in Koror and Ministry of Education.
3. **Recommendation Three** – Parents of enrolled students at Tobi Elementary School and schoolteacher should reconcile past allegations. Parents should assist schoolteacher with the affairs of the school. Parents and State government, however, should report any grievances to the Ministry.
4. **Recommendation Four** - State government should support Tobi School by providing a State hired teacher assistance and regular field trips for monitoring and training purposes and to entice parents to enroll their children at Tobi School.
5. **Recommendation Five** – Tobi schoolteacher should be warned and suspended prior to eventual termination if designated duties are not fulfilled.

4.5 Summary

A total of 154 out of 250 Hatohebeans were selected for this study. Out of the 154 participants, 104 responded. The statistical test results report insignificant findings to reject the null hypothesis and to retain the hypothesis. The findings of this study revealed that within the sample of 104,

all married couples, single parents, grandparents, guardians, students, non-parents, and widows said that having a school on Hatohobei is important. This means that the State and National leaderships should do something about keeping Tobi Elementary School operational for the welfare and sustenance of community's well-being. On August 7, 2002, the Ministry of Education decided to re-open Tobi Elementary School for the school year 2002-2003. Long-term plans and/or recommendations in regards to keeping the school viably operational in many years to come remain unanswered.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Summary

In light of the closing of Tobi Elementary School in the early part of school year 2001-2002, the Hatohobei State leadership and community members were concerned about the future of the school. The attributing factors to the closing of the school were related to unprofessional conduct allegations against the schoolteacher and low student enrollment. This survey looked at community members' perceived importance of having a school on the island. The statistical analysis of this study showed insignificant findings to determine whether there is a difference in the perceived importance of a school on Hatohobei between all respondents. The statistical insignificance of this study at alpha .05 could mean that the number of sample drawn from the subject population was inadequate. All the respondents in this study, however, said that having a school on Hatohobei is important.

5.2 Conclusions

The research question was "What is the perceived importance of a school on Tobi?" As I alluded to earlier, the statistical analysis of the survey results revealed that the null hypothesis cannot be rejected at alpha .05 level of significance. In the meantime, however, the findings of this study substantiated that all of the 104 sample of Hatohobei community members

said that Tobi Elementary School is important, therefore something has to be done about it.

5.3 Recommendations

The following are my recommendations for a future research study on the perceived importance of having a school on Hatohobei:

1. Recommendation One – the future sample population should be more than 104 participants.
2. Recommendation Two – should revisit and modify survey questionnaire to include more response options in quantitative and qualitative research techniques to enhance data gathering on the perceived importance of a school on Hatohobei.

These are the recommendations, I believe, that will help to bring about a significant finding and more reliable measurement of the perceived importance of a school on Hatohobei.

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APPENDICES

APPENDIX A

TOBI ELEMENTARY SCHOOL - SURVEY QUESTIONNAIRE Hatohobei State, Republic of Palau PW 96940 TSQ Form No: _____	
<p>INSTRUCTIONS: The purpose of this study is to examine the importance of having a school on Hatohobei. The findings of this study will enable us to see if there are any future workable plans and/or recommendations for the improvements of Tobi Elementary School. Your participation and cooperation in completing this survey form is gratefully appreciated. The information you provide on this survey will be treated with utmost confidentiality. Upon completion of this survey form, please, contact Huan Hosei at 488-5654 (W), 488-8330 (H), or Email: huanh@belau.org by September 7, 2002. Your time, effort, and cooperation in completing this survey form is gratefully appreciated. For any questions, please, contact Huan Hosei at the phone numbers provided above. THANK YOU - HAPARU MAHATAWAHI!</p>	
<p>1. I am a:</p> <p style="margin-left: 40px;">Male: _____ Female: _____</p> <p style="margin-left: 40px;">Age: _____ (in years)</p>	<p>8. I work for:</p> <ul style="list-style-type: none"> a. State government b. National government c. Semi-government organization d. Non-profit organization e. Private business (e.g., WCTC) f. Self-employed g. Unemployed h. Other _____
<p>2. I am : (circle a response)</p> <ul style="list-style-type: none"> 1. parent (married couple) 2. Single parent 3. Grandparent 4. Guardian 5. Other _____ <p>3. I attended Tobi school. YES NO</p> <p style="margin-left: 40px;">3b. I graduated from high school. YES NO</p> <p style="margin-left: 40px;">3c. I attended MOC/PCC. YES NO</p> <p style="margin-left: 40px;">3d. I have a college degree. YES NO</p> <p>4. My children attended Tobi school. YES NO</p> <p style="margin-left: 40px;">If NO, skip Question 5.</p> <p style="margin-left: 40px;">If YES, how many attended? _____</p> <p>5. I am satisfied with my children’s education at Tobi school before it closed. YES NO</p>	<p>9. I am now living on Hatohobei. _____ YES NO</p> <p>If YES, skip Questions 10 and 11.</p> <p>10. I am not living on Hatohobei because of :</p> <ul style="list-style-type: none"> a. Health reason b. Employment reason c. Transportation problems d. My children’s education e. My own education f. Other _____ <p>11. I plan to relocate to live on Hatohobei. YES NO</p> <p>12. I favor re-opening of Tobi school. YES NO</p> <p>13. I feel it is important to open Tobi school. YES NO</p>
<p>6. I have children of elementary school age. YES NO</p> <p style="margin-left: 40px;">If YES, how many _____, Ages: _____</p> <p>7. I am willing to have my child attend Tobi school. YES NO</p>	<p>14. I am satisfied with the Ministry of Education’s support in efforts to resolve issues surrounding Tobi school. YES NO</p> <p>15. I am satisfied with the Hatohobei State Government’s support in the efforts to resolve issues surrounding Tobi school. YES NO</p>

APPENDIX B

TOBI ELEMENTARY SCHOOL - SURVEY QUESTIONNAIRE Hatohobei State, Republic of Palau PW 96940 SURVEY CODING SYSTEM	
<p>1. I am a:</p> <p>Male = 1 Female = 2</p> <p>Age = No code key in age, e.g. age “20”</p>	<p>8. I work for:</p> <ul style="list-style-type: none"> i. State government = 1 j. National government = 2 k. Semi-government organization =3 l. Non-profit organization = 4 m. Private business (e.g., WCTC) =5 n. Self-employed = 6 o. Unemployed = 7 p. Other: = 8 [if not specified] <ul style="list-style-type: none"> Student = 9 Retired = 10
<p>2. I am : (circle a response)</p> <ul style="list-style-type: none"> parent (married couple) = 1 Single parent = 2 Grandparent = 3 Guardian = 4 Other = 5 [if not specified] <ul style="list-style-type: none"> Student = 6 Non-parent = 7 Widow = 8 <p>3. I attended Tobi school. YES = 1 NO = 2</p> <p>I graduated from high school. YES = 1 NO = 2</p> <p>I attended MOC/PCC. YES = 1 NO = 2</p> <p>I have a college degree. YES =1 NO =2</p> <p>4. My children attended Tobi school.</p> <p style="text-align: right;">YES = 1 NO = 2</p> <p>If NO, skip Question 5.</p> <p>If YES, how many attended? [Key in number]</p> <p>5. I am satisfied with my children’s education at Tobi school before it closed. YES = 1 NO =2</p>	<p>9. I am now living on Hatohobei. YES =1 NO =2</p> <p>If YES, skip Questions 10 and 11.</p> <p>10. I am not living on Hatohobei because of :</p> <ul style="list-style-type: none"> a. Health reason = 1 b. Employment reason =2 c. Transportation problems = 3 d. My children’s education = 4 e. My own education = 5 f. Other = 6 [if not specified] <ul style="list-style-type: none"> Live in Koror = 7 Illness in family = 8 Live elsewhere = 9 <p>11. I plan to relocate to live on Hatohobei.</p> <p style="text-align: right;">YES =1 NO=2</p> <p>12. I favor re-opening of Tobi school. YES =1 NO = 2</p> <p>13. I feel it is important to open Tobi school. YES = 1 NO = 2</p>
<p>6. I have children of elementary school age.</p> <p style="text-align: right;">YES = 1 NO = 2</p> <p>If YES, how many [Key in number],</p> <p>Ages: [key in ages]</p> <p>7. I am willing to have my child attend Tobi school. YES = 1 NO =2</p>	<p>14. I am satisfied with the Ministry of Education’s support in efforts to resolve issues surrounding Tobi school.</p> <p>YES = 1 NO = 2</p> <hr/> <p>15. I am satisfied with the Hatohobei State Government’s support in the efforts to resolve issues surrounding Tobi school. YES = 1 NO = 2</p>

APPENDIX C

P.O. Box 1294
Koror, Republic of Palau PW 96940
Tel: 680-488-5654 (PCC), Fax: 680-488-4068
Email: huanh@belau.org/hhosei@yahoo.com

June 21, 2002

The Honorable Mario H. Katosang, Minister of Education
Ministry of Education
Koror, Republic of Palau PW 96940

Dear Minister Katosang:

Greetings! I am writing to inform you that I am interested to learn more about the status of Tobi Elementary School, which is being closed for the current school year of 2001-2002. I personally don't really know the attributing factors to the closing of the school. As a graduate student at San Diego State University (SDSU), and a person of Hatohebei, I have vested interest on the subject matter in a search for future workable recommendations at the MOE¹, State, and the National level.

At present, I am taking a research practicum course with SDSU called ED791A/B. This ED791A/B course calls for a final research paper (thesis) in fulfillment of a master's degree in educational leadership/administration. I would also like to inform you that in consultation with my SDSU research advisor, I have chosen to conduct a study on the issues surrounding the closure of Tobi Elementary School. The purpose of my research project can be summarized in twofold: a) to examine the current problems/issues; and, b) to arrive with some doable future recommendations, if any. In order for me to successfully accomplish the intent of this study, I would need your blessing and the support of the MOE staff.

With these in mind, I would like to ask the permission of your respected office to let me have access to or be provided with the following vital information on Tobi Elementary School available at the Ministry of Education:

- 1974-1975 up to 2001-2002 student enrollment;
- Tobi Principal school year reports since 1980 -1981 school year;
- Cost per student @ the school from 1980 -1981 to 2001 - 2002 school year;
- Annual operational cost of the from 1980 - 1981 to 2001 - 2002; and,
- Communications (e.g. Tobi teacher/principal, parents, State government, and MOE) up to 2001 – 2002 school year.

APPROVED: MM Date: 6/21/02

Minister of Education

DISAPPROVED: _____ Date: _____

Minister of Education

+++ ++++ +++++ +++ +++++ +++ +++++ +++ +++ +++++ ++ +++++ +++ +++++ +++ +++++

Your favorable consideration is gratefully appreciated.

Thank you,
Huan Hosei
Huan Hosei

Cc: Director Wenty, Bureau of Education & Chief Ngirturong, Division of School Management

File

¹ MOE – Ministry of Education

APPENDIX D

P.O. Box 1294
Koror, Republic of Palau PW 96940
Tel: 680-488-5654 (PCC), Fax: 680-488-4068
Email: huanh@belau.org/hhosei@yahoo.com

June 28, 2002

The Honorable Sabino Sackarias
Governor, Hatothobei State, Republic of Palau
State Liaison Office, Koror, Republic of Palau PW 96940

Dear Governor Sackarias:

Greetings! I am writing to inform you that I am interested to learn more about the status of Tobi Elementary School, which is being closed for the current school year of 2001-2002. I personally don't really know the attributing factors to the closing of the school. As a graduate student at San Diego State University (SDSU), and a person of Hatothobei, I have vested interest on the subject matter in a search for future workable recommendations at the State, MOE¹, and National levels.

At present, I am taking a research practicum course with SDSU called ED791A/B. This ED791A/B course calls for a final research paper (thesis) in fulfillment of a master's degree in educational leadership/administration. I would also like to inform you that in consultation with my SDSU research advisor, I have chosen to conduct a study on the issues surrounding the closure of Tobi Elementary School. The purpose of my research project can be summarized in twofold: a) to examine the current problems/issues; and, b) to arrive with some doable future recommendations, if any. In order for me to successfully accomplish the intent of this study, I would need your blessing and the support of the Hatothobei State staff.

With these in mind, I would like to ask the permission of your respected office to let me have access to or be provided with the following vital information on Tobi Elementary School available at Hatothobei State:

- Hatothobei State Development Plans;
- Hatothobei State Public Laws related to Education matters;
- Reports and Studies on Hatothobei State and Helen Reef;
- Reports and Studies related to Tobi Elementary School;
- Communications (e.g. Tobi teacher/principal, parents, State government, and MOE) up to 2001 – 2002 school year.

✓ APPROVED: SS Date: 6/28/02

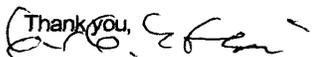
DISAPPROVED: _____ Date: _____

Governor of Hatothobei State

Governor of Hatothobei

+++ ++++ +++++ +++ +++++ +++ +++++ +++ +++ +++ ++ +++++ +++ +++ +++

Your favorable consideration is gratefully appreciated.

Thank you,

Huan Hosei

Cc: Lt. Governor, Hatothobei State, Speaker, Hatothobei State Legislature

File

¹ Ministry of Education, Republic of Palau.

APPENDIX E

[REDACTED]
Republic of Palau 96940
Phone No: [REDACTED]

May 7, 2001

[REDACTED]
Ministry of Education
Koror, Republic of Palau PW 96940

Dear [REDACTED]

I am in response in connection to our meeting on April 11, 2001, regarding my concern about the teacher of Hatohobei State Elementary School. It is in the best interests of all concerned that immediate actions must be undertaken to rectify this situation, which has long been tolerated and went unheeded for over 30 years. Without an immediate resolution in solving this matter, it surely will have a profound adverse impact toward the educational learning process for the present and future generations of the children of Hatohobei.

Outlined below, are my observations of circumstances, which, in my opinion, characterized her unprofessional behavior and unethical practices in dealing with the education of my children, and the children of others, as well. Please take note of the following:

Observation & Knowledge Analysis

- a. Faculty Behavior
 - ✓ School do not open on time
 - ✓ Unreasonable tardiness
 - ✓ School interruptions: Examples – attending to house chores, like fetching foods, etc. on many occasions.
 - ✓ Unknown reason of school closure – November 2000 - March 2001:
Example – no information to parents about her departure to Koror.
 - Too Many Personal Problems
- b. Students Academic Standings – Very Poor
 - ✓ Lack of Knowledge & Understanding to their Studies
 - ✓ Very Poor in Spelling and Reading
 - ✓ Promoting students to next grades, but pupil's level of learning is below the required level.

[However, this is not the first time that this concern has been addressed and dealt with. Our state officials had several meetings with the officials of the Ministry of Education, some of whom have had retired, while others are currently still in their respective positions. Subsequently, a petition paper was signed by several concerned parents and, consequently, was brought to the attention of

the former minister and responsible officials of the Ministry of Education in the previous administration. Respective education officials charged with the authority to look into this matter to take the necessary course of action in solving and replying to our concerns and demands was not realized, as we would have had to our expectations.

With this letter, I plead to you and other appropriate officials to heed our concern and assist us for the future benefits of our children. I would like to suggest that she be removed from her present point of work and place her at other workplace, which your ministry may deem appropriate. Furthermore, if no action to replace her, I have no other choice, but to relocate my children to other school, which I think is best and suitable for them.

Therefore, I would kindly request an audience with you, if necessary, at your convenient time, should you have questions or in need of more detailed information pertaining to the aforementioned concerns. Let us strive in working together to resolve expeditiously this matter now, which is critical and vital importance for the over-all education of our children, that benefits us all, as a nation.

I thank you and looking forward to your prompt and utmost favorable consideration and action to this matter.

Sincerely,



Concerned Parent
Hatohobei State

Cc: Mr. Emery Wenty, Director of School Administration, Ministry of Administration
Mr. Sabino J. Sakarias, Governor, Hatohobei State,
Mr. Crispin H. Emilio, Lt. Governor, Hatohobei State
Mr. Dominic Emilio, Speaker, 5th Hatohobei State Legislature
Mr. Thomas M. Patris, Hatohobei Delegate, HOD, 6th OEK

APPENDIX F

April 20, 2001

[REDACTED]
Ministry of Education
Koror, Republic of Palau 96940

RE: Request that the Ministry of Education help the community on Hatohobei State in improving our school for our poor children by replacing the current teacher with a better and qualified teacher.

Dear Sir:

We come to you humbly begging you to seriously consider our children's problems and needs for better education for their better future lives. I, [REDACTED] and my wife [REDACTED] moved to Hatohobei almost three (3) years ago with our children [REDACTED] and [REDACTED]. In March 2001 we moved back to Koror with our children mainly for the purpose to seek help for our children.

Our children are not learning very much at the Hatohobei Elementary School. The main problem I believe is because the teacher is not knowledgeable enough and not qualified enough to teach. She may need additional training. She may also be burnt out. Whatever she may need to do but we do not believe she can do any good for our children in the situation we're in now. Our main interest is to have a teacher who's better qualified than our current teacher and has the desire to teach children to learn.

Three years that our children attended Hatohobei Elementary School, [REDACTED] who should be in sixth grade now still cannot read nor do simple multiplication and division. Our daughter [REDACTED] who should be in second grade now will have to repeat second year next school year. The only reason why our children missed out on one year of school is because the teacher [REDACTED] left the island and came to Koror in October 2000 and did not return until March 2001. She transferred her daughter to Meyuns Elementary. Her daughter is still in Meyuns attending school while [REDACTED] went back to Hatohobei. She did not seem to care about the rest of the students she left behind in Hatohobei. This is only the tip of the ice. In the next paragraph I will try to list to you my observation of the unfairness and injustice that our children have to put up with under the current teacher's leadership.

In 1994 my wife and I signed a petition form written by [REDACTED] to terminate this same teacher. Up to the present nothing has been done.

These are some of my observations:

- a) Poor management :
- Unplanned no school days - Teacher often canceled school due to her family and/or personal affairs. Sometimes minor community events are causes of school to be canceled. During these times announcements are made on short notices.

- Unpredictable school time – Very often school began at 9:00 a.m. Sometimes school began at 10:00. Students have no recess till lunch. After Lunch no recess till 4:00 p.m. Very seldom did school begin at 8:00 a.m.
- There was no first quarter report card in school year 2001. That first quarter And this whole year were wasted and our children have been the victim of this injustice.
- Transcripts were not prepared for our children before we left Hatohebei in March 2001. We were told by [REDACTED] that [REDACTED] knows About our case and is ready to help when we arrive Koror.

b) Unfairness towards other students not her own family member

- I have witnessed on occasions with my daughter's assignments that were Marked wrong but were correct on her own children's assignments.
- Perhaps over a year ago we had a teacher assistant, and when she missed School her students were sent home because [REDACTED] claims she cannot teach them.

c) Teacher is not qualified to give quality education for the future people of Hatohebei.

- Teacher holds only a GED certificate

I am retired and my wife is not employed. We cannot afford to live in Koror and put our children through school on my pension. Our home and our living are in Hatohebei. It is a good place for my family. The only problem is our school. If nothing is done I will be forced to move my family back to Koror but my family will be a burden to the society here.

I urge you to help us. It is not only my children who are suffering but also all the children of Hatohebei today and tomorrow. I do not want this injustice to continue especially when children are being victimized. Would you?

My wife and I appreciate your time. Thank you very much.

Sincerely,

[REDACTED]

[REDACTED]

Cc: Mr. Kalistus Ngirturong, Ministry of Education ✓
Delegate Thomas M. Patris, HOD, 6th OEK
Governor Sabino J. Sakarias, Hatohebei State
Lt. Governor Crispin H. Emilio, Hatohebei State
Speaker Dominic Emilio, Hatohebei State Legislature

APPENDIX G

HATOHOBEL STATE GOVERNMENT



March 1, 2001



Bureau of School Administration
Koror, Palau 96940

RE: Hatohobei State Elementary School

Dear 

I would like to bring to your attention some problems that we are encountering with our elementary school on Tobi Island. Currently, if you are not aware, there is no school on Tobi. The teacher assigned to the school on Tobi returned to Koror early in the school year, and has been unable to return. Since then, parents decided to move their children to Koror to continue their education, and will return when the improvement of the education system is realized.

In the past, parents have expressed deep concern about the quality of education available on Tobi. Around six years ago, parents through the Office of the Governor of Hatohobei, submitted a petition to the former Ministry of Education requesting that the current teacher be replaced or discontinue her teaching in Hatohobei. The subject petition was forwarded to the former Minister of Education, former Director of Education, former Chief of Elementary Division. Contrary to the petition being filed, no action was ever taken to fulfill its mandate. Currently, they are having much doubt with regards to the school remaining closed since November, 2000, and no immediate action were taken by the proper authority to remedy the problem.

I would like to request an audience with you to discuss more in detail on how we can restore confidence and the integrity of the school system on Tobi and, possibly increase future enrollments. Understanding that the authority vested in you to make decisions concerning public school personnel and the future of the schools in Palau, it is one of your basic duties and responsibilities that this problem be remedied to the best of your ability.

We need the Ministry to help us. Can the Ministry reconsider the parents and community members concern about the quality of educational system in Tobi? Can you make an arrangement to place her in one of the elementary school in Koror for training basis to upgrade her level and replacing her with one of the Southwest Island teacher who are teaching in Koror to teach in Hatohobei for a year until you find a replacement? I am sure if you do not do something, Hatohobei State Elementary School will be closed and who will be to blame? At the State level, we are actively looking for a possible solution to maintain the school in Hatohobei.

Hatohobei State asks for your assistance and offers to provide transportation, housing, for the personnel to teach in Hatohobei, should a replacement is found. Please contact me at your earliest convenience at [REDACTED] Thank you for your attention to this matter.

Sincerely,

[REDACTED]
Hatohobei State

Cc: Mr. Kalistus Ngirturong
Chief of Elementary Division

Del. Thomas M. Parties
Hatohobei State Delegate, 6th OEK

Mr. Crispin H. Emilio
Lt. Governor
Hatohobei State

Hon. Gov. Lazarus Kodep
Chairman
Association of State Governors

Mr. Dominic Emilio
Speaker, 5th Hatohobei State Legislature

APPENDIX H



**REPUBLIC OF PALAU
MINISTRY OF EDUCATION**

May 9 ,2001

Dear [REDACTED]

Let me take this opportunity and thank you for your concern on the education of our children, especially students of Hatohobei Elementary School. I want to assure you that we at the Ministry of Education are responsible in providing the best quality education to our children in the Republic of Palau and are working very hard to achieve it. We are very much aware of the problem that you and other parents have addressed to us few weeks ago. The issue has been shared and discussed among all concerned education personnel for the possible solution in solving the problem.

Right now, we are considering several options and actions to solve the problem. The problem can be solved earnestly but the following important issues must be addressed first. First, Island State issues: (1) distance and isolation of your island state (2) need for qualified personnel to teach at Hotohobei Elementary School (3) willingness to live and teach at Hatohobei. Second, Public Service System requirements. Under the Public Service System, it requires long process and legal issues before a decision can be made. This particular problem requires us more time and legal consultation to make the decision on action to be taken. So let me assure you and all concerned officials of your government and parents of Hatohobei Elementary School that the Ministry of Education is taking an appropriate procedure and steps to address your concern. I also want to ask you and all parents of Hatohobei Elementary School for your patience and give us ample time to address the issue legally and appropriately. Once again, thank you very much for your concern on education of our children.

Sincerely,

[REDACTED]

cc: Director of School Administration
Sabino J. Governor, Hatohobei State
Mr. Dominic Emilio, Speaker, 5th Hotohobei State Legislature
Mr. Thomas M. Patris, Hatohobei Delegate, HOD, 6th OEK

ABSTRACT

ABSTRACT OF THE STUDY

This document reports the results of a survey research carried out to measure Hatohobei (Tobi) community members' perceptions on the importance of having a school on their own island. The Republic of Palau is comprised of sixteen State governments. Hatohobei is one of them. The political jurisdiction of Hatohobei State consists of the main island of Hatohobei, Helen Reef (*Hotsarihie*), and a submerged reef (*Pieraourou*), in a nearby vicinity of Helen Reef. The location of Hatohobei "is about four hundred miles southeast of Mindanao in the Philippines and half that distance north of Halmahera in Indonesia" (Black, 1977:1).

On this small coral island of Hatohobei, a school named "Tobi Elementary School" was established in the late 1960s under the auspices of the United States Trust Territory of the Pacific Islands. Schooling on Hatohobei for the young serves as a causal nexus between remote home-island life and the outside world. In the early part of the school year 2001-2002, the Palau Ministry of Education closed down the school for the first time since it was established. This document contains historical accounts and current issues surrounding Tobi Elementary School. The findings of a conducted survey are discussed and presented in frequencies, percentages, and cross-tabulations. Descriptive and inferential statistics were employed to determine the significance of this study to aid the reader to gain a better knowledge and understanding of the importance of having a school on the island of Hatohobei.