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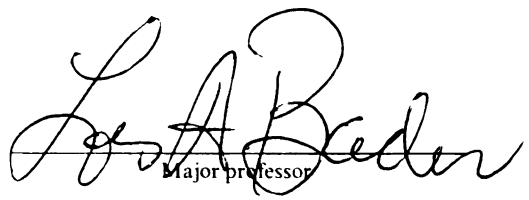

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A COMPARISON OF THE GLOBAL KNOWLEDGE, BACKGROUNDS, INTEREST, AND ATTITUDES OF EIGHTH-GRADE STUDENTS IN A SELECTED INTERNATIONAL AND A DEPARTMENT OF DEFENSE SCHOOL

By

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ABSTRACT

A COMPARISON OF THE GLOBAL KNOWLEDGE, BACKGROUNDS, INTEREST, AND ATTITUDES OF EIGHTH-GRADE STUDENTS IN A SELECTED INTERNATIONAL AND A DEPARTMENT OF DEFENSE SCHOOL

By

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The purpose of this study was to compare the interest in and attitudes toward other countries as well as the global knowledge of two eighth-grade populations in an international setting. It was an extension of a 1974 study conducted by the Educational Testing Service for the U.S. Office of Education, entitled Other Nations, Other Peoples. One group of students attended an international school and lived in the Japanese community. The second group lived on a military base in Japan.

Three instruments used in the 1974 study were used to collect data for this study: the Background and Interest Questionnaire, the Knowledge Test, and the Describing Other Nations and Peoples measure, which was used to determine student attitudes toward other peoples and nations. The data for the Interest and Background Questionnaire were analyzed by using the analysis of variance (ANOVA) technique. Scores were broken down by school and sex to determine whether statistically significant differences existed between groups. An item analysis of variance by school and sex was performed for the Knowledge Test data. A two-way analysis of variance was run to determine significance by

school and sex and to discover whether there were significant interactions between groups. The same procedures were used to determine whether significant differences existed in attitude toward other peoples and countries. The level of significance was set at .05 for all tests.

Findings were as follows: (1) Students differentiated significantly between places they would like to study and visit. (2) Males performed significantly higher than females on the Knowledge Test, and there were no significant differences between International school students' and Department of Defense students' total test scores. (3) Department of Defense students tended to be more open and receptive to other nations and peoples than were international school students. Although students in this study performed significantly better than those in the 1974 study, total averages on the Knowledge Test indicated weakness in global knowledge.

This work is dedicated to my husband, Henry W. Demps, a source of loving, firm support, and to my parents, Albert B. and Naomi Douglass Williams, to whom this accomplishment would have been a source of immeasurable pride.

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A project of this magnitude is not accomplished without a great deal of support and guidance. I wish to thank Dr. Lois Bader, the chairman of my committee, for the guidance, encouragement, and friendship she provided. My thanks to the members of my committee, Dr. Ben Bohnhorst, Dr. Roy Wesselman, and Dr. Eugene Pernell, Jr., all of whom gave of their time, advice, and counsel. I also gratefully acknowledge the unwavering support and good humor extended to me by Dr. John Chapman.

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CHAPTER I

INTRODUCTION

Background of the Study

Man has long recognized the need to learn about and understand the cultures and customs of those outside his own cultural, ethnic, and/or racial group. This notion is evidenced in the practice of sending youths abroad for travel and study before considering them truly educated. During the eighteenth century, the sons of the wealthy were sent on a tour through Europe to gain a first-hand appreciation of art, history, and foreign languages. Unfortunately, such experiences were for a long time limited to the affluent.

Vast changes have occurred since the end of World War II. Advances in technology, transportation, and communication have made it possible for people of average means to travel extensively beyond their own borders and also to be instantly aware of events taking place throughout the world. This immediate access to information has made evident the fact that problems affecting the United States and other nations inextricably bind us. These problems include extinction of the species, the arms race, allocation of natural resources, conservation, economics, population growth, trade imbalances, and pollution.

The interdependence of nations becomes a reality when an increase in oil prices in the Middle East is felt shortly thereafter as an increase in fuel-oil costs and in the price of gasoline at the

pumps. Wars in isolated and unfamiliar places become matters of public concern when these events are reported daily on television and in the newspapers. International relationships are commanding an increasing amount of national attention and are even beginning to influence domestic policies on the national, state, and local levels, as evidenced by recent concern over imports.

The United States, because of its multilevel world involvement, is finding concerns of national interest spreading farther and farther beyond the nation's borders. To maintain the current level of industrialization, the United States depends on many other countries to supply raw materials and also to provide markets for the goods produced. Smaller Third World countries depend on the United States for technological and agricultural expertise to help build their economies, in exchange for the vital materials they provide. America is allied with and obligated to come to the defense of many other countries. Interest in other nations extends even to national elections because the policies of various candidates will affect existing alliances, procedures, and world relations in general.

Statistics show a dramatic rise in the number of businesses that have become international and are actively pursuing world markets. Such activity has brought with it the necessity that products manufactured in one cultural setting be designed to fit the needs, tastes, and life-styles of a variety of cultures. Advertising techniques appropriate in one cultural setting may prove disastrous in another because of a misunderstanding or misinterpretation of cultural cues.

Eccentricities in the business practices of other nations often prove disconcerting to American businessmen and may well prevent the closing of beneficial economic arrangements.

The experiences people have with individuals in a foreign country affect their judgments and feelings about that country. Individual differences are often mistakenly generalized to the whole nation, and negative or positive impressions assimilated into the individual's perception of that country. Thus it is imperative that people make an effort to learn about and understand the cultural aspects of other countries. With such an understanding, the behavior, art, history, and other facts of another nation assume more meaning for the outsider.

It is evident from the preceding discussion that the well-informed citizen of tomorrow will be cognizant of the world as a whole. As Burton (1972) wrote,

> A knowledge of world society as a whole helps us to understand parts of it, and to see the relationships between the parts. Without this knowledge we are likely to misinterpret behavior, to attribute wrong motivations, to mistake individual difference for racial or cultural differences and generally to be inadequate within our own social relationships. (p. 6)

Concerned people in business, government, and education are becoming increasingly aware of the need for world knowledge and an awareness and understanding of various cultural views, as well as the importance of using such knowledge and understanding to become effective world citizens. Education directed toward global understanding is essential for the survival of humankind.

Importance of the Study

With its global involvement, the United States is in a unique position to assume a leadership role in efforts to develop an enlightened world citizenry--one that possesses knowledge and attitudes that will enhance international cooperation in solving the many problems facing the world. Traditionally, the schools have initiated efforts to influence attitudes toward various issues deemed important to society. With the current nature of social and governmental institutions, school involvement is perhaps the most efficient means of initiating efforts to develop enlightened global citizens. In a speech before a session of the National Foreign Policy Conference for Educators, Frankel (1966) supported this idea, stating that "international education at home is essential if American education is to succeed in equipping Americans with the knowledge and guiding ideas they require to make sense of the world in which we live."

Global issues and information lend themselves to incorporation into existing academic programs, especially in the area of social studies. Before such incorporation is begun, however, a body of research must be amassed. The findings of such research can be used in making intelligent decisions regarding process, procedure, and direction.

The United States Office of Education has initiated a number of activities on the various aspects of international education. The purpose of these activities has been to

> help identify and focus attention on the problems, assess the needs, raise the level of professional and public awareness, contribute to the development of strategies, methods, and

> materials, and otherwise assist American education in moving from where it is to where it ought to be in preparing students for the increasingly independent world of the present and the foresseable future. (Pike & Barrows, 1974)

In 1974, the Educational Testing Service (ETS) conducted a survey sponsored by the United States Office of Education, entitled Other Nations, Other Peoples. The survey included a representative sample of fourth-, eighth-, and twelfth-grade students throughout the United States. The purpose of the study was to determine these students' global knowledge, interest, attitudes, and perceptions of selected countries and peoples.

American students overseas were not included in the original 1974 Other Nations, Other Peoples study. The assumption that overseas experiences positively affect the attitudes and interests of those having such experiences should be critically examined, along with the factors that contribute to development of or changes in such interests and attitudes. In their suggestions for further research, the original ETS researchers urged that the study be replicated with other student populations. The present study is intended to begin efforts to accumulate relevant data on students living in an environment assumed by many to produce positive effects.

Purpose of the Study

The primary purpose of this study was to compare the interest in and attitudes toward other countries as well as the global knowledge of two eighth-grade populations in an international setting. Students living overseas represent a sizable segment of the American youth population. Their parents' military, governmental, business,

or religious occupations give them a unique opportunity to live and interact in an overseas setting. Some researchers assume that overseas experiences positively affect the interests, knowledge, and attitudes of children toward people and nations that are different from their own. This study was conducted in an attempt to determine if that assumption is accurate.

A secondary purpose of this study was to extend the understanding of the processes, techniques, and experiences through which a student may achieve the level of global understanding required for effective functioning in a world society. The information gathered in the study might serve as an impetus for further research, including evaluation of existing social studies and other instructional programs, and for the development of curricula and materials to educate students to be citizens of a global society, as well as members of our national society.

Research Questions

The following research questions were formulated to guide the study.

1. Will eighth-grade international school and Department of Defense school students differ in terms of their selections of countries to study?

2. Will eighth-grade international school and Department of Defense school students differ in terms of their selections of countries to visit?

3. Will eighth-grade international school and Department of Defense school students differ in terms of their knowledge of the United States?

4. Will eighth-grade international school and Department of Defense school students differ in terms of their knowledge of six selected nations and their global knowledge?

5. Will eighth-grade international school and Department of Defense school students differ in terms of their total Knowledge Test results?

6. Will eighth-grade international school and Department of Defense school students differ in terms of their attitudes toward selected countries and peoples?

Generalizability of the Findings

The primary source of information for this study was the original tests used by the Educational Testing Service for the Other Nations, Other Peoples study. Because of the size and specific characteristics of the population, as well as the procedures used in the present investigation, the findings of this study may not be generalized to overseas student populations other than those examined in the study.

Delimitations

The study sample was delimited to two groups of eighth-grade students in one overseas setting. No attempt was made to investigate the attitudes, interests, and knowledge of students in other grades or in other settings.

This investigator did not explore in depth the specific reasons for students' attitudes toward or interest in other nations and peoples. Rather, the purpose was to identify possible areas of exploration that might be used for curriculum development.

This study was not intended to indicate specific programs to be developed or to suggest methods or materials to be adopted. The findings are discussed in terms of factors that need strengthening and that possibly affect students' attitudes, global knowledge, and interest in people who are culturally different from themselves.

Definition of Terms

The following terms are defined in the context in which they are used in this dissertation.

Department of Defense schools--Schools operated on military bases under the auspices of the United States Department of Defense (DOD). The primary purpose of DOD schools is to educate the dependents of military and DOD civilians stationed overseas. The children of businessmen and local nationals may be admitted to DOD schools on a tuition-paying, space-available basis.

International school--An American-sponsored independent school meeting the criteria for assistance from the Office of Overseas Schools of the United States Department of State.

Student background--Information provided by students about selected family characteristics, sex, academic standing, whether they had studied a foreign language, and courses taken that might have influenced their understanding of world affairs.

Student attitudes--The choices students make between two diametrically opposite characteristics (e.g., good-bad) in regard to selected countries and the people living in those countries. The peoples and countries were used because it was conceivable that students might separate the people of a country from their government.

Global knowledge--The student's basic knowledge about selected countries and the world in general, which was the focus of the Other Nations, Other Peoples tests.

Organization of Subsequent Chapters

Chapter II includes a discussion of research and literature pertaining to the subject of this study. The review is organized under three major headings: (1) global education: definitions, goals, and issues; (2) research and related studies on global education; and (3) social studies curriculum innovation and its implications for global education. In Chapter III, the research methodology, data-collection procedures, and data-analysis techniques are discussed. Chapter IV contains a presentation of the data collected and a discussion of the findings. A summary of the study, appropriate conclusions, and recommendations for future research are presented in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Literature relevant to this dissertation is discussed in Chapter II. The review is divided into three areas: (1) the definitions, goals, and issues of global education; (2) a discussion of research and related literature on American students in an overseas environment, and (3) a discussion of social studies curriculum innovation and its implications for global education.

Global Education: Definitions, Goals, and Issues

Definitions of Global Education

Various terms for a global type of education have been proposed, including "world-mindedness," "global awareness," "international education," and, of course, "global education" itself. In recent literature, the term "global education" seems to have become generally accepted. The question then arises: What is global education? No standard answer to this question exists. In Guidelines for Global Education, the Michigan Department of Education (1978) defined global education as follows:

> Global education is the lifelong growth in understanding, through study and participation, of the world community and the interdependency of its people and systems--social, cultural, racial, economic, linguistic, technological, and ecological. Global education requires an understanding of the values and priorities of the many cultures of the world

> as well as the acquisition of basic concepts and principles related to the world community. Global education leads to implementation and application of the global perspective in striving for just and peaceful solutions to world problems.

Anderson (1979) defined global education as "efforts to bring about changes in context, in the method, and social context of education in order to better prepare students for citizenship in a global age." On the other hand, Marker (1977) wrote that global education is "a way of thinking about the world, which can be characterized by the notion of 'spaceship earth'--that we are all in this thing together and that the fate of some of us is quickly becoming the fate of all of us."

In an article entitled "Global Education," Lestma (1978) listed and defined five components of global education:

1. "Unity and diversity of mankind." This component encompasses the concept of all people sharing basic characteristics but also recognizing and appreciating the differences that enrich the whole family of man.

2. "International human rights." This aspect of global education emphasizes the belief that a proper concern for human rights, without which maximum human development and potential cannot be achieved, is necessary for effective citizenship.

3. "Global interdependence." This component recognizes the fact that the countries and peoples of the world are fast becoming inextricably bound together "through science, technology, trade and business, monetary systems, transportation and communication systems" (p. 8). Therefore, decisions must be based on what is good for our world instead of simply what is good for our country.

4. "Intergenerational responsibility." The consequences of decisions we make and the actions we take today will have far-reaching effects on future generations. World citizens must ensure that they maintain the "health of the planet" for the future.

5. "International cooperation." The problems facing the world, i.e., poverty, conservation, allocation of resources, and hunger, are not national but world concerns. Only through international efforts can effective, peaceful solutions to these problems be found. National concerns must give way to an international concern.

Becker and Anderson (1980) defined global education as follows:

> Global education is an effort to create educational systems in which children, youth, and adults come to do two things. On the one hand, students learn to perceive and understand the world as a single and complete global system; on the other, students learn to see themselves as participants in the world system and to understand the benefits and the costs, the rights and the responsibilities, inherent in such participation. (p. 83)

Peters (1981) quoted a position statement on global education adopted by the National Council for the Social Studies. He wrote:

> In March 1981, the National Council for the Social Studies (NCSS) adopted a position statement on global education. NCSS defined global education as "the efforts to cultivate in young people a perspective of the world which emphasizes the interconnections among cultures, species, and the planet. The purpose of global education [as NCSS sees it] is to develop in youth the knowledge, skills and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence. (p. 12)

Anderson and Anderson (1977) asserted that there needs to be a more adequate conception of global education

> as education for responsible citizenship involvement and effective participation in a global society; . . . as extension and enlargement of the schools' traditional, time-honored responsibility of preparing children for responsible and effective citizenship. We must continue to try to prepare children for citizenship in local communities and nations, but now we must also educate them for responsible involvement and effective participation in a global society." (p. 34)

King (1980) corroborated this assertion:

> Global education studies provide the opportunity for our youth to gain exposure to diverse cultures, to better understand the problems faced by the less developed countries, and to begin the critical thinking process needed in order to fomulate solutions to these problems.

In defining global education, Gillion and Remy (1978) emphasized what such education involves.

> Global education involves helping citizens--young and old alike--develop the problem-solving capacities associated with making thoughtful decisions; it involves helping people develop the skill to make reasoned judgments about their own international behavior and the decisions and actions of others; it involves helping people develop the capacity to exert some influence over international social and economic processes in which they are inevitably involved. (p. 502)

As can be seen from the preceding literature review, most authors agree that the term "global education" refers to the inclusion of a global dimension in the elementary- and secondary-school curricula to help students develop an understanding and appreciation of the similarities as well as the differences between peoples, and to make students aware of the implications of interdependence for the continued survival of humankind.

Goals of Global Education

Assuming one accepts the merits of global education as a means of finding peaceful and effective solutions to pressing world

problems, decisions should be made about the goals of global education and how to achieve them. Mueller (1977) wrote that "given a broadening awareness of global interdependence it is quite possible that education can become a productive instrument in the search for solutions to the outstanding problems of humankind" (p. 53). What, then, are perceived to be the goals of global education?

King, Branson, and Condon (1976) suggested: "In broad terms, [global education] goals can be seen as a set of competencies that enable individuals to participate in the world system in more responsible ways than would be possible without such competencies" (p. 10). The authors went on to identify four types of competencies:

1. "Awareness of involvement in the world system." This involves helping individuals see how they are linked biologically, ecologically, socioculturally, historically, and psychologically to the world as a whole.

2. "Decision making." King et al. described this competency as follows:

> The participation of today's young people in the world system will be more effective and responsible if they are competent in (a) understanding their own self-interest as well as the interests of others; (b) identifying possible alternative choices; and (c) calculating and evaluating the consequences of different choices. (p. 10)

3. Judgment making." This competency encompasses the ability to make accurate and informed judgments about people's institutions and social processes relative to the world system.

4. "The exercise of influence." This competency entails recognizing the fact that any effort one makes to effect change or

make his/her opinions felt makes that person a more able and effective world citizen (pp. 10-12).

In its Guidelines for Global Education, the Michigan Department of Education (1978) listed several goals for global education in a school system. Such education should help students

1. Acquire a basic knowledge of various aspects of the world: geographic, cultural, racial, linguistic, economic, political, historical, artistic, scientific, and religious.
2. Develop a personal value and behavior system based on a global perspective. . . .
3. Understand problems and potential problems that have global implications.
4. Explore solutions for global problems.
5. Develop a practical way of life based on global perspectives.
6. Plan for alternative futures.
7. Participate responsibly in an interdependent world. (pp. 6-7)

Anderson and Anderson (1977) elucidated the following four goals as ones that should permeate all global education programs:

1. Competence in perceiving one's involvement in global society.
2. Competence in making decisions.
3. Competence in making judgments.
4. Competence in exercising influence.

King (1976) listed as goals of global education the following:

1. An understanding of the world as a system and how it can influence one's own life.

2. A recognition that others may have viewpoints about the interrelated world that differ from one's own.

3. An ability to make judgments and decisions about ways in which the world system affects one's own life or community or nation.

4. A perception that one's actions can have an influence on some effects of world interrelatedness and a determination to exercise that influence (p. iv).

In his book Social Studies in Elementary Education, Jarolimek (1971) listed specific objectives of a program designed to develop international understanding. In such a program, students should learn about

1. The interdependence of peoples.

2. The need for peaceful relations among nations.

3. Basic similarities and differences in peoples due to geographic, cultural, and historical considerations, to include an elementary understanding of the ways of living in the modern world.

4. Respect for the dignity of the individual, irrespective of race or other factors over which he/she has no control.

5. The need to develop a sensitivity to and respect for the cultures of other peoples.

From the preceding discussion, it is clear that the primary aim of a global education program is generally accepted to be the development of a world citizen--one capable of appreciating those things that make people different as well as those that make them alike. The world citizen would also have a sense of his/her own capacity to make a difference, no matter how slight the efforts may seem. Finally, this citizen would be able to make decisions in light of how those decisions would affect not only his/her country, but the entire world and future generations. According to Cleveland (1980),

> Each morning's newspaper and each evening's newscast reinforces the need for citizen competence. We must find ways to equip American citizens with the knowledge, skills, and attitudes they will need to function effectively as human beings and policy makers in an increasingly interdependent world. (p. 22)

Global Education Issues

The issues involved in global education are many and varied. They range from the course content selected to the evaluation of learning programs. One source of concern is how global education should be introduced into or included in the school curriculum. Some individuals believe that global education is the province of the social studies. Tucker (1979) supported this position but warned that social studies could go in different directions in adopting a global perspective:

> Choices will be made. Conceivably, social studies in the United States (and global education and social reconstruction) could follow one of at least two directions. One direction is consistent with the worldwide resolution of raising human expectations and supports the fundamental tenets of improved physical, psychological, and moral life for all Earth's peoples and nations. Another direction could conceivably take a hard line toward the poor nations and the poor within industrialized nations.

Mehlinger (1968) agreed with this position and called for social studies professionals to reshape their curricula to "pertain to planetary society." Marker (1977) also discussed the critical need for action by members of social studies departments.

On the opposing side are Gillium and Remy (1978), Jarolimek (1971), and Kenworthy (1978), among others, who viewed global education as being a part of the entire school curriculum. Jarolimek wrote: Teaching for world understanding can occur through experiences the child has in music, art, science, literature, reading--in fact, in almost any of the various curricular areas."

Both positions may have merit, but each one also has problems that must be considered. School systems faced with reduced budgets and pressure to return to the basics may be loathe to commit funds for new courses. Teachers may also balk at having a new subject added to an already crowded curriculum. Yet a commitment from administrators and instructional staff is requisite for success, no matter what method of introduction is chosen.

Ethnocentrism is another consequential issue in global education (Boulding, 1968; Keach, 1968; Leetsma, 1978; Mehlinger, 1968). Tucker (1979) summed up the problems: "Education for a global perspective cannot be entered into lightly in a nation where historically attitudes towards the rest of the world have often been negative and isolationist." This isolationist attitude, coupled with the current financial and public-relations problems of school districts nationwide, could create pressure to shelve global education in favor of what the community may perceive as more pressing priorities (Tye & Benham, 1978). However, as pointed out earlier, Americans can no longer afford attitudes that are just locally and nationally based.

Some parents and others may fear that global education will weaken the allegiance youths feel toward their own country. Jarolimek (1971) addressed this issue: "Teaching for world mindedness should not and need not conflict with developing within the child a basic loyalty to and love for his own country."

Teacher education must also be considered a global education issue. The introduction of a new curriculum often elicits expressions of dismay from teachers. Teaching about the world and doubting their

ability to do so cause educators much consternation. According to Collins (1978), "Most educators attempting to deal with global studies are handicapped by their lack of formal training, their unfamiliarity with the teaching techniques and materials being advocated and their lack of personal cross-cultural experiences."

In an article entitled "Attitudinal Change of a Radical Sort," Graham (1980) stated that "before we can bring a global perspective into the schools, . . . we have to develop one among the faculty" (p. 36). He went on to say that

> The major hurdle is teaching children for the world that lies ahead by teachers who know only about the world that lies behind. Since most teachers are tenured, the major focus should be on professional development, in the short term, not only in social studies but in math and science as well. (p. 37)

Burn (1980) noted that

> An impressive amount of work has been done on the development of curricula for teaching about other countries in our schools. A major gap is the lack of programs through which teachers can learn about these efforts and collaboratively work with each other and with international studies experts to translate these studies into classroom programs. This requires a recognition of the priority needed for international studies from the authorities who make these determinations, a recognition converted into such practical concerns as our reward system for teachers, released time, funding for teachers to participate in special programs on internationalizing curricula, and significantly widened exchange programs with other nations. (p. 52)

Various approaches to developing teacher competence in global education were cited in the literature. Stearns (1969) listed three areas of competencies that should be "demanded of teachers who are concerned with improving the 'world-minded' dimensions of education." The three competency areas were those related to knowledge, appreciation, and skills.

The literature reviewed for this study generally agreed that the nation's teacher-preparation institutions should prepare pre-service teachers for global education. Posvar (1980) added, "There is an implicit responsibility for higher education to deal effectively with the world view, and along with it a marvelous opportunity, the chance to stretch and mold universities and colleges into a new kind of public service" (p. 24). Further, Boulding (1968) stated that

> It could well be that the next fulcrum from which the earth might be moved will be the teachers colleges and universities which have grown out of them, but which still specialize in the training of teachers. A program in the international system for the teachers of teachers would have a multiplier effect and could bring about quite rapid change" (p. 648)

Various programs have been proposed for developing a global education background in practicing teachers, as well. Among the programs commanding the most recent attention is teacher in-service. On the whole, however, teacher in-service programs have not been effective (Schiffer, 1978; Wiley & Kindsvatter, 1978). Wilen and Kindsvatter cited lack of teacher input, teachers' negative attitudes, and lack of "sufficient intensity to create a critical impact" as reasons for in-service failure. Full staff involvement in assessing needs and in designing staff-development programs have been suggested as measures increasing the likelihood of program success (Jenson, Beta, & Zigarmi, 1978; Kelly & Dallon, 1978; Porter, 1978).

In summary,

> Educators are the single most important group in helping generate a critical mass of citizens capable of recognizing the global age, its impact on their future life, and their responsibilities as

> American citizens in an interdependent world. There are clear implications in this responsibility for the education of educators, both preservice and inservice, beginning with the need for all educators to become more world-minded. (Leestma, 1978, p. 13)

Perhaps the issue of most concern in global education is course content. Proponents of infusing global education into all curriculum areas feel that the content should be an extention or a broader interpretation of the subjects already taught in schools. Gaddy (1980) described such a curriculum as having "a broadened international perspective and a deepened understanding of the subcultures within the United States. . . . Courses having a truly international focus will be incorporated into the instructional offerings" (p. 33)

Groennings (1980) observed,

> Of course, textbooks already reflect changing realities by presenting contemporary American history in an increasingly international context. Yet the new international realities affect all fields, not just history or the special domains of social studies teachers. (p. 35)

Marker (1977) maintained that existing social studies courses could be broadened as an alternative to establishing new courses, in the face of severe budgetary limitations and declining enrollments.

Other writers believe that separate courses are needed to educate students for a global society. What, then, should be the content of these courses, whether they are infused into existing curriculum or allowed to remain separate? Keach (1968) wrote, "In many programs, there is a mass not only of unrelated factual material, but also of outdated factual materials" (p. 244). Keach went on to say that "the problems of the programs are compounded when we face the decision as to what to add or delete in our coverage of the world."

If the goals of global education are to be achieved, teachers and curriculum committees should be careful to select course materials that will lessen ethnocentric notions and feelings.

Program evaluation is another area of concern. The major problem in this area stems from the fact that many of the goals and objectives to be measured are in the affective domain (Keach, 1968; Kenworthy, 1969). Keach summarized the problem:

> Some of the difficulties . . . lie in our present state of ignorance of evaluative techniques, useful to the classroom teacher, that could indicate the extent to which we have modified or strengthened attitudes, values, problem-solving skills, etc.

Long and King (1964) reported on an exemplary experimental program designed to integrate the concept of world-mindedness into the curriculum. In explaining the evaluation of the program, the authors reported that the results of their survey of attitudes and interests were "obscure." After giving several possible explanations for this obscurity, they concluded:

> The problem may be simply one of measurement. The Attitude Survey used in the present evaluation may have lacked the degree of reliability, and what is probably more pertinent here, the degree of validity appropriate to the issue under consideration. For that reason it may not have been sufficiently sensitive to measure the kinds of attitudinal changes that may in fact have taken place.

Keach suggested that attention be given to Hess and Easton's (1962) analysis of political socialization of children. He felt there are "implications in this line of research for developing modes of evaluation to ascertain children's attitudinal growth." He also stated that techniques like DiVesta's (1966) Semantic Differential Technique and Berelson's (1959) content-analysis models would be

"extremely helpful in developing new creative approaches to the thorny problem of evaluation." The development of accurate, efficient, and sensitive measures that provide the necessary feedback so that both teaching and learning can be improved is essential.

Research and Related Literature on American Students in an Overseas Environment

Relatively few researchers have gathered data on American students overseas. Much of the material is dated, but some of the findings of earlier research are applicable to the current study. The overwhelming preponderance of studies have dealt with American college students who have participated in overseas-study programs and undergraduate students who have returned from extended stays overseas to continue their education in the United States.

In examining changes in the "attitude of world-mindedness" in college students who studied abroad during the summer as an extention of their studies in Justin Morrill College at Michigan State University, Kafka (1968) found that

1. Exposure to another culture did not ensure favorable changes in attitudes toward that culture.

2. Exposure to a foreign culture "reinforced appreciation for the homeland at the expense of the nation visited."

Selltiz and Stuart (1962) reported similar findings in a discussion of research involving foreign students in the United States--a reverse of the Kafka study. The authors wrote: "There is considerable evidence that the sheer fact of having been in another

country, even for an extended period of study, has quite limited effects on attitudes toward that country" (p. 10).

In discussing the changes in exchange students' attitudes toward other peoples, Kelman (1968) wrote:

> Studies of exchange students and other social-psychological investigations provide a number of hints about the variables determining the probability that favorable attitudes will develop. An important variable, for example, is the opportunity the visitor has for genuine contact with nationals of the host country and for involvement in various aspects of its life. Another important and obvious factor is what happens in the course of the contact--what treatment the visitor receives at the hands of the host. (p. 73)

Hensley (1978) reported the results of a study he conducted on the effect of a semester abroad in a political science program on the attitudes and behavior of college students at Kent State University. He concluded that relatively brief experiences in another culture produced only a limited positive change in attitudes and that claims about the potential of overseas-study programs to produce such changes should be "carefully scrutinized."

Gleason (1969) focused on students who had lived overseas for varying lengths of time before returning to undergraduate studies in the United States. He concluded that the most positive "world-minded" responses came from students whose stay in the foreign country had been of a long duration (between five and seven years). He also found that "three or more moves overseas were reported by students who gave the most positive world-minded responses in comparison to students who reported one or two moves overseas and gave fewer positive world-minded responses."

One of the purposes of Murphy's (1974) research was to investigate selected effects of overseas study. The experimental group was composed of Indiana University students in an overseas-study program; the control group was non-overseas-program students. A Worldmindedness Scale was administered in fall 1973 and again the following spring. Murphy found there was

> some evidence to suggest world mindedness for students might be enhanced by studying overseas. The result, however, is inconclusive considering the narrow margin, although significant, between the mean scores of the overseas study group and the campus group.

Downie (1976) investigated a group of American youths who had graduated from overseas American schools and returned to the United States to attend college, to determine some aspects of their identity formation. He found that

1. These students had to "set aside" their third-culture experience because their peers could not relate to it.

2. Although these students desired and pursued friendships, they felt the relationships would be short-lived.

3. The students were able to cope with and adapt to their overseas environment but had ambivalent feelings toward their own country.

4. They experienced difficulty in finding a group with which to identify and engaged in activities to achieve status.

5. The students' long-range plans included life-styles and career goals that would involve them in international life.

In 1980, Stoddart explored the notion that the overseas American school is an ideal environment in which to develop

international and intercultural understanding. She conducted the research in a Spanish-speaking country over a six-month period. Stoddart observed that groups that maintained positive relationships were those required to work together to achieve a common purpose. She also noted that in attempting to replicate quality American education, the overseas schools had transplanted "classroom techniques, curricula, and classroom organization that promoted competition and individualism rather than cooperation." Stoddart recommended that schools should take measures to counteract forces, both personal and environmental, that encourage the segregation of groups.

Duffey (1976) conducted a study to determine whether students in overseas American schools had international understanding, and if they did, whether it was greater than that of students who had not had overseas experience. He found that students who had lived overseas a year or more scored significantly higher on the Worldmindedness Scale than the control group of students who had had no international experience. The finding confirmed those of Gleason (1969), discussed before.

It is apparent from the results of the aforementioned studies that such variables as length of time overseas, kind and number of experiences with people of the host nation, and ability to overcome ethnocentric attitudes directly affect the quality and strength of a student's responses to other nations and peoples.

A few studies have been undertaken to assess elementary-school students' interests, knowledge, and attitudes with regard to global education. Armstrong (1979) investigated the influence of the instructional materials of the Global Studies Project on middle-school students'

international attitudes. He used a pretest-posttest design. Results of the study indicated that the Global Studies Project materials can influence students' ability to

> understand and accept the perspectives of foreign peoples. There are indications, however, that this reciprocal understanding may be limited by the students' inability to overcome ethnocentric bias when asked to identify the probable preferences of foreign peoples.

Richards (1979) developed a Worldmindedness Scale to evaluate three types of schools in Michigan: (1) those funded for global education and claiming a high emphasis on this topic in the curriculum, (2) schools not funded but claiming an emphasis on global education, and (3) those neither funded nor claiming an emphasis on global education. The author concluded that there was no significant difference among students in the three types of schools in terms of the world-mindedness they exhibited.

In an effort to form a data base from which appropriate global education programs could be developed, Schmit (1975) administered questionnaires to fourth-, fifth-, and sixth-grade students. Analyzing the data in three categories--cognitive, attitudinal, and interrelationships between the two--Schmit concluded that the students knew very little about the world environment, but those who knew the most tended to be the least chauvinistic.

In 1974, the Educational Testing Service (ETS) conducted a study under the auspices of the United States Office of Education. ETS developed a test entitled Other Nations, Other Peoples: A Survey of Student Interests, Knowledge, Attitudes, and Perceptions (ONOP). The purpose of this test was to explore the interests, knowledge level,

attitudes, and perceptions of school children in the United States toward other nations and peoples. Data were collected and examined to determine whether there were differences based on geographical location, grade level, or sex. Additional data were collected on students' backgrounds to determine if relationships existed between students' knowledge, attitudes, community, family, sex, or other individual student variables. An effort was made to investigate teacher knowledge, attitudes, and perceptions to explore the relationships that might exist between teacher characteristics and student variables.

The student sample comprised 1,728 students randomly selected from 55 to 60 schools in 27 states. Approximately 550 to 600 students in each of grades 4, 8, and 12 were tested in fall 1974. Information was gathered from 315 social studies teachers from grades 8 and 12.

Data were collected on the following variables: languages and nations recently studied; sources influencing students' views and attitudes toward other nations and peoples; nations students would like to study or visit; knowledge regarding the locations, characteristics, and conditions of selected countries; and student attitudes toward other nations and peoples.

Teacher information included the countries teachers most enjoyed teaching about and why, countries that received the most attention in courses taught, and teachers' perceptions of items that most influenced their students' attitudes toward and opinions about other nations and peoples.

ETS developed four student-survey instruments for each grade level: a Background and Interest Questionnaire, a Knowledge Test, and separate measures of attitudes toward and perceptions of other nations and peoples.

The Knowledge Test was designed to gather information about student knowledge of six selected countries: the United States, Mexico, France, Egypt, the People's Republic of China, and the Soviet Union.

> Criteria for ETS's selection of countries included important nation status, high visibility in the mass media, some historical significance for the students, and assurance of a wide range of geographical and cultural characteristics. (Pike & Barrows, 1979, p. iv)

A general overview of the results of this study is presented on the following pages. More thorough information can be obtained by reading Other Nations, Other Peoples by Pike and Barrows (1979).

Data regarding languages studied showed that 50% of the eighth graders and 70% of the seniors had studied at least one foreign language. A relationship of high proportion was found between use of the language at home and a desire to study it. Both eighth and twelfth graders reported having studied the same countries: the U.S.S.R., England, France, and the People's Republic of China.

In the student-interest section, students were asked to select countries they would "like to live in for six months." Fourth graders most often chose Mexico, Canada, England, France, Spain, and Japan, in that order. Eighth graders changed the rank order of popularity and chose England, Mexico, France, Canada, Spain and Italy

(a tie), and Japan. Twelfth graders indicated a preference for England, Canada, France, Italy, Spain, Mexico, and Japan, in that order.

At grade 4, there was a high correlation between the countries students wanted to study and those they selected to "live in for six months." Both eighth and twelfth graders, however, exhibited much more differentiation between the two aspects of "study" and "live in for six months."

One result on the map-locations section of the Knowledge Test proved interesting. Seventy-two percent of the fourth graders, 82% of the eighth graders, and 88% of the twelfth graders correctly located the United States on an outline map of the world. According to Pike and Barrows, "there is not much cause for satisfaction in the results at either the eighth or twelfth grade levels" (p. viii). Serious gaps existed in the students' awareness of the location of other geographic areas and their knowledge of the Middle East, Africa, American government, and Western Europe.

Summing up the findings of this extensive study, Pike and Barrows wrote:

> On the positive side, it shows the student interest that schools have to build on early in the educational process. . . . The level of international understanding revealed by this study is not nearly good enough, not for American students and future voting citizens who face the increasingly interdependent world of the present and the foreseeable future. (p. xii)

The present study is a partial replication of the ONOP study. In ensuing chapters, comparisons are made between the 1974 population and the 1983 overseas-student population on the Knowledge Test, the Attitude Test, and parts of the Interest and Background Questionnaire.

Social Studies Curriculum Innovation and Its Implications for Global Education

Many of the issues, problems, and inquiries that characterize the concerns of global education have also been a concern of social studies since its inception. Throughout the literature concerning global education, one encounters the question, "What are the implications of global education for the social studies curriculum?" (Marker, 1977; Tucker, 1979). Recognized leaders in the curriculum area are voicing their concerns and are developing techniques for accomplishing the goals of global education. Although the infusion of global perspectives will cause some upheaval and repercussions in many curriculum areas, the most radical of these changes will probably occur in the area of social studies.

As a part of its position statement on global education, the National Council for the Social Studies (Peters, 1981) recommended that the social studies should emphasize the following points:

> . . . that human experience is an increasingly globalized phenomenon in which people are constantly being influenced by transnational, cross-cultural, multi-cultural, multi-ethnic interactions;
> . . . that humankind is an integral part of the world environment;
> . . . the linkages between present social, political, and ecological realities and alternative futures;
> . . . citizen participation in world affairs. (p. 12)

In the social studies introduction to the Global Education Curriculum Handbook of the Livonia, Michigan, Public Schools, Swift (1981) stated:

> Teaching teams, shared resources, annotated books, lists, integrated curriculum units, community involvement, reading and discussion, simulated global issues, multi-cultural

> studies, out-of-school experiences, and the use of the media can all emphasize our interdependence. Many of the foregoing must be used in a global education program. We simply do not think, operate our lives on academic disciplines such as social studies, English, math or science. We operate in terms of values, choices, and a Gestalt awareness. (p. 12)

The issue of interrelating all curriculum areas in the presentation of global education concepts presents yet another challenge to social studies professionals. To prevent global education from continuing "to be viewed simply as another patch to be added to the already crowded curriculum quilt," Gillion and Remy (1978) suggested a program with five characteristics: recognizing and involving all areas of the elementary-school curriculum, capitalizing on the local community as a laboratory for study, using other institutions as potential areas of international learning for children, learning for something rather than about something, and infusing global education throughout the elementary-school teacher-preparation programs (pp. 501-502).

Bannister (1965) criticized the existing state of the social studies and proposed eight ingredients for a dynamic new social studies program:

1. Freedom to break with tradition.
2. A community that is willing to let teachers experiment.
3. An administration that is willing to let teachers experiment.
4. Wide-awake educators who are sensitive to the needs of children and of society.
5. Imaginative educators who are able to develop new content and methods.

6. Skilled educators who are able to teach effectively.

7. Confident educators who are able to try new ideas without feeling insecure.

8. Flexible educators who are willing and able to change the curriculum to meet the changing problems of society (p. 172).

Mehlinger (1968) wrote,

> If one accepts the role of formal courses in the social studies to include providing students with concepts that enable them to perceive more meaning in the contemporary world, it should be possible to convince social studies teachers that some concepts students need to acquire pertain to planetary society. It is not necessary to create entirely new courses to do the task. Curricular offerings can be reshaped to suit new purposes. Old courses are always in the process of change as a result of new ideas. (p. 685)

Marker (1977) supported the idea of adding global perspectives to existing courses instead of adding courses to the curriculum. He observed,

> With school enrollments declining and many school systems experiencing severe budgetary problems, this is not the time to call for a new global studies course. Such a course could surely be categorized as an elective at the very time that other social studies electives are being eliminated. Instead, it seems more realistic to develop materials and prepare teachers to add a global dimension to the courses which are already in place in the social studies curriculum. (p. 18)

Tucker (1979) wrote,

> Education for a global perspective cannot be entered into lightly in a nation where historically attitudes toward the rest of the world have often been negative and isolationist. Social studies educators in the United States who have positive attitudes toward education for a global perspective must be sensitive to these realities and to the consequences of the potential range of future choices within education for a global perspective. In the final analysis, social studies education and social reconstruction will be judged on the particulars, not the generalities, of global education. (p. 100)

Summary

If global education is to be accepted as the vehicle through which future generations will be educated to assume the responsibilities of world citizenship, a commitment to this type of educational program is needed from every segment of our society. In particular, the educational community must accept the challenge of establishing effective programs that show they are meeting desired goals through the actions and attitudes of their students. Many authors and leaders in the field of social studies have addressed the issues and goals; some have translated them into suggested programs, techniques, and materials.

Research on assessing the attitudes, interest, and current level of children's global knowledge has been minimal; however, the research that has been done has indicated much more needs to be done to achieve the necessary goal of creating world-literate persons. Research data are needed to answer questions about attitudes before effective methods can be found to stimulate positive attitudes about other nations and peoples.

Even though few studies have been conducted on the experiences of students in an overseas environment, these students represent a large segment of the American youth population. Researchers have indicated that these students' experiences can contribute greatly to the body of knowledge from which global education programs will be designed. A study of these students and their experiences can help educators objectively evaluate the intercultural experience and

perhaps find better methods of accomplishing the goals of global education.

CHAPTER III

POPULATION, DESIGN, AND METHODOLOGY

Introduction

Chapter III contains an explanation of the methodology used in conducting the study. In the first section, the populations from which data were collected are identified and defined. Procedures used in collecting data are discussed, and the research instruments used in the study are explained. The last section details the statistical treatment of the data and the methods of reporting the findings.

The Student Populations

Two eighth-grade populations in an overseas setting were the focus of this study. One group comprised students in a Department of Defense (DOD) school, and the other comprised students attending an international school. Both schools are located in the suburbs of a major Japanese city and are within 15 miles of each other. This researcher taught at the international school for two years and has taught for ten years in DOD schools.

A brief background of the international-school structure is presented here to clarify the term "international school." The international schools were established for two purposes:

1. To provide an American-style education for the children of Americans living overseas for diplomatic, business, or religious

purposes. (A major concern of parents who must take their children overseas for extended periods is that the children be properly prepared for eventual entrance into American institutions of higher learning.)

2. To serve as models of American education for citizens of the foreign country in which they are located.

International schools are of various sizes and organizational structures. Some are church related, others are company owned, and still others are American-sponsored independent schools that are eligible for assistance from the Office of Overseas Schools of the United States Department of State. The students who participated in this study attended an American-sponsored independent school.

Paul Luebke (1974), Deputy Director of the Office of Overseas Schools in 1973, explained the criteria for governmental assistance:

> The criteria governing assistance, in simplest terms, require that a school seeking assistance provide adequate educational opportunity (similar to that available in schools in the United States) for dependent children of U.S. Government personnel stationed abroad, and that it foster mutual understanding between the people of the United States and the people of other countries through its admission policies, professional staff, program of instruction, and activities. The finer points include additional requirements: the school must have been founded by and be operated by American citizens or by groups including Americans; there must be an appropriate number of U.S. Government dependent children enrolled; local and third country children should be included in the enrollment if local laws and regulations permit; the language of instruction is to be English or both English and the host country language if the school is a bi-national school; the curriculum is to be based on American patterns or at least be bi-national in content and methods; textbooks and other instructional materials are to be primarily American; the school must provide evidence of sound management; other similar qualifications may be required. With certain exceptions, church-related and company-operated schools are not eligible for assistance. To establish

> eligibility, a school applies to the local American Embassy or Consulate. If it concurs with the application, the Foreign Service Post may request the Department of State to make a determination of eligibility and consider granting assistance. (p. 4)

The administration of the international school is headed by a board of directors consisting of parents of students enrolled in the school and/or others with a vested interest in the school. The board meets regularly to make decisions on such issues as teacher salaries, budget, and policies. Directly below the board in the organizational hierarchy is the headmaster, whose job includes acting as liaison between the board and the staff, coordinating expenditures, and implementing and retaining policies for the school as a whole. The respective principals are next in the hierarchy. The school at which this study was conducted had three principals. One was responsible for the nursery-kindergarten, which was located in another area; one supervised the elementary school, K-6; and one oversaw the high school, K-12. The last two principals were located on the same campus.

Most independent schools raise money chiefly through tuition. Donations from businesses, alumni, and friends are additional sources of income, as are fund-raising events, which are scheduled at various times throughout the school year.

Students who attended the international school and participated in this study lived in a metropolitan area. The school is located in a suburb, and the students commuted by train. Buses transported elementary-school students to the campus. Parents of the students were either embassy personnel, businessmen, missionaries, or Japanese

nationals. To attend a school other than a Japanese one, Japanese nationals must secure permission from their government. Parents might be granted such permission if they have been out of the country with their child for a number of years as employees of business firms or the diplomatic corps and therefore have been unable to provide a Japanese-style education for their children.

The eighth-grade population of the international school included in this study had the following composition: 70% were American, 16% were Japanese nationals, and 14% were of other backgrounds (Canadian, Northern European, Dutch, Swedish, Thai). Many of these "other background" students had lived for extended periods in the United States. For many of the students in the international school, this was not their first experience in an overseas environment. Eighty-four students in the international school group were tested, of whom 16 had never visited the United States. Six students who were not American citizens, but had lived in the United States for periods of one to four years, were also included in the sample.

DOD schools were established after World War II to provide elementary and secondary education for the children of U.S. armed forces personnel and DOD civilian personnel stationed throughout the world. Among other things, these schools make it possible for families of servicemen and American civilians working for the United States government to accompany them to overseas locations.

The DOD overseas school system is one of the nation's largest. Approximately 163,000 American students attend DOD schools in 26 countries throughout the world--in Europe, Asia, Africa, and various

other areas. The system employs approximately 8,500 staff personnel, of whom 7,000 are involved in the instructional program. DOD schools are supported logistically by the branch of service responsible for the schools in that particular area. For the Pacific Area, in which this study was conducted, the Air Force is the responsible branch of service.

Members of the DOD eighth-grade group lived on a headquarters military base, where it was possible to have little or no contact with host nationals. These students were all American citizens of Caucasian, Black, Japanese-American, and mixed parentage. Their parents were military personnel, DOD civilians, or employees of other government agencies. Twenty-five of the 61 students in the population had lived overseas for three years or longer. This group tended to be more stable than the average military population because the mandatory tour of duty for this particular base was three years, and extensions could be obtained upon request. Only 17 of the students in this group had been overseas for less than one year. Also included in this group were two students who were American citizens but had never lived for any appreciable length of time in the United States. It was not uncommon for the high school graduating class on this base to include students who had attended the three schools located on the base from kindergarten through twelfth grade. Some students in the international school had attended that school for the same length of time.

In the international school, the eighth grade was part of the high school. The DOD school's eighth grade was located in a middle

school that was adjacent to the high school but had a separate administration and staff.

As stated before, 16 of the students in the international school population were not American citizens. The data generated for these students were analyzed separately. Because of the small size of this group, no valid conclusions or comparisons can be drawn. However, the data are presented, where appropriate, as a matter of interest to the reader and perhaps as a stimulus for further study of the reactions of non-American students in an American school.

Both schools provided many cultural and social opportunities for students to have positive experiences with the Japanese people. Dance troupes often performed at both schools, and both required Japanese-culture classes at the elementary-school level. A Japanese-language class was offered at the secondary level in the international school. Both schools sponsored exchanges in which students visited in Japanese homes and then reciprocated in the American homes. Field trips were customary in both schools.

The majority of students in both schools (82%) had lived in the United States. (See Table 3.1.) A higher percentage of students in the DOD school population (92%) than in the international school's American-citizen population (86%) had lived in the United States. Eight percent of the students in the DOD population reported that they had never lived in the United States. All of the non-American students who reported that they had lived in the United States were females (43%).

Table 3.1.--Length of time students had lived in the United States (in percent).

School and Sex	Percentage
International school	86 (total)
Male	87
Female	85
Department of Defense school	92 (total)
Male	91
Female	94
Non-Americans (international school)	71 (total)
Male	0
Female	43
Total (both populations)	83

Regarding length of stay in the United States, 79% of the international school students and 78% of the DOD school students indicated that they had lived in the United States "5-10 years." A two-way analysis of variance (ANOVA) was computed to determine if there was a significant difference between school or sex and time spent in the United States. (See Table 3.2.) An F score of 6.314 with a significance level of .013 was obtained for the comparison between males and females. For this population, males had spent significantly less time in the United States than girls.

Table 3.2.--Length of stay in the United States (ANOVA).

Source of Variation	Sum of Squares	df	Mean Square	F	Significance of F
Main effects	4.793	2	2.396	3.287	.041
School	.147	1	.147	.202	.654
Sex	4.603	1	4.603	6.314	.013

Forty-four percent of the students in the international school population and 60% of those in the DOD school population had spent 1-2 years in Japan. An analysis of variance between males and females yielded another significant difference. A higher percentage of females (75% international school, 90% DOD school) had spent 1-2 years in Japan than had males (17% international school, 33% DOD school). Non-American females indicated having spent more time in Japan (3-4 years) than males (1-2 years).

Results for the entire study population from both international and DOD schools showed that 22% of the students had lived in the United States "5-10 years," and 28.8% had lived in the United States for more than 10 years. Results for the time spent in Japan show that the largest percentages were for "1-2 years" (32.9%) and "5 or more years" (31.5%). (See Table 3.3.)

Other percentages descriptive of the entire population showed that 46.6% of these students had been born in the United States, although 82% of them were American citizens. A relatively high percentage (64.4%) of the students could read and/or speak a language other than English. A significantly higher number of students in the

international school than in the DOD school indicated having this ability. A high percentage (80.8%) of the students' parents spoke English regularly in the home. (See Table 3.4.)

Table 3.3.--Length of stay in Japan--entire population (in percent).

Length of Stay	Percentage
Less than 1 year	21.9
1-2 years	32.9
3-4 years	13.0
5 or more years	31.5

Table 3.4.--Student background information--entire population (in percent).

Student Background	Percentage
Students born in United States	46.6
Students who were American citizens	82.9
Students able to read or speak a foreign language	64.4
Fathers born in United States	69.9
Mothers born in United States	53.4
Parents regularly speaking English at home	80.8

Seventeen countries plus the category "Other" were listed for students to indicate the birthplaces of their fathers and their mothers. The United States was the highest-percentage birthplace for both fathers (69.9%) and mothers (53.4%). The second highest percentage for fathers was "Other" (9.6%), and the third highest percentage was Japan (8.9%). For mothers, the birthplace with the second highest percentage of responses was Japan (23.3%), and the third highest was "Other" (11.6%). A complete list of birthplaces for students and parents appears in Table 3.5.

Table 3.5.--Birthplace of students and parents in the 1982 overseas population (in percent).

Country	8th Grade Students	Fathers	Mothers
Canada	...	.7	.7
China	...	1.4	...
Cuba	...	.7	1.4
East Germany	...	.7	...
England	...	.7	...
Japan	...	8.9	23.6
Mexico	...	.7	.7
Philippines	2.1	2.1	4.1
Taiwan	1.4	2.7	2.1
United States	46.6	69.9	53.4
West Germany	.8	...	1.4
Other	33.6	9.6	11.6

There was no significant difference between groups in terms of students' estimate of their grade points. However, a significant difference existed between the sexes. In both populations, males estimated their grades to be lower than did females. (See Tables 3.6 and 3.7.)

Table 3.6.--Students' grades in school--entire population (in percent).

Grade Point	Absolute Frequency	Percentage
90-100	16	11.0
85-90	37	25.3
80-84	32	21.9
75-79	28	19.2
70-74	13	8.9
65-69	13	8.9
60-64	3	2.1
Below 60	1	.7

Table 3.7.--Students' grades in school, by sex (in percent).

Grade Point	International School Male	DOD School Male	International School Female	DOD School Female
90-100	7.9	6.5	15.6	13.8
85-90	18.4	22.6	28.1	31.8
80-84	7.9	29.0	34.4	20.7
75-79	28.9	9.7	18.8	27.6
70-74	10.5	22.6	...	...
65-69	15.8	6.5	3.1	
60-64	5.3	3.2	...	...

The highest percentage of males in the international school (28.9%) estimated their grade-point average at 75-79, and DOD school males (29.0%) estimated theirs at 80-84. Females in both populations indicated significantly higher averages than did males. International school females (34.4%) estimated their grade points at 80-84, and DOD school females (31.8%) estimated theirs at 85-90. This pattern was consistent in the non-American group, also. The highest percentage of non-American males (37.5%) estimated their grade-point average at 65-69, and non-American females (42.9%) estimated theirs at 85-90. (See Table 3.8.)

Table 3.8.--Non-American students' grades in school (in percent).

Grade Point	Non-American Males	Non-American Females
90-100	...	28.6
85-90	12.5	42.9
80-84	12.5	26.6
70-74	25.0	...
65-69	37.5	...
Below 60	12.5	...

Methodology

This researcher administered the tests used to collect the data for this study at both the international school and the DOD school in Japan. At the international school, the entire eighth-grade class was tested in a single period. The test was timed according to limits suggested in the administrator's manual for the original study: 25

minutes for the Describing Other Nations Test, 10 minutes for the Interest and Background Test, and 30 minutes for the Knowledge Test. The researcher read the directions to the students as they followed along on their printed copies. After each set of directions was read, students were allowed to ask questions to clarify anything they did not understand.

Identical procedures were followed for testing in the DOD school, except that scheduling in this school did not permit a single testing period. The testing was done in two days; the class periods designated for science were chosen because all eighth-grade students could be conveniently tested during those times. On the first day, all classes took the Describing Other Nations Test and the Interest and Background Test. They took the Knowledge Test the second day.

All test materials were precoded with numbers for identification of testing materials belonging to the same students. Names were omitted to insure confidentiality.

Study Design

This study was an extention of research conducted by the Educational Testing Service in 1974. Therefore, the instruments used in the 1974 study were also used in this study. ETS granted this researcher permission to replicate the Other Nations, Other Peoples study. In addition, ETS provided the test instruments, which had been validated by that agency and for which national norms had been established.

Three instruments designed for an eighth-grade population were included in the set used in this study. The tests were designed for paper-and pencil administration. The manual was issued by the researcher. Words and phrases were substituted, as appropriate, to ensure their pertinence to the situation. Instrumentation is discussed more fully in the following section.

Instrumentation

Three instruments used in the 1974 Other Nations, Other Peoples study were also used in the present investigation. These instruments are described in the following pages.

Background and Interest Questionnaire

The Background and Interest Questionnaire sought such information as the student's birthdate, sex, approximate academic standing, country of birth, amount of time spent outside the United States, and languages read. Questions were also asked about the country of birth, languages spoken, and birthplaces of both parents. Additional questions concerned foreign-language and social studies courses taken, nations studied, and kinds of reading done outside school.

In modifying this test for the present study, Items 1 and 2, which asked for school location and student's name, were deleted. As stated before, the test sets were numbered for identification purposes. A letter was added to the identification number so that the researcher could identify the respondent's school. Item 7, "Have you lived in the United States all your life?" was changed to read: "Have you lived

in the United States?" Item 7a, "If 'no,' how long have you lived in the United States?" was changed to read: "If 'yes,' how long have you lived in the United States?" Item 9, "Have you ever lived for a period of six months or more outside the United States?" was changed to: "Do you read a language other than English?" Item 8 became, "If you answered 'yes' to Question 7, write the name of the language you read below." One addition to the test was this question: "Are you an American citizen?"

A letter inside the test informed students that all responses would be kept confidential and that they could leave any questions unanswered if they wished. This letter from the initial study remained intact, except that "I" was substituted for "we" to reflect the fact that the present study had a single researcher.

Knowledge Test

As described in the original study, the Knowledge Test

> was designed to measure students' attainment of basic information about selected nations that could be related to their attitudes and perceptions about these nations. The emphasis in the test was not directed specifically towards material covered in school texts nor the past history of the nations included. Rather, the test focused on basic information felt to be needed by students in order to have at least a rudimentary knowledge and understanding of current events. (Pike et al., 1979, p. 3)

Six nations were represented in the questions posed on the test: the United States, Mexico, France, the Soviet Union, China, and Egypt. Other questions covered the following topics: the world, geography, cultural issues, political affairs, and economic matters.

Only one alternation was made on this test. In Item 44, the name of the new president of Egypt, Hosni Mubarak, was inserted because of the death of Anwar El-Sadat. Other items remained unchanged.

Describing Other Nations and Peoples

In this measure, students were asked to indicate on a seven-point scale between two opposite characteristics (e.g., good-bad) their opinion about a country and its people. The name of a country appeared at the top of each page in the first half of the test, with 22 descriptive terms beneath. The countries presented were the Soviet Union, England, Israel, China, Egypt, Spain, the United States, France, Mexico, East Germany, Japan, and India. In the second half of the test, the same nations were used, but the words "The People of" preceded the name of the country appearing at the top of the page. An example of the scales used under these titles is as follows:

mostly industrial workers--mostly farmers
not free--free
good--bad
untrustworthy--trustworthy
uneducated--educated

This part of the test was used to determine whether students might view the people of a country differently than they viewed the country itself.

Data-Analysis Procedures

Procedures the researchers in the original 1974 study used in analyzing data were applicable to this study, as well. Data for the

Interest and Background Questionnaire were analyzed by using the analysis of variance (ANOVA) technique. Scores were broken down according to school and sex to determine whether statistically significant differences existed between groups.

An item analysis of variance by school and sex was performed for the Knowledge Test data. This test assessed the students' basic knowledge of current events, of geography, and of six selected countries, including the United States. Items were grouped by nation and world knowledge. A two-way analysis of variance was run to determine significance by school and sex and to discover whether there were significant interactions between groups.

A two-way analysis of variance was also used to determine whether significant differences existed between the two school populations and between sexes in terms of their desire to study or to visit a particular country.

In the original 1974 Other Nations, Other Peoples study, five factors were extracted from the attitude-data total of 22 factors on a seven-point scale (i.e., good-bad). The factors chosen were "Desirable people," "Rich/strong," "Desirable nation," "Small nation," and "People not." In this study, the five factors were used to run a two-way analysis of variance by school and sex to determine whether significant differences existed in attitudes toward other peoples and countries as the two were combined in the analysis.

The level of significance was set at .05 for all tests. In Chapter IV, the results of the data analysis are presented.

Hypotheses Tested

The following null hypotheses were formulated to analyze the data for the international school and the DOD school students' global knowledge, interests in studying and visiting other countries, and attitudes toward other nations and peoples, as measured by the Other Nations, Other Peoples test. The international school and DOD school students' test results were compared between schools and between sexes. In Chapter IV, subhypotheses of each major hypothesis are stated to reflect these comparisons.

Ho_1: There is no significant difference between eighth-grade international school and Department of Defense school students in terms of their selections of countries to study.

Ho_2: There is no significant difference between eighth-grade international school and Department of Defense school students in terms of their selections of countries to visit.

Ho_3: There is no significant difference between eighth-grade international school and Department of Defense school students in terms of their knowledge of the United States.

Ho_4: There is no significant difference between eighth-grade international school and Department of Defense school students in terms of their knowledge of six selected nations and their global knowledge.

Ho_5: There is no significant difference between eighth-grade international school and Department of Defense school students in terms of their total Knowledge Test results.

Ho_6: There is no significant difference between eighth-grade international school and Department of Defense school students in terms of their attitudes toward selected countries and peoples.

Summary

This chapter contained a discussion of the population from which the data were gathered. The population included eighth-grade students attending an international school and a DOD school in Japan. The methodology used in conducting the study was explained in this chapter, as were the test instruments and the data-collection procedures. The statistical measure used to analyze the data was analysis of variance. In the last section, the null hypotheses formulated for the study were presented. An analysis of the data gathered in the study may be found in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The purpose of this study was to collect, analyze, and compare data regarding the extent of global knowledge, interests, and attitudes toward other nations and peoples among eighth-grade students in two separate overseas environments: one group attending an international school and living in the local community, and the other attending a Department of Defense school and living on an American military base. The instruments used in the 1974 Other Nations, Other Peoples study conducted by the Educational Testing Service with eighth graders were used to collect the data analyzed in this study.

The students' scores on the global interests, knowledge test, and attitude survey were compared by school and sex between the international school and DOD groups. A small sample of 17 non-American students was also included in the study. Data from this group are presented where appropriate as a matter of interest to the reader. However, no valid conclusions can be drawn due to the small sample size. The international school and DOD school students' scores were analyzed to determine if any statistically significant differences existed between the two groups. Both groups were also compared internally and as a combined group by school and sex to determine

whether statistically significant differences or interactions existed between the groups.

The procedure for collecting and analyzing the data was described in Chapter III. The hypotheses were analyzed by one-way analysis of variance (ANOVA) and two-way analysis of variance using the Statistical Package for the Social Sciences (SPSS) at the Computer Center at Michigan State University. The results of the statistical analysis as they relate to the various hypotheses and subhypotheses are presented in this chapter.

Student Interest in Studying Foreign Countries

Task Description

Students were given a list of 17 countries, from which they were asked to select all of those they wished to study. The data are listed in terms of mean and standard deviation for each country by school and sex. Subhypotheses are stated individually, followed by a presentation and interpretation of the results for that hypothesis.

H_0 1.1: There is no significant difference between eighth-grade international school and Department of Defense school students in terms of the total number of nations they would like to study.

Results.--The total school scores were analyzed with an analysis of variance by school and sex. For school, an F score of 11.69 was obtained with a significance level of .001. DOD school students selected significantly more countries to study than did international school students. The mean score for non-American students (4.2000)

was higher than that of the international school students (2.4559) and slightly higher than that of DOD students (4.1186).

An item analysis of variance was conducted for each country by school and sex. Results are shown in Table 4.2. Statistically significant differences by school were noted for England (.018), France (.002), Greece (.008), India (.049), Italy (.004), and Japan (.011). DOD school students chose to study these countries more often than did international school students. A statistically significant interaction (.040) was indicated for England. Females chose England more frequently than did males. Therefore, the data rejected the null hypothesis ($p < .05$).

H_o 1.2: There is no significant difference between eighth-grade male and female international school and Department of Defense school students in terms of their selections of countries to study.

Results.--An analysis of variance was used to analyze the scores of male and female students in the international school and the DOD school. An F score of 1.637 was obtained with a significance level of .204. The data failed to reject the null hypothesis of no significant difference between groups ($p < .05$). (See Table 4.1.)

Table 4.1.--Results of comparison of international school and DOD school students' selection of countries to study (ANOVA).

Source of Variation	Sum of Squares	df	Mean Square	F	Significance of F
Main effects	54.766	2	27.383	6.559	.002
School	48.800	1	48.800	11.690	.001
Sex	6.835	1	6.835	1.637	.204

Table 4.2.--Results of student interest in studying foreign countries.

	International School						Department of Defense School						Non-American (International School)						Level of Significance		
	Male	R	Female	R	Total	R	Male	R	Female	R	Total	R	Male	R	Female	R	Total	R	School	Sex	Interrelation
Canada	.1667 (.3780)	5	.1563 (.3689)	3	.1618 (.3710)	5	.1935 (.4016)	6	.2143 (.4179)	7	.2024 (.4060)	7	.2500 (.4629)	3	.1429 (.3780)	5	.2000 (.4140)	5			
China (PRC)	.2222 (.4216)	3	.1563 (.3689)	3	.1912 (.3962)	4	.1290 (.3408)	9	.2500 (.4410)	6	.1864 (.3928)	8	.2500 (.4629)	3	.7143 (.4880)	1	.4667 (.5164)	2			
East Germany	.1667 (.3780)	5	0	9	.0882 (.2857)	9	.1290 (.3408)	9	.1429 (.3563)	9	.1356 (.3453)	10	.1250 (.3536)	4	.1429 (.3780)	5	.1333 (.3519)	6			
Egypt	.2778 (.4543)	2	.2813 (.4568)	2	.2794 (.4520)	2	.3871 (.4951)	1	.3571 (.4880)	4	.3729 (.4877)	3	.3750 (.5175)	2	.5714 (.5345)	2	.4667 (.3750)	2			
England	.1944 (.4014)	4	.0938 (.2961)	6	.1471 (.3568)	6	.2255 (.4250)	5	.4286 (.5040)	2	.3220 (.4713)	5	.2500 (.4629)	3	.2857 (.4880)	4	.2667 (.4577)	4	.018		.040
France	.1389 (.3507)	6	.2813 (.4568)	2	.2059 (.4074)	3	.3871 (.4957)	1	.5357 (.5079)	1	.4576 (.5025)	1	.5000 (.5345)	1	.5714 (.5345)	2	.5333 (.5164)	1	.002		
Greece	.2222 (.4216)	3	.1563 (.3689)	3	.1912 (.3962)	4	.3871 (.4951)	1	.4286 (.5040)	2	.4068 (.4954)	2	.2500 (.4629)	3	.5714 (.5345)	2	.4000 (.5071)	3	.005		
India	.0556 (.2323)	9	.0313 (.1768)	8	.0441 (.2069)	12	.1613 (.3739)	7	.0714 (.2623)	10	.1186 (.3261)	11	.1250 (.3536)	4	.1429 (.3780)	5	.1333 (.3519)	6	.049		
Israel	.0278 (.1667)	10	.0938 (.2961)	6	.0588 (.2390)	11	.1613 (.3739)	7	.1786 (.3900)	8	.1695 (.3784)	9	.1250 (.3536)	4	0	6	.0667 (.2532	7			
Italy	.0833 (.2803)	8	.1250 (.3360)	4	.1029 (.3061)	8	.2581 (.4448)	4	.3571 (.4880)	4	.3051 (.4644)	6	.1250 (.3536)	4	.2857 (.4880)	4	.2000 (.4140)	5	.004		
Japan	.1389 (.3507)	6	.1563 (.3689)	3	.1471 (.3568)	6	.2903 (.4614)	3	.3929 (.4973)	3	.3390 (.4774)	4	.1250 (.3536)	4	.2857 (.4880)	4	.2000 (.4140)	5	.011		
Liberia	.0278 (.1667)	10	.0625 (.2459)	7	.0441 (.2069)	12	.1613 (.3739)	7	.0357 (.1890)	11	.1017 (.3048)	12	.1250 (.3536)	4	0	6	.0667 (.2582)	7			
Mexico	.0556 (.2323)	9	.0938 (.2961)	6	.0735 (.2629)	10	.1290 (.3408)	9	.0714 (.2623)	10	.1017 (.3048)	12	.1250 (.3536)	4	.1429 (.3780)	5	.1333 (.3519)	6			
Soviet Union	.3611 (.4871)	1	.3750 (.4919)	1	.3676 (.4857)	1	.3548 (.4864)	2	.2857 (.4600)	5	.3220 (.4713)	5	.2500 (.4629)	3	.1429 (.3780)	5	.2000 (.4140)	5			
Spain	.1324 (.3414)	7	.1111 (.3187)	5	.1324 (.3414)	7	.1613 (.3739)	7	.2500 (.4410)	6	.2034 (.4060)	6	.5000 (.5345)	1	.4286 (.5345)	3	.4667 (.4164)	2			
Taiwan	.0556 (.2323)	9	.1250 (.3360)	4	.0882 (.2857)	9	.1525 (.3626)	8	.1429 (.3563)	9	.1525 (.3626)	10	.1250 (.3536)	4	.1429 (.3780)	5	.1333 (.3519)	6			
West Germany	.1389 (.3507)	6	.1250 (.3360)	4	.1324 (.3414)	7	.1935 (.4016)	6	.1789 (.3900)	8	.1864 (.3928)	8	.1250 (.3536)	4	.1429 (.3780)	5	.1333 (.3519)	6			

* mean
(standard deviation)

Student Interest in Visiting Foreign Countries

Task Description

Students were given a list of 17 countries and were asked to select all of those they wished to visit. They were asked to mark their answers under one of three headings: (1) would not, (2) think I might, and (3) would like very much. "Visit" as used here was written "live in for 6 months" on the survey. The data are listed as means and standard deviations in terms of school and sex.

H_o 2.1: There is no significant difference between eighth-grade international school and Department of Defense school students in terms of their selections of countries to visit.

Results.--An analysis of variance was used to determine if statistically significant differences existed between international school and DOD school students' scores. An F score of 5.946 with a significance level of .016 was revealed for France, and an F score of 5.972 with a significance level of .022 was found for Spain. DOD school students' scores were significantly higher than those of international school students, indicating a more frequent choice of France as a place to visit. DOD school students chose Spain as a place they would like to visit, whereas international school students' means indicated they would not choose to visit Spain. A statistically significant interaction was found on scores for Liberia: Both populations' means indicated a choice of not visiting that country. However, DOD school students' means were significantly higher than those of the international school students, indicating less resistance

to the idea. According to the interaction analysis, male population means were significantly higher than female population means. The data rejected the null hypothesis ($p < .05$). (See Table 4.3.)

H_0 2.2: There is no significant difference between eighth-grade male and female international school and Department of Defense school students in terms of their selections of countries to visit.

Results.--An analysis of variance was used to determine if statistically significant differences existed between international school and DOD school male and female students' choices of countries to visit. The results are shown in Table 4.3. Statistically significant differences were found for Canada (.041), East Germany (.041), and France (.016). Males' scores were significantly higher than females' in terms of living in Canada. For East Germany, though, both males and females would not like to live there. However, females' scores were significantly higher than males', indicating they were less opposed to living in East Germany. The scores for France indicated that females were more inclined than males to live in France, whose scores were significantly lower. The data rejected the null hypothesis ($p < .05$).

Descriptive Overview of Student Interest in Studying and Visiting Foreign Countries

This section of the test asked students to indicate all the countries they would most like to visit. Next to the names of the countries they would most like to visit, the students were asked to mark one of three choices: would not like to live in, might like to live in, and would very much like to live in. Marked differences were

Table 4.3.--Results for student interest in visiting foreign countries.

	International School			Department of Defense School			Non-Americans (International School)			Level of Significance		
	Male	Female	Totals	Male	Female	Totals	Male	Female	Totals	School	Sex	Interactions
Canada	2.0286 (.5681)	2.0000 (.4714)	2.0159 (.5234)	2.2400 (.5228)	1.8800 (.6650)	2.0600 (.6197)	2.0000 (.6325)	2.3333 (.5164)	2.1667 (.5774)		.041	
China	1.2727 (.4523)	1.2333 (.5040)	1.2540 (.4741)	1.3043 (.5583)	1.3846 (.6972)	1.3469 (.6308)	1.5000 (.5477)	1.3333 (.5164)	1.4167 (.5149)			
East Germany	1.4063 (.7121)	1.7333 (.7397)	1.5645 (.7382)	1.4167 (.6539)	1.6250 (.6469)	1.5280 (.6520)	1.5000 (.5477)	1.5000 (.5477)	1.5000 (.5222)		.041	
Egypt	1.6250 (.7071)	1.6452 (.7094)	1.6349 (.7026)	1.9583 (.6903)	1.6400 (.7572)	1.7954 (.7354)	1.3333 (.5164)	1.8333 (.9832)	1.5833 (.7930)			
England	2.1563 (.7233)	2.1667 (.6989)	2.1613 (.7058)	2.4000 (.7071)	2.3077 (.6177)	2.3529 (.6580)	2.2857 (.7559)	2.0000 (.7071)	2.1667 (.7177)			
France	1.8485 (.6671)	2.3871 (.7154)	2.1094 (.7372)	2.4167 (.7173)	2.5000 (.5831)	2.4600 (.6452)	2.0000 (.8165)	2.2000 (.8367)	2.0833 (.7930)	.016	.016	
Greece	2.0000 (.7184)	1.9333 (.7397)	1.9677 (.7236)	2.2609 (.6887)	1.9259 (.6752)	2.0800 (.6953)	1.5000 (.8367)	2.1429 (.8997)	1.8462 (.8987)			
India	1.2813 (.4568)	1.2903 (.5884)	1.2857 (.5214)	1.3750 (.5758)	1.3200 (.5568)	1.3469 (.5609)	1.3333 (.5164)	1.3333 (.5164)	1.3333 (.6513)			
Israel	1.3750 (.6091)	1.4839 (.6768)	1.4286 (.6404)	1.5417 (.5882)	1.5200 (.7141)	1.5306 (.6488)	1.5000 (.8367)	1.2000 (.4472)	1.3636 (.6742)			
Italy	1.8438 (.7666)	2.0323 (.7521)	1.9365 (.7593)	2.2800 (.7916)	2.1923 (.7494)	1.1353 (.7639)	1.7143 (.7559)	1.8000 (1.0954).	1.7500 (.8660)			
Japan	2.7097 (.4614)	2.5484 (.6752)	2.6290 (.5793)	2.4800 (.6532)	2.3846 (.7524)	2.4314 (.7001)	2.0000 (.8944)	2.8000 (.4472)	2.3636 (.8090)			
Liberia	1.1250 (.4008)	1.2759 (.4549)	1.1967 (.4008)	1.5417 (.5882)	1.1600 (.3742)	1.3469 (.5225)	1.5000 (.5477)	1.0000 (0)	1.2727 (.4671)			.003
Mexico	1.6250 (.8328)	1.5000 (.6823)	1.5645 (.7601)	2.0870 (.7332)	1.6800 (.7483)	1.8750 (.7614)	1.5000 (.5477)	1.6000 (.8944)	1.5455 (.6876)			
Soviet Union	1.2121 (.4846)	1.5333 (.7303)	.13651 (.6299)	1.3333 (.6370)	1.2308 (.5144)	1.2800 (.5729)	1.2857 (.4880)	1.0000 (0)	1.1667 (.3892)	.022		
Spain	1.7188 (.7719)	1.0667 (.7849)	1.8871 (.7914)	2.3913 (.6564)	2.1923 (.6939)	2.2857 (.6770)	1.8333 (.7528)	2.0000 (1.000)	1.9091 (.8312)			
Taiwan	1.5758 (.7513)	1.6897 (.8064)	1.6298 (.7732)	1.7143 (.6437)	1.5217 (.5931)	1.6136 (.6182)	1.8571 (.8997)	1.0000 (0)	1.5000 (.7977)			
West Germany	1.9688 (.7399)	1.7586 (.9124)	1.8689 (.8261)	2.1364 (.8335)	1.7600 (.7234)	1.9362 (.7914)	1.6667 (.5164)	1.8333 (.4082)	1.7500 (.4523)			

*mean
(standard deviation)

found in the countries international school and DOD school students wanted to study as well as visit. The significant differences were found between schools as well as between males and females.

International school males and females chose the Soviet Union as the country they would most like to study. Their second choice was Egypt. For females, France tied with Egypt as second choice. Third choice was also a tie. Both males and females selected China and Greece as their third choices; however, females' scores were further tied by Canada and Japan. International school males chose Israel and Liberia as countries they would least like to study. Females chose East Germany, with a mean score of 0. Both males and females selected India as their second choice; however, males added Mexico and Taiwan. Third choice for males was Italy and for females, Liberia.

DOD school males and females chose France as the country they would most like to study. A tie between Greece and Egypt existed for males. Second choices for females were England and Greece; males chose the Soviet Union. Third choice for both males and females was Japan. Countries they would least like to study were: for males, China, East Germany, and Mexico in first place, and Liberia for females. In second place was Taiwan for males and India and Mexico for females. Israel, India, Liberia, and Spain tied for third place for males. Taiwan and East Germany were the third-place choices for females.

Students in both school populations were very definite about their choices of places they would like to live. Test scores indicated that international school males chose Japan, England, and Canada,

in that order. International school females chose Japan, France, and England. The least-selected countries to visit for international school males were Liberia, the Soviet Union, and China. For females, the least-selected countries to visit were China, Liberia, and India. The countries DOD males selected least were China, the Soviet Union, and India. For females, the least-selected countries were Liberia, the Soviet Union, and India.

Comparing the male and female eighth graders' choices of countries to visit and study, the researcher found few areas of agreement between or within the groups. Except for Japan, countries chosen to visit were those that were culturally similar to the United States. Japan was either the first or second choice for most "like to visit," which indicates that students had made a positive adjustment to a culturally different environment.

Comparing choices of countries to visit and study by school, there were similarities of choice; however, the order of selection differed. International school students would like to study the Soviet Union, Egypt, and France. Only one of these was a choice of most like to visit (France), and one was a choice of least like to visit (the Soviet Union). DOD school students chose to study France, Greece, and Egypt. France was the only country they selected as most like to visit. Choices for least like to visit for DOD school students were the Soviet Union; China, India, and Liberia (tied for second place); and East Germany.

Table 4.4 presents a summary of the three countries most and least frequently selected to study and visit, as indicated by

Table 4.4.--International school and DOD school students' selections of countries to study and visit.

	International School Students	Department of Defense School Students	Non-American Students
Three most frequently selected countries to study:	1. Soviet Union 2. Egypt 3. France	1. France 2. Greece 3. Egypt	1. France 2. China Egypt Spain 3. Greece
Three least frequently selected countries to study:	1. India Liberia 2. Israel 3. Mexico	1. Israel Liberia 2. West Germany Taiwan Mexico India 3. East Germany	1. Liberia Mexico 2. India 3. East Germany
Three most frequently selected countries to visit:	1. Japan 2. England 3. France	1. France 2. Japan 3. England	1. Japan 2. Canada 3. England
Three least frequently selected countries to visit:	1. China 2. India 3. Soviet Union	1. Soviet Union 2. China India Liberia 3. East Germany	1. Soviet Union 2. Liberia 3. India

international school, DOD school, and, as a matter of interest, non-American students.

Conclusions on Countries Students Selected to Study and Visit

This section of the test yielded highly mixed and varying results. Students made distinct choices in terms of the countries they would like to study and those they wished to visit. There appeared to be no relationship between the choices of a country to study and those of one to visit. Students in the DOD schools chose to study more countries than did international school students. Scores for non-American students were clustered around the same means, indicating a positive interest in studying and visiting many of the countries listed. Their mean scores on many countries were often higher than the scores of DOD students. A detailed presentation of scores was presented in Tables 4.1 and 4.2.

Eighth-Grade International School and DOD School Students' Global Knowledge: Item Analysis

Task Description

The Global Knowledge Test was used to determine the students' attainment of basic information about the world and six selected countries, as well as their ability to locate these six countries on a world map. The eighth-grade test contained 52 items, with four to nine questions per country. Item scores, based on the percentage of correct responses, are grouped by nation and include a mean and a standard deviation. Analysis of variance was used to determine

whether statistically significant differences existed between schools and between males and females. Table 4.5 shows the results for the two groups compared and for the non-American group as a matter of interest.

Eighth-Grade International School and DOD School Students' Knowledge About the United States

Task Description

Seven items on the Knowledge Test dealt specifically with the United States. Analysis of variance was used to analyze the data. The following subhypotheses are stated according to sex and school. Results are presented after each subhypothesis, and a summary is given at the end of each subject grouping of subhypotheses.

H_o 3.1: There is no significant difference between eighth-grade international school and Department of Defense school students in terms of their knowledge of the United States.

Results.--The total Knowledge Test scores of eighth-grade international school and DOD school students were analyzed to determine whether statistically significant differences existed between the two groups. An F score of 9.074 was obtained, with a significance level of .003. DOD school students scored significantly higher than international school students in terms of their knowledge of the United States. The data therefore rejected the null hypothesis ($p < .05$).

H_o 3.2: There is no significant difference between eighth-grade male and female international school and Department of Defense school students in terms of their knowledge of the United States.

Table 4.5.--Knowledge scores by test section--Grade 8: International school and Department of Defense Student Study, 1982.

Items Grouped by Test Section Subscore	Number of Items	International School			Department of Defense School			Non-American Students		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Geography	6	5.2105 (.9907)	4.6129 (1.3084)	4.9420 (1.1743)	5.3226 (1.0766)	4.8276 (.9285)	5.0833 (1.0299)	4.7500 (1.3887)	5.5714 (.5345)	5.1333 (1.1255)
United States	7	5.0263 (1.6520)	4.5484 (1.4796)	4.8116 (1.5837)	6.0000 (1.0646)	5.0345 (1.2672)	5.5333 (1.2550)	4.0000 (.7559)	5.0000 (1.7321)	4.4667 (1.3558)
Mexico	6	3.4474 (1.2013)	3.0968 (1.1932)	3.2899 (1.2017)	3.9677 (1.2243)	3.5862 (1.0862)	3.7833 (1.1658)	2.5000 (1.1952)	3.4286 (1.1359)	2.9333 (1.2228)
France	4	1.8421 (1.0274)	1.6774 (.9794)	1.7681 (1.0021)	1.6129 (.8275)	1.5862 (.8245)	1.6000 (.8275)	1.8750 (1.1260)	1.7143 (.7559)	1.8000 (.9411)
Russia	8	4.5526 (1.5013)	3.5806 (1.4782)	4.1159 (1.5581)	4.7742 (1.3936)	4.0345 (1.3491)	4.4167 (1.3936)	4.3750 (1.4079)	3.7143 (1.7995)	4.0667 (1.5796)
China	6	2.8421 (9.733)	2.4516 (1.3125)	2.6667 (1.1452)	2.4194 (1.0886)	2.4482 (1.1522)	2.4333 (1.1103)	2.1250 (.8345)	2.5714 (1.1339)	2.3333 (.9759)
Egypt	6	2.5263 (1.1327)	1.9677 (1.1101)	2.2754 (1.1490)	2.7097 (1.3215)	2.0345 (1.3754)	2.3833 (1.3789)	3.0000 (1.5119)	2.0000 (1.1547)	2.5333 (1.4075)
World	9	4.7105 (1.3736)	4.7419 (1.2902)	4.7246 (1.3271)	5.0968 (1.1649)	5.0345 (1.1797)	5.0667 (1.1625)	5.5000 (2.0702)	5.2857 (1.2536)	5.4000 (1.6818)
TOTAL: All Items	52	57.2895 (10.5059)	51.0968 (12.4428)	54.5072 (11.7469)	60.7419 (8.2824)	53.6897 (7.8563)	57.3333 (8.7637)			

Results.--The scores of the eighth-grade males and females in the international school and the DOD school were analyzed to determine whether statistically significant differences existed between the sexes. An F score of 8.128 with a significance level of .003 was obtained. Examining a breakdown of the means by sex revealed that males scored significantly higher than females on their knowledge of the United States. Therefore, the data rejected the null hypothesis ($p < .05$).

Summary of eighth-grade overseas-population results.--A comparison of the results on the Knowledge Test for eighth-grade males and females indicated statistically significant differences between the two groups. The males performed significantly better on questions concerning the United States than did the females. A comparison of the combined Knowledge Test results of the international school and DOD school students indicated a statistically significant difference between the two groups. The DOD school students performed significantly better on questions concerning the United States than did their international school counterparts. A comparison of group means also indicated that non-American females scored higher on the questions concerning the United States than did non-American males and international school females.

Eighth-Grade International School and DOD School Students' Knowledge About the World and Five Selected Nations

Task Description

The Knowledge Test contained approximately four to nine questions per country. Analysis of variance was used to analyze the data. The scores on the world and five selected nations were examined to determine whether statistically significant differences existed between the international school and DOD school students. The scores were also analyzed to discover whether significant differences existed between male and female students. The following subhypotheses delineate the secondary questions related to the major hypothesis regarding the international school and DOD school students' knowledge about the world and five selected nations.

H_0 4.1: There is no significant difference between eighth-grade international school and Department of Defense school students in terms of their knowledge of the world and five selected nations--Egypt, the USSR, China, France, and Mexico.

Results.--The Knowledge Test scores of international school and DOD school students concerning the world and five selected nations were analyzed to determine if significant differences existed between the two groups. F scores were obtained, and the results were mixed.

Analysis of test scores for France, Egypt, China, the USSR, and the world indicated no statistically significant differences between students from the two schools. The data failed to reject the null hypothesis in these areas ($p < .05$).

Analysis of the Knowledge Test scores on Mexico revealed an F score of 5.890 with a significance level of .017. DOD school students scored significantly higher than international school students on items concerning Mexico. Hence the data rejected the null hypothesis in this area ($p < .05$).

H_o 4.2: There is no significant difference between eighth-grade male and female international school and Department of Defense school students in terms of their knowledge of the world and five selected nations--Egypt, the USSR, China, France, and Mexico.

Results.--The Knowledge Test scores of international school and DOD school males and females concerning the world and five selected nations were analyzed to determine if significant differences existed between the two groups. F scores were obtained, and the results were mixed.

Analysis of test scores for France, China, Mexico, and the world indicated no statistically significant differences between males and females. Therefore, the data failed to reject the null hypothesis in these areas ($p < .05$).

An analysis of the Knowledge Test scores on Egypt revealed an F score of 7.935 and a significance level of .006, indicating a statistically significant difference between the two groups. The eighth-grade males performed significantly better on questions concerning Egypt than did the eighth-grade females.

An analysis of the Knowledge Test scores on the USSR revealed an F score of 11.699 with a significance level of .001. Male eighth graders also performed significantly better on questions concerning

the USSR than did female eighth graders. The data for Egypt and the USSR rejected the null hypothesis ($p < .05$).

Analysis Description

The results of the Knowledge Test were examined in the previous section by an item analysis. In this section, the results are examined by a total-score analysis of all test items. The eighth-grade test contained 52 items.

The total Knowledge Test score was based on the percentage of students responding correctly to the questions. Table 4.5 listed the results by school. F scores were calculated to determine whether statistically significant differences existed between groups in terms of their total scores on the Knowledge Test. Students' scores were compared on the basis of school and sex. The following subhypotheses delineate the secondary questions related to the major research hypothesis regarding the total Knowledge Test scores of international school and DOD school students.

H_o 5.1: There is no significant difference between eighth-grade international school and Department of Defense school students in terms of their total Knowledge Test results.

Results.--The total Knowledge Test scores of the eighth-grade international school students and the DOD school students were compared to determine whether statistically significant differences existed between the two groups. F scores indicated no statistically significant difference between the two student groups. Thus the data failed to reject the null hypothesis ($p < .05$).

H_0 5.2: There is no significant difference between eighth-grade male and female international school and Department of Defense school students in terms of their total Knowledge Test results.

Results.--The total Knowledge Test scores of the eighth-grade males and females from both schools were compared to determine whether statistically significant differences existed between the two groups. An F score of 13.924 was obtained, with a .001 significance level. This indicated a significant difference existed between the two groups. A comparison of means revealed that males performed significantly better than females on the Knowledge Test. Therefore, the data rejected the null hypothesis ($p < .05$).

Summary of eighth-grade results.--A comparison of the Knowledge Test scores of male and female international school and DOD school students indicated a statistically significant difference between the two groups. The males achieved significantly higher scores on the Knowledge Test than did the females. No statistical comparison was done for the non-American group because of the small group size; however, as a matter of interest to the reader, a comparison of means indicated that for this population female students achieved higher scores than did male students. (See Table 4.5.) A comparison of eighth-grade international school and DOD school students' total scores on the Knowledge Test indicated no significant difference between the two groups.

The Knowledge Test: An Examination of the Areas of Strength and Weakness--Eighth-Grade International School and DOD School Students

Task Description

The Knowledge Test assessed the students' attainment of basic information concerning the world and six selected nations. Each area of the Knowledge Test--map location, the world, and the six selected nations--was examined for strengths and weaknesses, as determined by the eighth-grade international school and DOD school students' correct responses. Analysis of variance was used to examine the data.

The percentage of students who answered the multiple-choice questions correctly is listed for each of the individual items by school. The results for each school were compared to discover whether statistically significant differences existed between the two groups. Percentages for the small non-American population are presented as a matter of interest.

Results

Map location.--Students were given a world map with numbered countries and were asked to locate six countries on the map. The six countries and their item percentages are listed in Table 4.6. The results are discussed in the following paragraph.

A high percentage (90%) of the DOD school students correctly identified the United States, as opposed to 75% of the international school students. DOD students' scores remained consistently higher than those of international school students on the identification of Mexico (95%), the USSR (100%), and China (93%). International school

students scored higher on the identification of France (93%) and Egypt (68%). No statistically significant differences existed between the two groups in terms of the total map-location scores. Non-American students scored higher than international school students in locating the United States (87%) and China (93%). They scored higher than both the international school students and the DOD school students on the location of Egypt (87%).

Table 4.6.--Percentage of international school and DOD school students correctly identifying six countries on a map.

Country	International School	Department of Defense	Non-American
United States	75%	90%	87%
Mexico	80	95	67
France	93	73	87
USSR	97	100	93
China	83	93	93
Egypt	68	57	87

The United States.--Six questions on the Knowledge Test dealt with the United States. The highest percentage earned within the six questions by all groups (95% international school, 88% DOD school, and 93% non-Americans) was on the question that asked about language. Both groups knew that the people of England and the United States speak the same language.

Only 70% of the international school students, 55% of the DOD school students, and 47% of the non-American students knew the source of money to maintain the U.S. government. However, 72% of the international school students and 85% of the DOD school students knew that defense was the area on which most of the money was spent. Eighty-seven percent of the non-American students knew that defense was the area of greatest expenditure. Regarding who makes the laws of the United States, 45% of the international school students, 83% of the DOD school students, and only 33% of the non-Americans answered this question correctly. The total scores of the two major populations were analyzed by analysis of variance. An F score of 5.5925 was obtained, with a .0046 significance level. This indicated that the DOD school students scored significantly better than the international school students on items pertaining to the United States.

Summary: Responses of both school groups indicated a somewhat limited knowledge of the United States. The only exception for the entire group was the recognition that English and American people speak the same language. DOD school students scored significantly higher than international school students on questions concerning the settlers of California, who makes the laws of the United States, and where the most tax dollars are spent.

Mexico.--A large percentage of both populations (91% international school, 93% DOD school, and 93% non-Americans) correctly selected the peso as the currency used in Mexico. Given a choice of Mexico, Canada, England, and China, 97% of the international school students, 90% of the DOD school students, and 93% of the non-American

students correctly selected Mexico as having the warmest climate. Scores for the remaining questions were basically poor. Only 49% of the international school students and 52% of the DOD school students knew that Mexico had an elected president. Very few of the students knew that the same political party had been in office since 1939 (12% international school, 27% DOD school, and 7% non-Americans). Sixty percent of the DOD school students correctly identified Roman Catholicism as the predominant religion of Mexico, whereas international school students' score was significantly lower--45%. A comparison of the major scores by analysis of variance produced an F score of 4.3967 and a significance level of .0141. An examination of means revealed that DOD school students scored significantly higher on items concerning Mexico than did international school students.

Summary: The results indicated that a significant difference existed between groups on the items concerning Mexico. The students knew most about Mexico's money and climate and least about the country's religion and government.

France.--Both populations scored highest on the fact that perfume is the major product of France (74% international school students, 77% DOD school students, and 87% non-American students). Thirty-nine percent of the international school students and 47% of the DOD school students answered correctly regarding the climate of France. In terms of knowledge about what country was on the eastern border of France, 35% of the international school students and 23% of the DOD school students correctly selected Germany. The highest percentage of students who knew that the president has the most power

in the French government were the non-American students (47%), as compared with 29% of the international school students and 13% of the DOD school students.

Summary: No significant differences existed between groups concerning knowledge of France. A comparison of mean scores indicated that both groups had an extremely limited knowledge of France.

The USSR.--Scores were highest concerning the fact that the USSR has a communist government (96% international school students, 95% DOD school students, and 80% non-American students). A statistically significant difference was found between groups on the question about the basis for the formation of republics in the Soviet Union. Twenty-eight percent of the international school students chose ethnic groups or nationalities of the people, whereas 47% of the DOD school students chose the correct answer. DOD school students performed significantly better on that question. Only 17% of both groups knew that production quotas are widely used in Russia, and 67% of both groups answered correctly that the government owns and operates most of the industries in the country.

Summary: Total scores on the USSR for both groups yielded no statistically significant differences. DOD school students performed significantly better than international school students on an item concerning the basis for the formation of Soviet republics. Based on the data, both groups' knowledge of Russia was limited.

China.--No statistically significant differences existed between the international school and DOD school students in terms of scores on China. Seventy percent of the international school students,

55% of the DOD school students, and 73% of the non-American students correctly chose China as the country with the largest population, as opposed to the USSR, India, or Poland. Fifty-four percent of the international school students, 70% of the DOD school students, and 47% of the non-American students were aware of the current friendly overtures between China and the United States. Yet this topic had received quite a lot of press coverage, so it seems that the percentage of correct responses should have been higher. The fact that the majority of people in China work as farmers was correctly identified by slightly more than half of the total student population (55% international school students, 67% DOD school students, and 47% non-American students). Slightly more than half (51%) of the international school students (53% non-Americans) correctly chose the reason for communication difficulty in China as being the number of dialects the people speak. Thirty-three percent of the DOD school students responded correctly to this item.

Summary: Responses to questions regarding China showed no statistically significant differences between the international school and DOD school students. The scores did indicate a need for courses of instruction regarding China.

Egypt.--No statistically significant difference existed between eighth-grade international school and DOD school students' scores on items concerning Egypt. The largest percentage of DOD students (82%) and non-Americans (87%) correctly answered the question regarding the land area of Egypt being made up of deserts. Slightly over one-half (53%) of the DOD school students knew that Egypt is an

Arab country, whereas 36% of the international school students and 27% of the non-Americans answered that question correctly. Thirty-three percent of the international school students and an equal percentage of the non-American students correctly chose cotton as an important product of Egypt. Twenty-seven percent of the DOD school students chose that answer. Despite the media coverage of President Sadat's death, only 31% of the international school students and 30% of the DOD school students knew that Egypt's new president is Hosni Mubarek. The percentage of non-American students answering that question correctly was slightly under one-half (47%). Far less than half of the students in all groups knew why the Aswan Dam had been constructed (33% international school, 30% DOD school, and 40% non-American).

Summary: No statistically significant differences were found between the two major population groups on items concerning Egypt. Scores did indicate that both groups were ill-informed about matters concerning this country.

The world.--In terms of global-education concerns, the questions of paramount interest on the Knowledge Test were those concerning the number of people living in the world, the continent with the most people per square mile, reasons for the increase in the world's population, membership of a world economic organization, and the purpose of the United Nations. On these questions, both the international school students (60%) and the DOD school students (75%) performed best on the item concerning the purpose of the United Nations. Sixty-seven percent of the non-Americans answered this question

correctly. More than half of the students in both populations (58% international school, 62% DOD school) answered correctly concerning the decreasing death rate as a reason for population increase. Sixty percent of the non-Americans answered this item correctly. Concerning the continent with the most people per square mile, 54% of the international school students, 42% of the DOD school students, and 67% of the non-Americans answered correctly. Lowest percentages were on items concerning number of people living in the world today (29% international school, 42% DOD school, and 33% non-Americans) and members of the common market (22% international school, 28% DOD school, and 40% non-Americans).

The highest percentages of students in both groups answered correctly the questions concerning the countries that have sent rockets to the moon and the fact that the world is composed primarily of oceans. Concerning the question about countries that have sent rockets to the moon, 98% of the international school students, 100% of the DOD school students, and 100% of the non-Americans answered correctly. Seventy-eight percent of the international school students, 93% of the DOD school students, and 80% of the non-Americans answered correctly the question concerning the make-up of our planet.

Summary: Students' responses to the items regarding the world indicated that they need more information in this area. Students' scores were highest on knowledge of the fact that the world is made up mostly of water and that Russia and the United States have sent rockets to the moon. No statistically significant differences existed between groups on questions concerning the world.

A Comparison of International School and DOD School Students' Attitudes Toward Other Nations and Peoples

Task Description

The students were asked to mark a seven-point continuum between two opposing values such as good ___:___:___:___:___:___:___: bad for each of 12 countries and the people of that country. The test contained 12 descriptors for the country and 14 descriptors for the people. An item analysis of variance was run for each country and its people. In the original study, the authors extracted five factors, which were used in this study to make the data manageable for analysis. The five factors were used to formulate subhypotheses that delineate the major hypothesis. Analysis of variance was used to analyze the data related to each factor. Data concerning the small non-American group were not included in this analysis.

H_o 6.1: There is no significant difference between eighth-grade international school and Department of Defense school students in terms of their selections of countries having "desirable people," Factor I.

Results.--Analysis of variance was used to compare the total mean scores of the international school and DOD school students on Factor I, "desirable people," to determine if statistically significant differences existed between the two groups. A significance level of .001 was found for student scores, by school, on the United States, France, Spain, Japan, Mexico, India, Israel, China, Egypt, and the USSR. The significance level for student scores on East Germany was .050. The people selected as "most desirable" were those that appear to have cultures similar to that of the United States. The one

exception was Japan, which was in second place for both populations. England and France were in third and fourth place, respectively, for both populations. (See Table 4.7.)

The countries perceived as having the least desirable people were, in order, the USSR, for both populations; India for the international school students and East Germany for the DOD school students; and Israel for both populations.

An examination of the mean scores of both populations by school revealed that the DOD school students viewed the peoples of these countries significantly more positively than did international school students. Thus, the data rejected the null hypothesis.

The comparison of means, by sex, produced significance levels of .027 for Spain, .030 for Japan, .050 for Israel, .001 for China, and .001 for the USSR. Females viewed the people of Spain significantly more positively than did the males. On Japan, Israel, China, and the USSR, males viewed the people more positively than did the females. Thus the data rejected the null hypothesis. (See Table 4.7.)

H_0 6.2: There is no significant difference between eighth-grade international school and Department of Defense school students in terms of their selections of countries as being "rich/strong," Factor II.

Results.--Analysis of variance was used to compare the total mean scores of the international school and DOD school students on Factor II, "rich/strong," to determine if statistically significant differences existed between the two groups. A significance level of .001 was found for student scores on England, Spain, Mexico, India, China, and Egypt. DOD school students indicated that Spain,

Table 4.7.--Results for student selections of countries having "Desirable People."

Country	International School			Department of Defense School			Level of Significance		
	Male	Female	Total	Male	Female	Total	School	Sex	Interactions
United States	42.3333*	42.0556	42.2099	47.2258	47.0800	47.1607	.001		
	(3.4902)	(4.1607)	(3.7806)	(5.2644)	(3.5581)	(4.5438)			
England	39.0652	40,0588	39.4875	41.1935	38.0800	39.8036			.001
	(3.7322)	(1.9060)	(3.1138)	(2.6510)	(3.5930)	(3.4505)			.001
France	36.5778	37.4118	36.9367	38.5938	40.1600	39.2807	.001		
	(2.1689)	(2.4633)	(2.3224)	(1.8813)	(3.4723)	(2.7823)			
Spain	34.6222	37.8529	36.0127	39.6429	37.5417	38.6731	.001	.027	.001
	(3.3323)	(3.1540)	(3.6144)	(1.9477)	(1.6676)	(2.0931)			
Japan	41.4222	39.8235	40.7342	46.2667	44.3077	45.3571	.001	.030	
	(5.4876)	(2.6682)	(4.5424)	(4.2340)	(5.2366)	(4.7842)			
Mexico	31.5778	33.7059	32.4937	35.7576	33.6400	34.8448	.001		.001
	(2.2309)	(2.1536)	(2.4278)	(4.9119)	(1.5780)	(3.9639)			
India	31.2889	30.5455	30.9744	33.6875	33.7200	33.7016	.001		
	(1.9957)	(1.4381)	(1.8089)	(2.3478)	(3.6116)	(2.9397)			
Israel	29.8222	31.9143	30.7375	33.2903	32.2500	32.8364	.001	.050	.001
	(2.5162)	(2.9243)	(2.8805)	(1.8831)	(1.6485)	(1.8435)			
China	32.6889	31.5882	32.2152	36.7813	33.2083	35.2500	.001	.001	.001
	(1.7165)	(1.8442)	(1.8444)	(2.9042)	(1.6934)	(3.0226)			
Egypt	32.0000	33.5000	32.6456	35.6563	33.2800	34.6140	.001		.001
	(2.6458)	(2.0487)	(2.5066)	(1.4280)	(2.0720)	(2.0938)			
East Germany	31.4222	31.4000	31.4125	31.6875	32.6250	32.0877	.050		
	(1.4060)	(1.7523)	(1.5565)	(2.9231)	(1.5829)	(2.4442)			
USSR	24.911	26.2000	25.4750	30.7817	25.2000	28.3333	.001	.001	.001
	(3.1682)	(1.7287)	(2.7001)	(1.7732)	(1.6073)	(3.2642)			

*mean
(standard deviation)

Mexico, India, China, and Egypt were significantly richer and stronger than did international school students. International school students indicated that England was significantly richer and stronger than did DOD school students. The significance level for student scores on the United States, France, and the USSR was .010. The scores of these countries also produced significant interactions. The scores on the United States differed significantly by school and sex in terms of variability within the scores, as indicated by the standard deviation. International school students' scores were significantly less variable in terms of the United States being rich/strong than those of DOD school students. Females' scores were much more variable than males'. Females considered the USSR significantly richer and stronger than did males, and DOD school students considered the USSR richer and stronger than did international school students. International school students' total scores, however, indicated a higher level of variability. DOD school students considered Spain significantly richer and stronger than did international school students. Males in both groups considered Spain richer and stronger than did females. (See Table 4.8.)

H_o 6.3: There is no significant difference between eighth-grade international school and Department of Defense school students in terms of their selections of countries as being "desirable nations," Factor III.

Results.--An analysis of variance was used to compare the international school and DOD school students' total mean scores on selection of countries as "desirable nations," Factor III, to determine if statistically significant differences existed between the two groups. Statistically significant differences by school were found

Table 4.8.--Results for student selections of countries being "Rich-Strong" (Factor II).

Country	International School			Department of Defense School			Level of Significance		
	Male	Female	Total	Male	Female	Total	School	Sex	Interactions
United States	35.0067 (1.7633)	34.2500 (2.2087)	34.7037 (2.0028)	34.5806 (2.7541)	35.5200 (4.5654)	35.0000 (3.6680)	.010		.001
England	30.9783 (2.2260)	32.0588 (2.6508)	31.4375 (2.2260)	30.2258 (1.5856)	29.1200 (1.3940)	29.7321 (1.5896)	.001		.003
France	27.8444 (1.4917)	30.5588 (2.4145)	29.0127 (2.3561)	28.3438 (1.5157)	28.1200 (1.0924)	28.2456 (1.3401)	.010	.001	.001
Spain	24.1111 (.8848)	25.9412 (1.7398)	24.8987 (1.5980)	26.5000 (1.1706)	25.8333 (1.7856)	26.1923 (1.5086)	.001	.001	.001
Japan	33.0889 (3.3495)	32.6471 (2.6501)	32.8987 (3.0575	31.7667 (2.7628)	34.4615 (3.8599)	33.0179 (3.5547)			.006
Mexico	17.9778 (1.8524)	19.2941 (3.6476)	18.5443 (2.8275)	19.8788 (1.4606)	19.8000 (1.6583)	19.8448 (1.4606)	.001		
India	17.8444 (2.5757)	17.7576 (1.8033)	17.8077 (2.2681)	20.3750 (3.6256)	20.0800 (2.0599)	20.2456 (3.0195)	.001		
Israel	19.9778 (1.0551)	20.0000 (1.2603)	19.9875 (1.1418)	21.1613 (2.0672)	18.6667 (1.1672)	20.0727 (2.1244)		.001	.001
China	22.1556 (1.5368)	21.1176 (1.7883)	21.7089 (1.7183)	23.6250 (1.9634)	23.4583 (2.4668)	23.5536 (2.1736)	.001		
Egypt	19.0889 (1.3284)	22.0882 (1.4221)	20.3797 (2.0211)	22.6875 (1.1483)	21.0400 (1.3687)	21.9649 (1.1483)	.001	.001	.001
East Germany	25.2889 (2.1173)	27.5143 (1.3144)	26.2625 (2.1153)	25.9375 (4.0316)	27.4167 (1.5857)	26.3158 (3.7804)		.001	
USSR	24.8444 (3.0745)	27.7429 (2.6827)	26.1125 (3.2335)	27.7813 (2.2963)	26.7200 (1.1315)	27.3159 (2.2963)	.010	.007	.001

for the United States (.001), France (.048), Spain (.001), Egypt (.008), and East Germany (.004). DOD school students rated the United States significantly more desirable than did international school students. This was also true for Spain, Egypt, and East Germany. Statistically significant differences by sex were revealed for Japan (.013), Mexico (.003), India (.001), and Israel (.008). A comparison of means indicated that males considered Japan a significantly more desirable nation than did females. Females selected Mexico, India, and Israel as significantly more desirable than did males. Significant interactions for Mexico, Israel, and Egypt revealed that international school females' means were significantly higher than other population and school means, which indicates they found these nations more desirable than did the other students. (See Table 4.9.)

H_o 6.4: There is no significant difference between eighth-grade international school and Department of Defense school students in terms of their selections of countries as being "small nations," Factor IV.

Results.--Analysis of variance was used to compare the international school and DOD school students' total mean scores on selections of countries as "small nations," Factor IV, to determine if statistically significant differences existed between the two groups. Levels of significance were found by school for the United States (.005), France (.004), Spain (.001), Mexico (.001), India (.001), Israel (.002), China (.021), Egypt (.001), East Germany (.004), and the USSR (.005). These significance levels were a result of the different relationships each group perceived in size of the countries listed. (See Tables 4.10 and 4.12.) Levels of significance by sex

Table 4.9.--Results for student selections of countries being "Desirable Nations," (Factor III).

Country	International School			Department of Defense School			Level of Significance		
	Male	Female	Total	Male	Female	Total	School	Sex	Interaction
United States	43.3778 (3.3254)	43.4444 (4.9364)	43.4074 (4.0920)	45.3226 (3.9614)	47.2400 (7.6228)	46.1786 (5.0926)	.001		
England	39.8696 (4.1237)	40.3509 (4.1038)	40.0750 (4.0962)	41.0968 (2.9817)	41.2400 (3.8000)	41.1607 (3.3400)			
France	37.2667 (3.4536)	39.2353 (3.0852)	38.1139 (3.4231)	37.3215 (4.3732)	37.6800 (4.2399)	37.4737 (4.2808)	.048		
Spain	24.0000 (0)	24.0000 (0)	24.0000 (0)	36.3929 (6.3964)	38.6250 (3.7627)	37.4231 (5.4137)	.001		
Japan	44.8889 (5.6497)	41.5882 (5.2519)	43.4684 (5.6904)	45.20000 (6.2334)	43.4231 (7.4789)	44.3750 (6.8346)		.013	
Mexico	31.1778 (3.5694)	35.5000 (3.5355)	33.0380 (4.1369)	34.6364 (3.3431)	33.1200 (3.4799)	33.9828 (3.4565)		.003	.001
India	31.1556 (2.8759)	33.5158 (3.0724)	32.1795 (3.1776)	30.1250 (4.6124)	32.7600 (2.7123)	31.2807 (4.0829)		.001	
Israel	31.1556 (2.9539)	34.3714 (3.1631)	32.5625 (3.4268)	32.2903 (2.9348)	31.0833 (3.1335)	31.7636 (3.0548)		.008	.001
China	34.2000 (3.5841)	34.3235 (2.5193)	34.2532 (3.1520)	34.2500 (3.5921)	32.3333 (3.5590)	33.4286 (3.6723)			
Egypt	32.9556 (2.9151)	34.7647 (2.2705)	33.7342 (2.7906)	35.9063 (3.6221)	34.1200 (2.9905)	35.1228 (3.4490	.008		.001
East Germany	30.2667 (2.5531)	31.2000 (2.6039)	30.6750 (3.0720)	29.1563 (3.3803)	31.5417 (2.4134)	30.1754 (3.1799)	.004		
USSR	26.9111 (4.8796)	24.4000 (3.0602)	25.8125 (4.3432)	24.2813 (3.0820)	24.5200 (6.6903)	24.3860 (4.9453)			

were found for England (.001), France (.001), Mexico (.011), and East Germany (.001), which indicated that males considered these countries smaller than did females. Scores for India (.001) and China (.021) indicated that females considered these two countries significantly smaller than did males. DOD school females considered Egypt significantly smaller than did DOD males or international school males and females.

A two-way analysis of variance by sex revealed significant interactions for the United States (.001), England (.041), France (.001), Mexico (.014), Israel (.001), Egypt (.001), and the USSR. International school females' mean for the United States was significantly higher than the means of the other male and female groups and was also significantly higher than the means of both school groups. This indicates that international school females considered the United States smaller than did the other students tested. This was also true for international school males on France and the USSR and for DOD school females on Egypt. Hence the data rejected the null hypothesis. (See Table 4.10.)

H_o 6.5: There is no significant difference between eighth-grade international school and Department of Defense school students in terms of their selections of countries as "people not free," Factor V.

Results.--Analysis of variance was used to compare the international school and DOD school students' mean scores on Factor V, "people not free," to determine if statistically significant differences existed between the two groups. The significance levels shown in parentheses were found for the following countries: the United

Table 4.10.--Results for student selections of countries being "Small Nations," (Factor IV).

Country	International School			Department of Defense School			Level of Significance		
	Male	Female	Total	Male	Female	Total	School	Sex	Interactions
United States	3.6000 (1.1755)	4.0556 (1.5665)	3.9025 (1.3731)	3.9677 (1.1686)	3.4400 (2.7246)	3.7321 (2.0135)	.005		.001
England	8.2391 (.9472)	7.4118 (.7434)	7.8875 (.9546)	7.7419 (1.1245)	7.5600 (.5831)	7.6607 (.9200)		.001	.041
France	8.0222 (.6567)	6.4412 (.7464)	7.3418 (1.0486)	7.5625 (1.1053)	7.9600 (.6110)	7.7368 (.9359)	.004	.001	.001
Spain	8.0000 (0)	8.0000 (0)	8.0000 (0)	7.5714 (.6901)	7.4167 (.5036)	7.5000 (.6104)	.001		
Japan	7.0222 (1.3733)	6.8235 (1.4867)	6.9367 (1.4173)	6.9333 (.9072)	6.3462 (1.5986)	6.6607 (1.2972)			
Mexico	7.7333 (.5394)	7.2059 (.4104)	7.5063 (.5518)	6.3793 (.8128)	6.3636 (.8951)	6.4000 (.7071)	.001	.011	.014
India	6.5778 (1.1178)	7.1212 (.5453)	6.8077 (.9542)	7.1875 (1.6932)	7.8400 (.4726)	7.4737 (1.3377)	.001	.003	
Israel	9.6889 (.9001)	9.9429 (1.3921)	9.8000 (1.1407)	9.8387 (.4544)	8.5833 (.5836)	9.2909 (.8090)	.002		.001
China	3.2444 (1.9206)	4.2059 (1.8221)	3.6582 (1.9274)	4.1875 (1.7309)	4.6250 (1.3453)	4.3750 (1.5790)	.021	.016	
Egypt	7.4222 (.6212)	7.3824 (.4933)	7.4051 (.5666)	7.3438 (.8675)	8.5600 (.5066)	7.8772 (.8675)	.001	.001	.001
East Germany	8.6000 (.7508)	7.8286 (.5681)	8.2625 (.7753)	8.1250 (.4212)	7.7083 (.6903)	8.2625 (.7753)	.004	.001	
USSR	5.4667 (2.9045)	3.9143 (1.5024)	4.7875 (2.5041)	3.4063 (1.5210)	4.2400 (1.2675)	3.7719 (1.4641)	.005		.001

States (.010): Spain (.020); and Japan, Mexico, India, Israel, China, and Egypt (.001). (See Table 4.11.)

DOD school students considered people of the United States to be significantly more free than did international school students. Mean scores for the DOD school group were significantly lower for all the other countries except Japan, which indicates their perception of the countries as having more freedom than did the international school students. International school students considered the people of Japan significantly more free than did DOD students. The mean for DOD school males was slightly higher, but comparable with the international school students' evaluation. Female DOD students' scores produced a mean three points higher than that of the other groups. Ranking the scores from highest to lowest, Japan was in the upper one-third of the listed countries at number 9. However, ranking the DOD school females' scores, Japan was in the middle third--in sixth place. As a group, DOD school females felt the Japanese were significantly less free. This same phenomenon occurred with the scores analyzed for China, except the scores for the international school females produced the much higher mean. Hence the data rejected the null hypothesis. (See Table 4.11.)

Summary of Attitude Data

Statistically significant differences were found between the international school and DOD school students on all five factors analyzed. In many areas, statistically significant differences were found between males and females; often, total male and female means

Table 4.11.--Results for student selections of countries where "People are not Free," (Factor V).

Country	International School			Department of Defense School			Level of Significance		
	Male	Female	Total	Male	Female	Total	School	Sex	Interactions
United States	3.5556 (2.1379)	3.6944 (1.5273)	3.6173 (1.8813)	2.7419 (1.2902)	2.9600 (1.5406)	2.8393 (1.3984)	.010		
England	5.4783 (1.0696	5.3529 (1.0977)	5.4250 (1.0765)	5.2258 (.9806)	5.5200 (.9183)	5.3571 (.9616)			
France	6.5111 (1.3420)	6.1765 (.6729)	6.3671 (1.1114)	5.9688 (1.4024)	5.8400 (1.2477)	5.9123 (1.3267)			
Spain	6.7556 (1.3510)	6.6176 (1.2796)	6.6962 (1.3142)	6.4643 (1.5749)	5.7500 (.8470)	6.1346 (1.3288)	.020		
Japan	4.0333 (1.6914)	4.1154 (1.4513)	4.0714 (1.5708)	4.8667 (2.0293)	7.7059 (1.4674)	6.0886 (2.2882)	.001	.001	.001
Mexico	8.3556 (.9802)	8.1176 (1.3655)	8.2532 (.9802)	6.7273 (1.1798)	7.4800 (.5099)	7.0517 (1.0161)	.001		.004
India	8.9333 (1.6432)	9.4242 (1.1734)	9.1410 (1.4747)	7.9063 (2.1154)	8.0000 (1.5275)	7.9474 (1.8653)	.001		
Israel	8.5556 (1.3409)	8.0857 (1.3144)	8.3500 (1.3416)	7.5161 (.7690)	7.9583 (.6903)	7.7091 (.7619)	.001		.024
China	8.9333 (1.4523)	9.9412 (.6937)	9.3671 (1.2828)	8.5938 (1.2916)	8.5833 (.5836)	8.5893 (1.0406)	.001	.004	.012
Egypt	8.3556 (.9223)	8.3824 (1.2313)	8.3671 (.9223)	7.2813 (1.2504)	7.0400 (1.3687)	7.1754 (1.2973)	.001		
East Germany	8.6889 (.7634)	8.4000 (.5531)	8.5625 (.6907)	8.2500 (2.0000)	8.1667 (.3807)	8.2105 (1.5087)			
USSR	11.0222 (1.0764)	10.8000 (1.1832)	10.9250 (1.1226)	10.8438 (1.2979)	11.2000 (1.3844)	11.0000 (1.3363)			

were significantly different from group means. The preparation of ranks according to the group means indicated that the United States was generally viewed positively. Between groups and between sexes, some significant differences were noted in the degree of existence of a particular factor (i.e., "desirable nation" and "small nation"). For both groups, Japan was in second place for "desirable people" and "rich and strong." International school students indicated they considered Japan more "desirable" than the United States. Both groups agreed on England and France as third and fourth place, respectively, for Factors I, II, and III.

In terms of size, of the 12 countries listed, both populations chose as the smallest Israel and East Germany, respectively. Japan was rated eighth or in the middle third in terms of size. International school students chose China as the largest country, whereas DOD school students chose the United States. For Factor V, "people not free," both groups viewed the United States citizens as being the most free and the people of the USSR as being the least free. Results, listed according to ranks, are presented in Table 4.12.

Chapter Summary

The majority of the hypotheses constructed for comparing the international school students and the DOD school students revealed statistically significant differences between groups and by sex. To illustrate, in terms of studying and visiting foreign countries, significant differences were found between groups on number of countries chosen to study. It was also found that females chose certain countries

Table 4.12.--Ranks according to means of student selections on five factors regarding attitudes toward peoples and nations.

Country	Factor Ranks									
	I Desirable People		II Rich/Strong		III Desirable Nation		IV Small Nation		V People Not Free	
	School A	School B	School A	School B	School A	School B	School A	School B	School A	School B
United States	1	1	1	1	2	1	11	12	12	12
Japan	2	2	2	2	1	2	8	8	11	9
England	3	3	3	3	3	3	4	5	10	11
France	4	4	4	4	4	4	7	4	9	10
Spain	5	5	7	7	12	5	3	6	8	8
Egypt	6	8	9	9	6	6	6	3	5	6
Mexico	7	7	11	12	7	7	5	9	7	7
China	8	6	8	8	5	8	12	10	2	2
East Germany	9	11	5	6	10	11	2	2	4	3
India	10	9	12	10	9	10	9	7	3	4
Israel	11	10	10	11	8	9	1	1	6	5
USSR	12	12	6	5	11	12	10	11	1	1

School A = International School
School B = DOD School

to study more frequently than did males. Males and females differed significantly on the countries they would like to visit. The students differentiated significantly between places they would like to study and those they would like to visit.

Analysis of total Knowledge Test scores indicated that males performed significantly better than females. No significant differences were found on total Knowledge Test scores between the two school groups, although DOD students' means were a few percentage points higher than those of the international school students. DOD school students scored significantly higher on individual items concerning the United States and Mexico.

Scores were highest on knowledge of geography. Other test scores indicated weaknesses in students' knowledge about government, economics, history, and membership in world economic institutions (i.e., the Common Market).

In terms of attitudes toward other nations and peoples, significant differences were found between student groups in their rankings of countries on various characteristics. Basically, the countries and peoples most acceptable to the overseas students were those exhibiting the same cultural characteristics as the United States. The one exception was Japan. Living in the country seems to have produced positive attitudes toward that country.

In Chapter V, a summary of the research, findings and conclusions based on the data gathered in the study, and recommendations for further research are presented.

CHAPTER V

FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to obtain, analyze, and compare data concerning the backgrounds, global knowledge, interests, and attitudes toward other peoples and nations of eighth-grade students in two distinct overseas settings. The results of this study may be useful in helping the Department of Defense and international schools evaluate their educational programs in terms of their achievement of stated goals in regard to intercultural understanding and acceptance of cultural differences. This study was also intended to be a contribution to data being amassed in the field of global education by the Michigan State Department of Education for the evaluation, development, design, and implementation of global-education programs.

The eighth-grade students in a DOD middle school and the eighth-grade students in an international school located within 15 miles of each other in a suburban metropolitan area of Japan constituted the population from which the data were collected for the study.

Preceding chapters described the background of the study, related research, the setting and population, data-collection instruments, methodology, and statistical analyses. This chapter presents the major findings of the study, discussion and implications of the

findings, projected outcomes of the study, and recommendations for further research.

Major Findings

In this section, the major results of the study are discussed within the limits of the setting, population, and methodology.

Students' Interest in Studying and Visiting Foreign Countries

The results of this section of the test were diverse. Although students showed a high level of interest in studying countries other than their own, DOD school students chose more countries to study than did international school students. In addition, girls chose some countries to study more often than did boys. England and France were especially attractive to girls as places to study and visit.

France was the only country chosen by students to both study and visit. International school students chose to study the Soviet Union but not to live there. This is consistent with the findings of the 1974 ONOP study. DOD school students, as a group, chose two European countries and one Middle Eastern country, Egypt. Egypt may have been chosen because an exhibit of King Tut's treasures had been on display downtown two years before, and advertising displays had shown some of the pieces. Some students had also seen the exhibit, which had been featured prominently in the news media before, at the time of, and after Sadat's death.

China, the USSR, and East Germany, the three communist countries included on the list, were chosen as areas of study, but no

student group wished to live there. This finding is also consistent with the 1974 ONOP study.

A comparison of group means indicated that both school groups selected Japan, England, and France as the countries they would most like to visit, although in different order. In the 1974 study, Mexico was listed in the top three and Japan placed seventh. This finding indicates, as in the 1974 study, that the students selected for visiting the countries that are culturally similar to their own. The exception was Japan, which had become familiar to the students as a result of their current living situation. A further examination of the data revealed that DOD students' mean scores were often significantly higher than those of international school students for various countries to study or visit. This indicates that they were generally more positively disposed to study or visit, or less opposed to study or visit, a particular country than were international school students.

Students' Knowledge of Other Nations and Peoples

The discussion in this section concerns the students' test results on the eight areas covered on the Knowledge Test: map locations and items referring to the United States, Mexico, France, the USSR, China, Egypt, and the world. The last section contains a discussion of the total Knowledge Test scores.

Map locations.--Eighth graders in the DOD school were able to locate accurately four of the six countries they were asked to identify on an outline map of the world with an accuracy above 90%. They had trouble identifying Egypt and France. International school

eighth graders were able to identify France and the USSR with an accuracy above 90% and could identify the United States and China with an accuracy above 80%. Both groups were able to identify the USSR with greater accuracy than they were able to identify the United States. Accuracy of identification between the United States and China was similar. Scores were poorest for both groups on the identification of Egypt. This is consistent with the findings of the 1974 study. However, the scores for the international school (68%) and the DOD school (57%) students were comparatively higher than those of students in the 1974 study (47%). (See Appendix Table B-1.)

Items referring to the United States.--Seven questions concerning the United States appeared on the test. Of the two groups, the DOD school students were best informed (above 80% accuracy) about the fact that the people of England and the United States speak the same language (Question 8), that the Germans did not settle California (Question 9), that Congress makes the laws of the United States (Question 11), and that the largest expenditure of taxes is for defense (Question 14). International school students were best informed about Question 8; 70% of them knew that the United States government gets its money from collecting taxes, as opposed to 55% of the DOD school students. DOD school students were least informed about how the government obtains its revenue and the purpose of the Bill of Rights. Eighth graders in the ONOP study did well on the first question, but results were similar for the second. International school students were least informed about the geographical characteristics of the

Great Plains and about who makes the laws of the United States. (See Appendix Table B-2.)

Items referring to Mexico.--Students in both groups were best informed about the climate and money used in Mexico. Although the DOD students' scores were higher than those of international school students, they were basically below 50%, except for Questions 16, 17, and 18, on which DOD students scored slightly above 50%. Comparing the two groups' percentage scores for Question 16, DOD students were much more aware of the religious background of Mexico than were international school students (60% as opposed to 45%). They were also more aware of the Spanish and Indian heritage of Mexico than were international school students. (See Appendix Tables B-3 and B-4.)

Items referring to the USSR.--Students in both groups were aware that the USSR has a communist government. Students were somewhat aware (67% for both groups) that the Soviet government owns most of the industries and that the country is located in both Europe and Asia (68% international school, 72% DOD school). The scores for other questions dealing with the history, economics, and government of the USSR indicated a very low level of knowledge. (See Appendix Table B-5.)

Items referring to China.--Students in both groups indicated a fair awareness of the fact that most of the Chinese people are farmers, that China has the most people, and that the United States has established friendly relations with China. The lowest scores were indicated for the predominant means of transportation and the selection of an item not characteristic of Chinese culture. Students

were also unaware of the reason for language-communication difficulties among the Chinese people. A comparison of the means of ONOP eighth graders and overseas students indicated that overseas students' scores were higher. Percentages, however, were considerably low. (See Appendix Table B-6.)

Items referring to Egypt.--Both groups answered only one question (Question 41) of the six dealing with Egypt with a certain amount of accuracy (77% international school, 82% DOD school). Slightly more than half of the DOD school students were aware that Egypt is an Arab country, and far fewer of the international school students (36%) answered this item correctly. Far less than one-half of both groups were aware that cotton is an important Egyptian product, the purpose of the Aswan Dam, and, in spite of media coverage of Sadat's death, the name of the Egyptian president. (See Appendix Table B-7.)

Items referring to the world.--Highest mean scores for both groups were achieved on items concerning the makeup of the world and the fact that the USSR and United States have sent rockets to the moon. A fair percentage of students in both groups (60% international school, 75% DOD school) were aware of the function of the United Nations and the reasons for an increase in the world population. Scores on questions concerning membership in the Common Market, population of the world, continent with the highest population density, and reasons for poor or good economic activity indicated that students need more information about these areas, which are central to the concerns of global education. (See Appendix Table B-8.)

Total Knowledge Test scores.--A comparison of total Knowledge Test scores indicated that students in the DOD school scored slightly higher, but not significantly so, than did the students in the international school group. In both the international school and the DOD school populations, boys scored significantly higher than girls. This finding was also evident in the 1974 study. The data indicated a serious lack of knowledge in most areas of the Knowledge Test. Economics, culture, knowledge of world economic organizations, history, current events, and government were areas of global knowledge that need strengthening.

Students' Attitudes Toward Other Nations and Peoples

A comparison of the data concerning the five factors used to determine students' attitudes toward other nations and peoples revealed that statistically significant differences existed between groups on all five factors. Basically, both groups agreed that the United States, Japan, England, and France, in that order, are the most desirable nations. Significant differences existed between and within the groups concerning placement of the United States as first or second in terms of being the most "desirable nation" and in terms of size. Both groups agreed that the people of the USSR are the least "desirable people" and that the people of the USSR are the least free; however, they disagreed on the lowest placement for "rich/strong," "desirable nation," and size.

The countries selected to be in the upper third of the 12 countries were those that were culturally similar to the United States.

This finding was the same as that of the 1974 ONOP study. Japan was rated in second place after the United States, which indicates that living in the country had had a positive effect on attitudes toward that nation and its people.

Discussion and Implications of the Findings

Students' interest in other nations and other peoples.--In the 1974 study and in the partial replication of that study conducted in 1982 by Wyniemko in Ingham County, Michigan, it was found that fourth and twelfth graders had a greater interest in studying other nations and that eighth graders had less interest along these lines. DOD school students in the present study indicated more interest in studying other countries than did the international school students. However, the countries students chose to visit were those of cultural similarity to the United States, with the exception of Japan. The reason for not wishing to live in a country (i.e., the USSR) may have been related to the students' developmental stage. Eighth graders are just beginning to consider dating, and the peer group is of vital importance. At an age when they are beginning to seek greater autonomy, they may see communist societies as being too restrictive. Kelman (1968), Hensley (1978), Gleason (1969), and Murphy (1973) found that the length of time spent in a foreign culture and the kinds of experiences a person has within that culture determine the formation of positive attitudes toward the culture. This seems to be a possible explanation for the positive interest students indicated in Japan,

which is culturally different from the United States and which students in the 1974 study ranked much lower as a place to visit.

An important finding in this area was that students in the DOD school selected a significantly higher number of countries to study and visit than did students in the international school. This indicated that students in the DOD school viewed other nations and peoples significantly more positively than did international school students. Several factors may have contributed to this finding. The first may be the fact that DOD students are living in a transplanted model of their own culture (the military base) from which they can venture out into the foreign culture. Should the experience become too overwhelming, they can retreat to the comfort of the transplanted environment. On the other hand, international school students must cope with whatever occurs, often handicapped by language inadequacy and isolation from peers. Their reaction to this situation is to seek a familiar environment, which for most students in this group was the physical and social environment of the international school. In this respect, the school became a closed, safe retreat from the realities of the host culture.

Second, the military community encourages exploration of the host country. Each base maintains travel agencies that set up tours and provide transportation at affordable prices. Television and news spots urge personnel to get out and explore the host country. The recreation centers provide classes representative of crafts and sports of the host culture, and local vendors are invited to bazaars to display and sell their wares. Wives' clubs often invite speakers

from the local community to address their luncheons on topics of interest. The military community often hires civilians from the local community, who interact with base personnel in work situations. Orientation classes are required for incoming personnel, and language classes are available. All of these efforts provide an opportunity for the military community to develop positive attitudes toward the host country as well as an understanding and acceptance of those who are culturally different.

Discussion of Students' Global Knowledge

The total Knowledge Test results revealed no significant differences between the international school and the DOD school students. Therefore, the two groups' general level of global knowledge was the same. Although the students' level of performance on the test was significantly higher than that of students participating in the 1974 study, their Knowledge Test scores indicated a need for further emphasis on and information about global concerns. This finding was present in the 1974 study and in Wyniemko's (1982) study, as well.

Males performed significantly better than females on the Knowledge Test, another finding of the 1974 study and of the Wyniemko study. The information found in many of the questions had received wide media coverage on television, on news programs, and in the newspapers. Wyniemko suggested that boys may be encouraged more than girls to develop skills in social studies and to have an interest in current affairs. Perhaps, also, boys have an avid interest in sports and, as they glance through the newspaper looking for game results,

other items catch their eye; or they may be more likely than girls to sit through a newscast so that they do not miss the sports section of the news. Sports events take place all over the world, which might inspire boys to desire to learn something about the places these events are held.

DOD school students scored significantly better than international school students on items concerning the United States and Mexico. This difference is probably a result of the differences in curricular emphasis of the two schools. The DOD school considered itself an American school and therefore followed a structured American social studies curriculum; its textbook series followed standard placement of areas of study at certain grade levels (i.e., the "expanded horizons" social studies curriculum model). The international school emphasized the sociological aspects of the social studies curriculum because the general feeling was that with students from many different countries, an emphasis on any one country would be inappropriate except on an elective basis.

Concern for and implementation of global issues in the classroom had not become a conscious effort in these overseas schools. Global awareness is a relatively new curriculum concern in the United States and has not been implemented to any significant degree nationwide, although there are isolated examples of excellent programs. Both overseas schools endeavored to include the study of Japanese culture and current events in the curriculum because such study was of immediate concern for surviving in a foreign culture.

Despite these students' involvement in a foreign setting, they were not much better informed about their world than were students who had never left the United States. This presents a challenge to both parents and overseas school systems. One of the common goals of both schools' social studies programs was to develop acceptance and understanding of people who are culturally different. As a result of their Japanese-culture programs, they have perhaps been successful. However, these programs need to be broadened to encompass more than the immediate environment so that students can readily identify and understand the relationships governing world events. Overseas schools are in a unique position to extend the goals of global education.

A Discussion of Students' Attitudes Toward Other Nations and Peoples

In agreement with the results of the 1974 study, students in this study tended to view most positively the countries that most closely resembled their own culturally, with the exception of the host country. DOD school students ranked Japan second after the United States, and international school students ranked Japan first as a "desirable nation." Factors affecting this attitude might include the fact that Japan is a child-oriented society and activities abound for children's enjoyment. This child-centered attitude extends to all social and even consumer business institutions. Japan is also one of the safest countries in the world, so parents feel comfortable about allowing their children to travel unaccompanied throughout the city. This is especially true of the international school students,

who live in the community and often know how to use the train system as well as the Japanese. There is abundant evidence that the two factors identified by Kelman (1968)--length of time lived in the culture and positive experiences within the culture and with the people--affect the development of positive attitudes toward other people and nations.

For the international school students, the countries viewed least positively, from lowest to highest, were the USSR, Israel, and India. The DOD school students selected the USSR, East Germany, and Israel. These countries bear little similarity to each other, with the exception of East Germany and the USSR. The choice of Israel may perhaps be explained by the fact that the press, at the time of testing, was reporting negative events about Israel, including its involvement in a war. Abramowitz et al. (1978) reported that American children tend to reject people and countries that have recently been involved in a war.

In terms of size, the largest nations, from largest to smallest, in the international school students' view, were China, the United States, and the USSR; for DOD school students, they were the United States, the USSR, and China. This indicates some misinformation about the size of the respective countries, or it might indicate that students interpreted size in terms of power or population. In future research, an informal discussion with students after the test might prove enlightening in this respect. Both groups agreed that the smallest countries, from smallest to largest, were Israel and East Germany. International school students chose Spain for third smallest,

and DOD school students chose Egypt. The results in this section were puzzling, as were those in the 1974 study. From the standpoint of power, it would seem that since Israel usually wins its wars, it might be viewed as larger than England or France, which were ranked in fourth place by the two groups.

Projected Outcomes of the Study

The results of this study will be given to the international school in which the study was conducted and to the regional office of the DOD school in which data were collected. It is hoped the study will be used as part of an evaluation of current methods and curricula to determine what steps need to be taken to infuse a more global perspective. Developing broadened cultural and intercultural programs to include not only the host culture but also the cultures of other countries, or at least a presentation of cultures similar to that of the host country, would be an important outcome.

In a report entitled Social Studies in the Overseas Schools: Highlights of the DODDS Program Evaluation (1980), which represented the major activity of the evaluation phase of the first Department of Defense Dependent Schools (DODDS) five-year curriculum cycle for social studies, the following goals of the DODDS curriculum were assessed at the fourth-, eighth-, and eleventh-grade levels are are relevant to global-education concerns:

1. explains allocation, use and conservation of human resources;
2. explains contributions of ethnic groups to a culture;
3. identifies cultural universals;
4. explains effects of technology; and
5. compares decision-making in different political and economic systems.

The findings of the present study could be considered as a contribution to the evaluation project due to begin in 1985.

In a letter responding to one sent by the researcher to explain this project, Dr. Phillip Runkel suggested that this research would be a basis for comparison with data collected by the Michigan State Department of Education for evaluating their global-education programs. Dr. John Chapman, Michigan Department of Education Social Studies Specialist, has indicated that the Department hopes to cooperate with Dr. Lois Bader, Professor at Michigan State University, Dr. Thomas Barrows of the Educational Testing Service, and Dr. Robert Leetsma from the U.S. Department of Education in using the data collected from this study and other similar studies to:

1. review the tests where needed.

2. get baseline data for use in comparing the knowledge, attitudes, and interests that students in one setting have in comparison to those in another setting.

3. where appropriate, look at kinds of social studies curriculum that are used in various settings to determine if there are particular advantages of one type compared to another.

4. get some glimpses of the degree to which the international school setting may be a factor that contributes to students being more world-minded.

5. determine whether the experiences of teachers who have lived and taught in a foreign setting have any significant effect on their teaching about global issues.

Recommendations for Future Study

The following recommendations are suggested for future studies:

1. Student developmental stages, environmental factors, and curricular emphases as applied to their attitudes toward other nations and peoples in an overseas setting should be investigated. These factors may be critical to the design methods and materials used with students.

2. A study of various curriculum materials and the messages they convey to students in different stages of development and how these affect students' attitudes and interest would be relevant to this area.

3. In-depth research is needed on the interests, attitudes, and knowledge of students who are not American citizens but who are attending international schools that follow the type of curriculum used in United States schools. Such research might help determine curricular emphases relevant to these students and perhaps help understand American students' interest and attitude formation.

4. This study should be replicated in different overseas settings to determine if living in a particular country generally results in the formation of positive interest in and attitudes toward that country. Identification of common factors that contribute to these positive views is essential to curriculum development.

5. Factors contributing to boys' better performance on the Knowledge Test should be identified so parents and schools can provide

experiences that encourage girls to become equally well informed about the world.

6. In this study, it was found that DOD school students tended to view other nations and peoples more positively than did international school students. A more in-depth study should be conducted to determine if this finding holds true for similar populations and, if it does, to determine what factors contribute to this more positive attitude. Such knowledge could contribute to the design of curriculum experiences that would help students become less ethnocentric global citizens.

APPENDICES

APPENDIX A

LETTER OF SUPPORT BY PHILLIP E. RUNKEL,

SUPERINTENDENT OF PUBLIC INSTRUCTION

STATE OF MICHIGAN

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

PHILLIP E. RUNKEL
Superintendent
of Public Instruction

August 14, 1981

Ms. Gwendolyn Demps
Owen Graduate Center 156-E
Michigan State University
East Lansing, Michigan 48824

Dear Ms. Demps:

This letter is in response to your July 16 letter concerning your proposed research on global education.

Your proposal to assess eighth grade students in terms of their interests and knowledge towards other nations and other peoples is one which is worthwhile. Moreover, your review, analysis and comparison of social studies programs used in earlier grades by the two student populations you intend to survey can provide us with information which is not now available.

I think it is also good that the background and demographic information which you obtain on students, teachers and their international community setting will prove useful in that it will provide us with a comparison base for Michigan teachers and students. While it seems reasonable to conclude that foreign travel and study can enhance the level of global understanding, there appears to be insufficient empirical data available at this time which applies to students and teachers in K - 12 school situations.

I am confident that the findings and recommendations in regard to your research can be of use to the Department in its efforts to further the cause of social studies education in Michigan.

Please contact Dr. John Chapman, Department Social Studies Specialists, if you have questions and I look forward to further word from you as you proceed.

Sincerely,

Phillip E. Runkel

APPENDIX B

TABULATION OF STUDENT RESPONSES TO ITEMS ON THE KNOWLEDGE TEST

Appendix Table B-1.--Results of students' responses to items concerning geography on the Knowledge Test.

No.	Question	International School Students			Department of Defense School Students			Non-American Students (International School)		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
11.	Which number is on the United States?	79	71	75	90	90	90	75	100	87
12.	Which number is on Mexico?	84	74	80	94	97	95	63	71	67
13.	Which number is on France?	97	87	93	84	62	73	75	100	87
14.	Which number is on the Soviet Union?	95	97	97	100	100	100	88	100	93
15.	Which number is on China?	92	70	83	90	97	93	88	100	93
16.	Which number is on Egypt?	74	61	68	74	38	57	88	86	87

Appendix Table B-2.--Results of students' responses to items referring to the United States on the Knowledge Test.

No.	Question (Answer):	International School Students			Department of Defense School Students			Non-American Students (International School)		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
7.	The Great Plains west of Iowa, Missouri and Arkansas differ from most of the rest of the United States in that they are: (Answer): flat, dry, and relatively treeless	63	55	59	84	41	63	50	43	47
8.	The people in England speak the same language as the people in: (Answer): the United States	100	90	95	93	83	88	87	100	93
9.	Which of the following areas is NOT correctly paired with the first European peoples to settle there? (Answer): California - Germans	68	71	70	90	76	83	50	71	60
10.	Who makes the laws of the United States? (Answer): the Congress	55	32	45	87	79	83	13	57	33
11.	The Bill of Rights was added to the Consitution of the United States to do which of the following? (Answer): to protect various civil liberties for citizens	74	65	70	65	45	55	50	43	47
13.	How does the United States government get most of its money? (Answer): collecting taxes	74	65	70	65	45	55	50	43	47
14.	Since the Second World War, the United States has spent the most money for: (Answer): defense	68	77	72	87	83	85	75	100	87

Appendix Table B-3.--Results of students' responses to items referring to Mexico on the Knowledge Test.

No.	Question (Answer)	International School Students			Department of Defense School Students			Non-American Students (International School)		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
15.	Which of these countries has the warmest climate? (Answer): Mexico	100	94	97	90	89	90	88	100	93
16.	The predominant religion of Mexico is: (Answer): Roman Catholicism	47	42	45	65	55	60	13	43	27
17.	Mexico's population is composed of descendants of the: (Answer): Spanish and Indians	45	23	35	65	48	57	38	43	40
18.	A president is elected in which country? (Answer): Mexico	55	42	49	48	55	52	25	42	33
19.	In which of the following countries has the the same political party been in power since 1939? (Answer): Mexico	11	13	12	32	21	27	0	14	07
20.	The money used in Mexico is called the: (Answer): Peso	87	97	91	97	90	93	88	100	93

Appendix Table B-4.--Results of students' responses to items referring to France on the Knowledge Test.

No.	Question (Answer)	International School Students			Department of Defense School Students			Non-American Students (International School)		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
21.	The climate of France is characteristized by: (Answer): relative mild temperatures and plentiful rainfall	37	42	39	48	45	47	25	14	20
22.	The eastern boundary of France has changed many times because of political and cultural differences between France and: (Answer): Germany	42	26	35	26	20	23	13	43	27
23.	In the present French Republic, which of the following has most power in the governmet? (Answer): the President	32	26	29	16	10	13	63	29	47
24.	What is a major product of France? (Answer): perfume	74	74	74	70	83	77	87	76	87

Appendix Table B-5.--Results of students' responses to items referring to Russia on the Knowledge Test.

No.	Question (Answer)	International School Students			Department of Defense School Students			Non-American Students (International School)		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
26.	Which country is in both Europe and Asia? (Answer): Russia/Soviet Union	74	61	68	77	65	72	72	71	73
27.	Which of the following countries has been hindered by a short ice-free coastline and poor access to oceans? (Answer): Russia	61	45	54	61	34	48	38	29	33
28.	The republics of the Soviety Union were formed primarily on the basis of: (Answer): the ethnic groups or nationalities of the people	24	35	28	35	59	47	25	14	20
29.	Which country has a communist government? (Answer): Russia/Soviet Union	95	97	96	97	93	95	88	71	80
30.	The Revolution of 1917 in Russia instituted a government that was essentially: (Answer): Socialistic	57	26	43	68	38	53	75	43	60
31.	Production quotas are most widely used in which of the following countries? (Answer): Russia/Soviet Union	23	10	17	19	14	17	0	0	0
32.	In the Soviet Union, most industries are owned and operated by: (Answer): the government	76	55	67	81	52	67	50	100	73
33.	Most of the foreign trade carried on by the Soviet Union is with: (Answer): other communist countries	45	29	38	39	48	43	58	43	67

Appendix Table B-6.--Results of students' responses to items referring to China on the Knowledge Test.

No.	Question (Answer)	International School Students			Department of Defense School Students			Non-American Students (International School)		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
34.	Which country has the most people? (Answer): China	84	52	70	71	38	55	50	100	73
35.	Language communication among the Chinese people is made difficult primarily because: (Answer): the most common spoken languages have many dialects	47	55	51	35	31	33	50	57	53
36.	Chinese culture has been characterized by all of the following EXCEPT: (Answer): a caste system	23	38	30	25	41	33	0	14	06
37.	The United States has just started to be more friendly with which country? (Answer): China	58	58	54	71	70	70	63	29	47
39.	Most of the people in China work as: (Answer): farmers	61	48	55	39	55	67	50	42	47
40.	The primary means of transportation within Chinese cities today is: (Answer): bicycle	11	03	07	0	10	05	0	14	06

Appendix Table B-7.--Results of students' responses to items referring to Egypt on the Knowledge Test.

No.	Question (Answer)	International School Students			Department of Defense School Students			Non-American Students (International School)		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
41.	Most of the land area in Egypt is made up of: (Answer): deserts	82	71	77	84	79	82	88	86	87
42.	Which is an Arab country? (Answer): Egypt	45	26	36	61	45	53	36	14	27
43.	Which of the following is NOT true of Arab culture and society? (Answer): the church is kept separate from social and state affairs	16	16	16	23	10	17	37	0	20
44.	The president of Egypt is (Answer): Mabarak	34	29	31	39	21	30	63	29	47
45.	What/which of the following is an important product of Egypt? (Answer): cotton	37	29	33	26	28	27	38	29	33
46.	Increases in irrigated land were provided for Egypt by the construction of the: (answer): Aswan Dam	40	26	33	39	21	30	38	43	40

Appendix Table B-8.--Results of students' responses to items referring to the world on the Knowledge Test.

No.	Question (Answer	International School Students			Department of Defense School Students			Non-American Students (International School)		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
48.	Most of the world is made up of: (Answer): oceans	74	84	78	94	93	93	75	86	80
49.	About how many people live in the world today? (Answer): 3½ billion/3.8 billion	26	32	29	45	38	42	38	29	33
50.	Which of the following continents has the most people per square mile? (Answer): Europe	58	48	54	48	34	42	63	71	67
52.	Which of the following is shared by all known culture groups? (Answer): A structured, spoken language	39	39	39	26	38	32	50	43	47
53.	Which of the following has been the most responsible for the great increase in the world's population over the last fifty years? (Answer): a decreasing death rate	50	68	58	55	69	62	63	57	60
54.	To work toward peace in the world, most countries belong to the: (Answer): United Nations	71	48	59	87	62	75	63	71	67
55.	Which two countries have sent rockets to the moon? (Answer): The United States and the Soviet Union	100	96	98	100	100	100	100	100	100
56.	Two members of the Common Market are: (Answer): England and France	24	19	22	26	31	28	38	42	40
57.	Areas in the world with very little economic activity are usually areas with extremely: (Answer): hot or cold temperature throughout the year.	29	39	33	29	39	33	63	14	40

APPENDIX C

COPY OF A LETTER OF PERMISSION GIVEN BY THE EDUCATIONAL TESTING SERVICE RELEASING THE THE TEST MATERIALS--OTHER NATIONS, OTHER PEOPLES

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08541

609-921-9000
CABLE-EDUCTESTSVC

July 2, 1982

Dr. Lois Bader
Dr. John M. Chapman
State of Michigan
Department of Education
Lansing, Michigan 48909

Dear Dr. Bader and Dr. Chapman:

Educational Testing Service is pleased to grant your request to use the test materials listed below for purposes of research studies described in your letter of May 21, 1982.

The materials you wish to use are as follows:

Parts of the instruments from Measures of Global Understanding, and parts of the Other Nations, Other Peoples survey instruments.

Your use of these materials and any relevant documentation ETS may supply is subject to the following conditions:

1. Use of the materials is restricted to the research purpose described in your request to ETS, and you will not provide or otherwise make them available to others without ETS's express written permission. Where publication of your research findings requires reproduction of ETS authored items, acknowledgments similar to those below should be given. Please let us know when any such publication is planned.

2. You will assume responsibility for the analyses and conclusions of your study and, other than acknowledgment that ETS supplied the test materials, you will not use ETS's or a test sponsor's name in such a way as to imply participation in or responsibility for your study, nor may you use the materials for any commercial purposes.

3. Unless otherwise specified by ETS, the results of your study will be shared with ETS. Please send a copy of your findings directly to Dr. Thomas Barrows.

4. This permission is nonexclusive and royalty-free.

5. Each reproduced copy of the Global Understanding instrument shall carry the following copyright notice:

> Copyright © 1980 by Educational Testing Service.
> All rights reserved. Reproduced by permission.

The instrument containing Other Nations portions should carry appropriate acknowledgment of ETS as the developer of the study and instruments, and of Office of Education (HEW) funding.

If these arrangements are satisfactory, please sign both copies of this letter and return one copy to us.

Sincerely,

Helen C. Weidenmiller

Helen C. Weidenmiller
Rights and Permissions
Administrator

cc: Dr. Barrows

ACCEPTED AND AGREED TO:

Dr. Lois Bader

Dr. John M. Chapman

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BIBLIOGRAPHY

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