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Global education attitudes and practices in Iowa high schools

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University of Northern Iowa

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Global education attitudes and practices in Iowa high schools

Stamp, Keith Leon, Ed.D.

University of Northern Iowa, 1994

GLOBAL EDUCATION ATTITUDES AND PRACTICES

IN IOWA HIGH SCHOOLS

A Dissertation

Submitted

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

Approved:

Dr. Robert Decker

Dr. Bruce Rogers

Dr. Charles Dedrick

Dr. Gene Lutz

Dr. James Albrecht

Dr. Dhirendra Vajpeyi

Keith L. Stamp

University of Northern Iowa

May 1994

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I am grateful for the support of my committee which includes: Dr. Robert Decker, Dr. Bruce Rogers, Dr. Charles Dedrick, Dr. Gene Lutz, Dr. James Albrecht, and Dr. Dhirendra Vajpeyi. Each of these professionals have contributed to my understanding of the scholarly research process. I have come to value their advice, constructive criticism and most of all their patience. Marlene Shea has been a professional who has been very understanding in the numerous revisions which the dissertation has had.

I am immensely grateful to my family for their patience and perseverance. My wife, Sandy and children, Nadia and Geoff have come to tolerate the many times which I had to look for additional information or write as a reasonable intrusion into our family life. It is my hope that the information which I have presented will help create a more peaceful and cooperative world for my family to experience.

I firmly believe that this information will help others to continue the pilgrimage to further develop the field of global education for students and teachers in the future. It is essential that educators continue to strive for curriculum materials and develop teaching strategies which will improve our understanding of other people throughout the world.

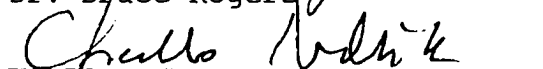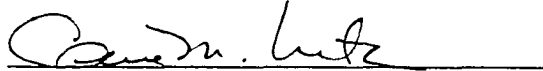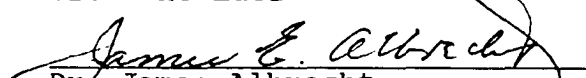## TABLE OF CONTENTS

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IN IOWA HIGH SCHOOLS

An Abstract of a Dissertation

Submitted

In Partial Fulfillment

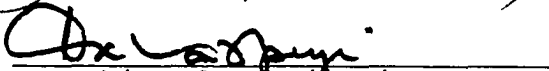of the Requirements for the Degree

Doctor of Education

Approved:

_____
Faculty Advisor

_____
Dean of the Graduate College

Keith L. Stamp

University of Northern Iowa

May 1994

ABSTRACT

Global education is a curriculum which is creating
considerable debate among educators and lay people. The
Iowa Department of Education has mandated that all schools
develop a global education program. Clough (1994) reports
that "the globalization of American society has greatly
increased the incentives for individuals in all parts of the
country to become more involved in world affairs" (p. 4).
Therefore, it is important that the attitudes of educators
toward global education and the implementation of global ˙
education be studied.

The purposes of this study were to identify the
attitudes of public high school principals and social
studies teachers in Iowa related to global education, the
extent to which public high schools have implemented global
education, the relationship of personal and social
variables, and the relationship of community variables
implementation.

A quantitative research approach was utilized. The
questionnaire was mailed to 442 public high school
principals and social studies teachers within Iowa. The
sample was stratified into three categories which included
metropolitan, urban, and rural high schools. The final

sample included 242 responses which represented a return rate of 55%.

Six research questions were explored to identify the degree of global education acceptance and implementation and the relationship of these with various personal and social traits of educators. Several statistical tests were conducted to analyze the data. All of the statistical tests were conducted at the .05 level of significance. The statistical tests conducted included: t-test, chi square, lambda, gamma, one way ANOVA, Tukey HSD, and Scheffe procedure.

There was a high level of acceptance of global education conceptually, but a generally low level of implementation. Few personal or social characteristics were related to global education. However, the results indicated a positive correlation existed between school size and global education implementation, hence, an exploratory study was launched to identify other variables which may have a correlation with global education implementation. Thirty-six variables from the 1990 Census were selected to represent community social variables. Four variables which had the highest relationship to the implementation of global education were: median housing value, percentage of people below poverty level, percentage of population born in state (inverse relationship), and foreign born population.

The conclusions indicated that there was considerable agreement between high school principals and social studies teachers about global education attitudes. However, the implementation level of global education was much lower than expected considering the higher level of attitudinal support for global education. Community variables show promise as significant predictors of global education implementation.

CHAPTER I

INTRODUCTION

One major goal of education is to nurture character in the young so they have the skills, attitudes, and values that will enable them to lead fulfilling and meaningful adult lives (Graham, 1992). The development of values and attitudes at school provides students an opportunity to create their worldview. Sperling (1993) reported that a shift in the United States is developing in the major world view from internationalism to a neo-isolationist perspective. The neo-isolationist perspective Sperling attributes partially to the end of the cold war and less concern with the challenge from the Soviet Union. Schools provide a significant contribution to the development of a student's world view through the socialization process that provides an individual with skills to interpret and adapt to new life situations (Thurnwald, 1932; Varney & Cushner, 1990).

Global education is a different and unique approach to education. This approach places a greater emphasis upon an international perspective to the relations among nations. Pfaff (1993) reported:

> National feelings profoundly rooted in the human
> necessity for identify and connection, have produced
> political consequences in our time both sublime and
> grossly criminal. The affirmation of the nation is an
> international disturbance to the extent that a nation
> conceives itself licensed to validate itself by the
> victimization of another society. (pp. 237-238)

The increase of international beliefs has been an approacn which is developing in some schools. This approach is sometimes developed as a part of the critical education movement. Shor (1992) reported:

> cultural empowerment, then, cannot mean the teacher unilaterally delivering the Great Books and the King's English to students. Neither does it mean uncritically praising or using the everyday speech and thoughts of students. Empowerment means teachers and students both reinventing the cultures they learned in an unequal status quo. (p. 203)

Global education requires that students and teachers actively and critically engage in the exploration of information.

This study explores the attitudes which public high school principals and social studies teachers hold toward global education. The study also provided information about the level of implementation for global education within Iowa public high schools.

Global education is becoming more significant as the world that students enter is becoming more interdependent. Goodlad (1984) reported:

> Many teachers appeared not to have sorted out the curricular and instructional ingredients of the social studies program designed to assure an understanding and appreciation of the U.S. as a nation among nations. Their dilemma merely reflects the ambiguity in the surrounding society regarding our nation's role in a world of growing interdependence. (p. 213)

Global education is a concept which is an effort to increase people's awareness of people from other cultures.

The Iowa Department of Education (1989) defined global
education as:

> an approach to learning which promotes greater
> understanding of the world as an interconnected
> aggregate of human and natural systems. These
> systems operate within a single planetary
> life-support system on which the destiny of all
> human-kind depends. The purpose of global education
> is to promote long term human survival by developing
> greater respect for and cooperation with our fellow
> human beings and greater concern for the environment
> on which all people depend for their existence.
> (Svengalis, 1989, p. 3)

The curriculum and teaching strategies in many schools
may not be keeping pace with global changes. Caporaso and
Mittelman (1988) stated Americans are less aware of other
cultures than people are in most other developed countries.
This situation creates a need to provide students
information and experiences that will enhance their
awareness of global affairs.

Some of the proponents of global education emphasize
the local and national scene in relation to the world
(Kenworthy, 1970; K. Tye, 1992). This approach requires
that educators explore the global connection which exists
within the local community to other areas of the world. The
local connection can apply to all curricular areas such as
business, politics, science, industry, and recreational
activities. The local and global connection could be
developed in business by identifying the imports or exports
present within a community. The political and social

conditions of these countries could be analyzed according to how these conditions may impact a community economically.

Willis (1993) reported that analytical and communication skills prepare students to become more successful at resolving problems. R. Brandt (1988) reported that the development of critical thinking skills in education stimulates students to be more socially responsible in the future. Thinking skills as developed in global education provide students exposure to a variety of sources.

Educators need to become less dependent upon the textbook to effectively develop critical thinking skills. Cortes and Fleming (1986) reported that nationalistic bias within textbooks continues to be very prevalent. Educators need to use numerous sources, both written and oral presentations, to provide students a variety of perspectives which enrich the students' impressions of the world. Present technology provides educators more opportunities than ever before to expose students to diverse sources by using computer networks and interactive television. Some students are currently communicating by using electronic mail with students in another country. Computers and other media forms are allowing students more opportunities than in the past to be exposed to a greater variety of sources. The exposure to a greater variety of sources contributes to the student's ability to analyze information critically.

Purpose of the Study

This study explored the extent that educators in Iowa have implemented a curriculum at the secondary level that includes a greater degree of global awareness. The implementation of global education is a two-step process which this study investigates. The initial stage is the development of an attitude related to global education. The attitude will include the degree to which global education is implemented. Most educators, school board members, and citizens have an attitude about global education. As individuals move toward the acceptance of global education, institutional changes take place within the school (Freeman, 1986). The development of new practices within an institution implies a change in attitudes and social behavior which results in a new meaning for the institution (Joy, 1990; Thurnwald, 1932). Schools which are implementing global education are institutions where students are more likely to comprehend the interdependence of people and nations.

This study measures the attitudes of secondary social studies teachers and principals toward global education. The attitude assessment of teachers and principals used items from Jane Bingham's (1979) AGES (Acceptance of Global Education Survey). This instrument provides policy makers data related to the attitudes which educators (principals

and social studies teachers) in local education agencies have toward global education. The study also collected information about global education activities. Each respondent identified global education activities which were practiced. A high school principal and social studies teacher were surveyed from each cluster of randomly selected Iowa public high schools. The principal was surveyed because this individual may be more likely to enhance or impede the development of global education than any other single individual in a school setting (Edmonds, 1979; Sergiovanni, 1992). The social studies teachers were surveyed since global education clearly relates to social studies education. The social studies teacher should be aware of global education and the extent to which global education is being implemented at the school.

<div align="center">Definition of Terms</div>

Several key definitions are important in this study.

Attitude

A view persons possess which will influence the individual's behavior (Zimbardo & Ebbeson, 1969).

Controversial Curriculum

Educational programs which do not have a definitive set of materials and lack wide acceptance by educators and the general public.

Conventional Curriculum

Educational programs which have an established set of materials and are widely accepted by educators and the general public.

Global Education

Education for promoting the perspective that the world is an interdependent system (Boulding, 1988; Svengalis, 1989).

Metropolitan High School

A high school in a community with a population of 50,000 or more (W. Dreier, personal communication, September 24, 1992).

Perspective Taking

The ability to see situations from the view of another individual (Becker, 1982).

Rural High School

A high school in a community with a population of 2500 or less (W. Dreier, personal communication, September 24, 1992).

Secondary Principal

The individual identified as the 7-12, 9-12 or 10-12 principal on the BEDS report (Basic Educational Data Survey) by the Iowa Department of Education.

Social Studies Teacher

The individual identified by each high school as a social studies teacher on the BEDS report.

Urban High School

A high school in a community with a population between 2500 and less than 50,000 (W. Dreier, personal communication, September 24, 1992).

Limitations

The study has several limitations. One of the limitations is typical of many self-reporting surveys. A limitation may occur due to respondents interpreting a question. The survey may stimulate the Hawthorne effect, with respondents attempting to provide a particular response simply as a result of being selected to participate in the study. The survey method provides less information from each respondent than extensive interviews. However, the approach for this study provided a larger number of respondents than would be possible with the interview method (Borg & Gall, 1989). These limitations are common in self-reporting survey research, and the situation was tolerated due to time restrictions.

A further limitation was the population to be surveyed was located entirely within the same state. The population of Iowa is 96.7% white (Bryant, 1990). The homogeneity of the population may limit the opportunity to generalize the results of the study to other more heterogeneous populations. The study provided valuable information related to the awareness and level of implementation of global education within Iowa high schools.

Conceptual Framework

Joy (1990) reported that attitudes influence most decisions which an individual makes. The typical state of a person's belief system during the attitude change process has a kind of rough partial consistency rather than a complete logical rationality (Joy). The person experiences conflicting beliefs toward an issue and the individual needs support from significant others to reinforce the attitude change (Joy). Measurement of attitudes does not necessarily yield a prediction of what the individual will do (Thurstone, 1928; Zimbardo & Ebbeson, 1969). Global education stimulates people to reconsider their social values, political beliefs, and economic views. Americans already have deep-seated opinions on these issues which are confirmed by images in the media (Joy).

AGES (Acceptance of Global Education Survey) was developed by Jane Bingham (1979). The questionnaire quantifies an individual's beliefs toward five areas which signify global education.

Bingham (1979) reported a world order concept was found to have a substantive base for a values-oriented model and for assessing global education attitudes. The goals of the Institute for World Order were adapted to become basic tenets of global education as developed for AGES (W. Brandt, 1983). These are as follows:

1. The minimization of violence, or war prevention;

2. The maximizing of economic welfare or the providing of better standards of living for more people;

3. The increasing of social justice by relieving discrimination and oppression;

4. The broadening of the democratic base of public policy making by increasing the participation of minorities in the decision making processes; and

5. The improving of the quality of life through restoration of ecological balance (Bingham, 1979; W. Brandt, 1983).

The Bingham instrument consists of 60 statements including 10 statements as nonglobal filler items. The remaining 50 items are global statements and provide 10 items for each of the Institute of World Order tenets.

Curriculum change is a dynamic process which occurs in schools continuously. The change process related to curriculum development is complex and involves several variables interacting which result in a different learning program for the student. Curriculum change is a relatively unplanned process. Many teachers begin to initiate change on their own initiative (Becker & Maclure, 1978; Sergiovanni, 1992). The curriculum field has searched for a general set of principles that would guide the change process. Most of the attempts to study curriculum change

resulted in a system which emphasizes efficiency for implementing a specific curricular package (Tucker, 1983). The systems which were developed as models for implementing curriculum change were developed on the premise that the program is already developed and is being implemented by teachers in a particular school. Many curricular programs were funded by the National Science Foundation and reflect programs which were designed for mathematics, science, and, occasionally, social studies. Global education, however, is a curriculum which is different from most previous curriculum implementation efforts (K. Tye, 1990). Global education is a controversial program with interest groups for and against the development of curriculum materials. Supporters say the global education curriculum should be developed by educators at the local level and become integrated across many academic disciplines (K. Tye, 1990; C. Svengalis, personal communication, May 5, 1992).

The Iowa Department of Education conducted public hearings regarding global education in the spring of 1991; a sample of testimony from the Department of Education indicated that 24 sources testified in opposition to global education and four sources testified in support of global education (Svengalis, 1992). After the public hearings, the Iowa Department of Education withdrew its support from the development of a global education activities book which

provided ideas to be used for implementing global education concepts. The Department of Education left the responsibility for creating and implementing global education with local education agencies. The evolution of global education materials with the local education agency would permit communities to develop programs which were sensitive to the interests of the local community.

Several approaches serve as a guide for the implementation of curricular change. Rogers' (1983) approach to change was one model available for implementing curriculum change. Rogers identified five stages for the adoption of a curricular change. The stages were: awareness, interest, trial, evaluation, and adoption. He believed these stages were a consistent pattern for the infusion of innovations across different cultures (Rogers & Shoemaker, 1971). Becker and Maclure (1978) offered information to comprehend social change which included different levels of responsiveness to change: recognize need for change, review new ideas, consumer communication, teacher education, and classroom support. The Becker approach assumed the participants would receive information from a variety of sources related to change. Some of the sources were journals, workshops, and other teachers using the curriculum which was being adopted. Several innovative approaches have been reported by Maclure. These approaches

include: pilot project, cadre, and sub-system (Maclure, 1969; Unruh, 1975). The pilot project involved a handful of pupils and a teacher experimenting with a new approach. The cadre creates a force of change agents from among school staff. The sub-system is a group of schools representing a locus for curriculum change.

Tyler (1950) and Gay (1980) developed an approach to implement curriculum change which results in the development of goals that represent the community. Tyler suggested the emphasis for curriculum change should be on the development of objectives which focus upon the learner. The objectives reflect society and suggestions from subject matter specialists. Tyler's objectives may lead to the development of assessment tools which could be standardized to measure student growth. The conflict theory of curriculum change implies that curriculum change is a result of influence exerted by social classes which impinge on school decision makers to modify the curriculum (Reid, 1984). The contemporary process of curriculum change is dynamic and involves many participants. Some key participants are the teacher and the principal.

The infusion of global education may be achieved in several ways. Some methods which have been used to provide an indication of the level of implementation of global education are: global topics within a course, student use

of global education sources, and teacher and student exchanges. A variety of approaches to implementing global education are available including: add units to existing courses, develop new courses, and use a school-wide project (Mehlinger, Hutson, & Smith, 1980). Global education curriculum has utilized opportunities for exchange students and teachers to share impressions of their society with students (Freeman, 1986). The use of teacher and student exchange programs have been a particularly valuable tool to enhance perspective-taking in communities where there was limited cultural diversity (C. Anderson, 1990; Svengalis, 1989).

Interdependence of the people and nations of the world is a theme within global education. Interdependence of nations implies the sharing of power between political, military, and economic sources (Keohane & Nye, 1977). Schools need to prepare students for change and a highly interdependent global marketplace (Kniep, 1986).

Global education provides the student an opportunity to first recognize the need to celebrate allegiance to their country. However, the student with a global perspective respects different cultural practices as well (Wallerstein, 1990). Global education activities provide students an opportunity to experience perspective-taking, seeing things through the eyes and minds of others (Hanvey, 1982; K. Tye,

1992). The perspective-taking experience has been achieved by utilizing material written or presented by people from the culture which students were studying.

The local curriculum decision making style may influence the extent to which a school was implementing global education. This study probed the degree to which a relationship existed between curriculum decision making style and the extent to which global education was implemented. The principal was the key figure to promote school change (Hall & Hord, 1987). Some strategies which principals may use to reinforce innovations are: pay, recognition, and promotion (Sungalia, 1991). Some sources indicated that shared decision making and interdepartmental interaction stimulate the development of global education (K. Tye, 1990).

The principal generally is expected to be the instructional leader of the school. Therefore, the principal has the opportunity to play an important role in developing a more global perspective within the curriculum. Although global education is to be utilized by all academic areas, the social studies field is an area with which global education has most often been associated. This study examined the activities and practices related to global education as perceived by Iowa high school principals and a social studies teacher within each high school. The

findings from the research indicate the awareness and the extent to which global education is implemented in Iowa high schools, according to high school principals and social studies teachers.

Research Questions

The study provided information related to the following two basic research questions: What is the level of support for global education among Iowa high school principals and social studies teachers? What is the level of global education implementation in Iowa? From these, more specific research questions were developed exploring comparisons of principals and teachers and relationships among the study variables.

1. What is the difference in perceptions between high school principals and high school social studies teachers in the degree of acceptance for global education curriculum goals in the following six areas as measured by the Acceptance of Global Education Scale?

  a. Reduction of Violence--dealing with conflict and the reduction of hostilities among people and nations.

  b. Economic Equality--equalizing economic welfare among people and nations.

  c. Environmental Balance--restoring and protecting the quality of the environment.

    d. Social Justice--extending social justice to all people.

    e. Political Participation--broadening participation in political decision making.

    f. Nonglobal--Statements which do not support an international perspective.

2. Are travel outside the United States, undergraduate major, and exposure to global education information by high school principals and high school social studies teachers influencing the extent to which schools have implemented global education practices?

3. What relationship exists between the size of the high school and the extent to which a high school implemented global education?

4. What relationship exists between curriculum decision making style and the extent to which a high school has implemented global education?

5. What relationship exists between political ideology of the principal and social studies teacher and the extent to which the school has implemented global education?

6. What relationship exists between the principals' and the social studies teachers' opinion of global education and the degree to which global education has been implemented?

CHAPTER II

BACKGROUND OF THE STUDY

A review of the literature provided information related to attitudes and the implementation of global education. The review of the literature focused on the: need for global education, global education rationale, origins of global education, characteristics of global education, contemporary status of global education, teacher's role in global education, principal's role in global education, social variables influencing curriculum change, the school and curriculum change, including curriculum change toward global education.

Need for Global Education

The world American high school students are entering is becoming increasingly international. Two changes affecting the world are: increasing interdependency of the nations and the increasing diversification of the U.S.'s population along racial, ethnic, and cultural lines (K. Tye, 1992). The work force which today's students are entering is becoming more international. One industrial job in six in the United States depends on exports to the third world (W. Brandt, 1983). Chaniot (1988) reported that the three major evening news broadcasts (CBS, NBC, and ABC) indicated that each devotes over half of their time to international issues. Chaniot also found listeners able to understand

the major points of only one-third of the items within the networks' programs. It is very likely that our high school graduates either will supervise or be supervised by someone of a different ethnic, national, or racial background. The employees will be affected by suppliers, customers, or others from different cultural backgrounds. This condition creates a need for students to be more prepared to understand different cultures and the interdependency among cultures. Students should understand that we are the "other" to many in the world. Many people in the northern hemisphere have a nostalgia for the old days when people shared common values, when immigrants could be counted on to disappear into the melting pot and become assimilated. To overcome this, students need to develop a competence in a culture other than their own (Boulding, 1988; Scott, 1992).

Many believe the world is presently in a major transformation which is leading to increased interactions among people and institutions across national boundaries. The transformation rearranges the politics and economics of the coming century. Industries, products, and technologies are rarely from a single nation. National economies as previously organized are disappearing. Many newspapers such as the New York Times or Christian Science Monitor are presently chronicling the political, social, and economic

changes (Reich, 1991). Educators need to become aware of the transformations which are happening and to assess how to incorporate these changes within the curriculum and their teaching strategies. Global education is a vehicle which provides teachers the means to prepare students for the transformation.

The school's role to provide students greater awareness and skills related to citizenship in a more diverse international world is increasing. Mitchell, Gren, and Sobel (1977) report conventional schools have not met the present challenge: a study of history reveals that those nations that have become most literate have been the most destructive. There has been very little correlation between social wisdom and literacy. The literate and developed nations have been involved with the major world wars. A high level of literacy does not necessarily contribute to greater global understanding. Judith Torney-Purta (1986) reported that the United States was the only country in which students exhibited substantially less interest in the discussion of international political topics than domestic politics. Judith Torney-Purta further reported that the development of attitudes toward other nations and other people emerged concurrently with the concept of homeland and with general cognitive development. These results suggest that the study of other nations should be accomplished at

the same time the student studies their own nation. Global education was needed to promote political stability (Fraser, 1969; K. Tye, 1990).

Interdependence of the people and resources of the world were becoming more evident each day. However, most of us do not think of ourselves as living in an interdependent world, nor do our schools teach about such interdependence. The realities of today's world requires schools to reduce the "we-they" kind of thinking. The school must take the lead in developing positive attitudes in children, youth, and adults toward human interdependence (K. Tye, 1990). The social studies curriculum in most secondary schools was organized around topics (places, continents, subjects) that were established 60 years ago. This approach concealed the diversity of the world. Americans were unclear about geography, uninformed about foreign policy issues and unskilled in foreign languages. Some people expect that students become exposed to skills and concepts which contribute to the person's success in an interdependent world after the conclusion of their formal school career.

The history of the 20th century is often the story which reflects American dominance within the world. The United States began its ascent to world power in the late 19th century. The era of American authority began to

One of the most influential forces upon the content of the curriculum was the textbook. This was especially accurate for the mathematics field (Spring, 1989). Textbooks may have an impact upon the development of global education. Becket and Darling (1988) reviewed social studies textbooks and discussed the degree which several textbooks provide information related to global education.

The report, <u>National Review of Asia in American Textbooks</u>, stated that "textbooks form the core of instructional materials in most American secondary schools. Any attempt to improve the knowledge that students and teachers have about the world must begin with the textbooks" (National Project on Asia in American Schools at Columbia University and the Association for Asian Studies, 1993, p. 3). Educators need to carefully scrutinize textbooks to ensure that the material being used accurately represents the cultures presented.

Principals often experienced the conflict within a community from the forces which seek maintenance of traditional values and challenge those that press for change (Graham, 1992). Many conservatives opposed global education because it was perceived as a strategy to develop a single world government. During the 1980s the financial elites within the mass media, business and education moved to supporting nationalist beliefs and reduced their support for

within the mass media, business and education moved to
supporting nationalist beliefs and reduced their support for
internationalism (Caporaso & Mittelman, 1988; Chaniot,
1988). In Iowa some of the forces which resisted the
development of global education were: Iowa Cattleman's
Association, American Legion, and conservative churches
(Park Church of Christ in Goldfield, Iowa) (Svengalis,
personal communication letter May 5, 1992). The groups
which advocated for increased development of global
education were: Iowa Peace Institute, Stanley Foundation,
Iowa Council for Social Studies (Svengalis, personal
communication letter May 5, 1992). Generally the rationale
for the opposing groups was that the group perceived the
national influence and identity of the United States was
challenged by increased awareness of global education
concepts. The groups supporting global education believed
students must be more aware of the interdependency of people
and nations. This would be achieved by providing students
information about other people and skills to interact
positively with different people and ideas. McCarthy (1993)
reported that schools rarely teach peace education and
conflict resolution skills. Most curriculums provided much
more time studying major battles within the curriculum than
time for peace studies. Social studies education has
traditionally focused on the study of heroes, royalty, and

critical dates. The new rationalistic model of social studies focused on the relationship of the individual to a larger social and political environment (Wong, 1991). A goal of global education was for diverse individuals to interact positively and to respect the diversity of people and institutions. The challenge was to develop a dynamic curriculum which provides students the information and skills necessary to succeed in the interdependent world.

Many of the present teachers were not adequately prepared to teach students for the global society which they are entering. The American Association of Colleges for Teacher Education had estimated that only 5% of the nation's elementary and secondary teachers have had any academic preparation in international topics or issues (Merryfield, 1991). Merryfield's survey was based upon the four essential elements of global education as identified by Kniep. These elements are human values and cultures, global systems, persistent global problems, and global history (Kniep, 1967). Another study indicated that many teachers have not developed an understanding of global education concepts or an awareness of curricular materials which develop a global awareness (Goodlad, 1984). A further complication for teachers was the biased context from which many textbooks present information. Generally the information in texts reflected a western or North American

perspective of other cultures; histories were often interpreted from the perspective of western civilization.

The combination of limited teacher background and textbook bias provided a substantial challenge for educators to implement a global perspective into the curriculum. The global perspective developed only after teacher pre-service and in-service programs change to include more information and skills related to global education. This background increased educators' ability to evaluate and develop curricular materials which reflect a global orientation. A global orientation incorporated sources from the United Nations, information from the individual's or group's native country, and many sources outside the textbook (Becket & Darling, 1988).

Students need to develop skills which contribute to success in a changing global environment. The United States would profit from more study of consensus as a problem-solving process.

> Problem-based learning is apprenticeship for real life problem solving. Instead of tidy case studies, students are confronted with undefined problems, incomplete information, and unasked questions. The situations demand problem solving: defining and detailing, creating hypotheses, searching for and scanning data, refining hypotheses with the help of the collected data, conducting empirical experiments where appropriate, creating solutions that fit the conditions of the problem, and the evaluating and/or justifying of their solutions so there is reason to expect conditions will improve. (Stepien, Gallagher, & Workman, 1992, p. 6)

The demand to develop problem-solving skills to assist the student in the contemporary world has increased.

Global Education Rationale

The rationale for educational programs are continually evolving. A rationale for global education has evolved in response to the growing interdependency of people throughout the world. Education as we know it was tribal in character, dedicated to extol and maintain the differences between tribes rather than emphasizing the universality of people (Mitchell, 1967). Some global education goals presume that the challenges of establishing a consciousness of membership throughout humanity can be met. The precedent for this presumption was education's role in building awareness of other groups, including the nation. Every student needs to understand the perspective of other people and to acknowledge and respect differences. People need to recognize that diversity is not a threat but a source of enrichment. The increased awareness of diversity creates an atmosphere which leads an individual to respect the interdependency of nations.

The role of global education was not only to develop an awareness within students but contribute to students becoming more involved in their world. An ultimate goal of global education was to cause people to transcend more limited levels of interest and to take personal and

collective action on behalf of all people (Hanvey, 1982; Kenworth, 1956; K. Tye, 1990). Students looked at people from various parts of the world and were trained to ask questions about attitudes that these individuals have toward their family, toward other people, toward their work, property, money, and other aspects of day-to-day living. One of the first lessons of human geography was interdependence. Hanvey (1982) and K. Tye (1990) asserted that interdependence was probably the most essential and basic concept within the structure of global education. Interdependence was an integral aspect of global education.

The distinction between international education and global education needs to be considered.

> Both international education and global education
> imply a specifically delineated structured
> discipline typically assigned to the social
> studies. International education was based on the
> study of various geographical and cultural areas
> of the world; global education incorporates this
> content but view the world areas as parts of
> larger, interacting, interdependent systems
> expressed and studied through global issues. A
> global perspectives approach was based not on
> implementing new courses or extensively
> redesigning curriculum content but on
> the infusion and interaction into the curriculum
> at all levels of an awareness of emerging global
> concepts such as those of change, conflict,
> communication, and interdependence. (Kobus, 1983,
> p. 21)

Global education is a more comprehensive curricular approach. International education is generally limited to the social studies by integrating concepts and examples from

other nations. Global education requires the infusion of interdependence of nations, people, and concepts to all academic disciplines.

Several goals have been identified to contribute to the development of global education. These goals include: study abroad, tolerate different beliefs and make peaceful change (Mitchell et al., 1977). Students should be provided with the rationale behind and the differences among various international systems. As future decision makers, students need to understand how societies were shaped by political, social, economic, and historical and cultural forces (Parr, 1992).

Origins of Global Education

Several social and political forces have contributed to the development of global education. In the 1940s-1960s some American leaders pushed global education as a means of containing communism and to promote democracy (Gagliano, 1992). These leaders believed that by creating a greater understanding of other nations more cultural and economic exchanges would occur. As the exchanges developed democracy would become more dominant. The trade relations would stimulate a greater likelihood of peaceful relations. One result of the move in the 1940s and 1960s was the development of area experts on college campuses. The area experts were scholars who focused their research and writing

on regions such as Africa, Middle East or Russia. At the
high school level area studies classes emerged as a means to
contribute to the development of global education. William
Kilpatrick founded a committee in 1960 for the creation of
an International University within the United States. The
development of the International University was delayed
because of lack of funding. Some individuals perceived the
International University concept as a threat to nationalism.
Approximately 16,000 military people from foreign countries
were annually trained in the United States. However, the
United States was reluctant to support the International
University to promote peace (Mitchell et al., 1977).

The global education movement continued to evolve in
the 1960s and 1970s. The universities focused on student
and teacher exchanges. High schools during this era
developed model United Nation's programs and promoted
student exchange programs (Otero, 1983). Many of the
exchange programs, especially at the high school level, were
primarily programs where students from another country came
to the American high school. American students going to a
foreign country was unusual.

Otero (1983) provided a chronicle of events which
contributed to the development of global education during
the 1970s. Two events which stimulated the development of
global education during this era were the 1973 oil embargo

and the growth of Japanese economic influence. Global education during this decade was influenced by economic pressures, while earlier decades, the growth of global education was influenced more by perceived threats to the nation's military security. Schools initiated area studies courses which focused upon the Middle East and Asian nations. These courses provided students more information related to the interdependence of U.S. to the Middle East and Asia. The 1970s continued to experience growth at the college level of international student programs and study abroad programs (Gagliano, 1992). Otero (1983) reported that the world was now one of the major contexts in which we live and, therefore, requires a new type of knowing. Schools played a role to increase the awareness of the new knowledge related to the world condition.

The change of global education continued in the 1980s and into 1990s. More individuals recognized the significance of global interdependence. Many problems (population, disease, environment, terrorism, and arms race) seem to cross national boundaries (Gagliano, 1992). In 1985 the International Network on Global Education was formed in Berlin with representatives from several European countries. Today this organization includes countries beyond Europe, to include those of Africa, Asia, and North America. The purpose of the international network was to promote teacher

education related to global education and to share
information on educational practices which promote global
education. The American Forum for Global Education was the
American affiliate for the International Global Education
Network. The American Forum was based in New York City and
provided members conferences and educational resources
related to global education (Tye & Kniep, 1991).

Characteristics of Global Education

Four curriculum areas were generally associated with
global education. The curriculum topics were: understand
the world as a series of interrelated systems, more
attention to development of world civilizations and how
these affect the United States, greater attention to
diversity of cultural patterns, and training in policy
analysis (Kerr, 1987). The curriculum goals could be
achieved by a variety of means. The interrelated systems
incorporate biological, economic, or political systems. The
greater attention to diversity included an emphasis on
pluralism and less emphasis upon the melting pot concept
(Kenworth, 1956; Tucker & Cistone, 1990). A world
civilization was studied for appreciation of the society's
contributions rather than to judge one society superior to
another. The study of policy analysis has contributed to
the ability of students to carefully analyze ideas from
several perspectives. Critical thinking has resulted in the

rejection of traditional standards of right and wrong.
Policy analysis has contributed to receiving nations, ideas,
and ethical principles as morally neutral or equal (English,
1989).

Glasser (1992) and Perkins (1992) argue that some of
today's educational programs are criticized for not being
relevant to contemporary society. Global education has
contributed to the development of a more relevant
educational program for students. Education should be based
on problem solving rather than on memorization of subject
matter. When education moved away from specialized subject
matter and instead moved towards integrating knowledge with
all of life, students would develop an image of a more
interdependent world. "People involved in global education
believed that there were bonds of similarity common to all
people and that human beings must search for these bonds"
(Mitchell et al., 1977, p. 28).

Global education emphasized feelings as well as facts
(English, 1989; Kenworthy, 1970; Tye & Kniep, 1991). Begler
(1993) reported further that students comprehend and
appreciate a pluralistic society. The student would be
prepared to live in a community which reflects diversity in
people and ideas. The school program would need to increase
student awareness of similarities and differences among
people. Teachers who promote global education did read

international material and traveled outside their native country. Several common traits exist among schools which promote global education:

1. integrated curriculum,
2. introduce pupils to the entire world,
3. students develop an appreciation of similarities and differences among people of the world,
4. students appreciate the contributions of all people,
5. students develop a realistic view of world problems,
6. students are able to critically evaluate sources of information, and
7. develop an understanding of their country's strengths and weaknesses and how their country relates with other nations. (Tucker, 1983, p. 67)

Tye and Kniep (1991) identified several topics for discussion within global education: human values, evaluate global economic, political, ecological, and technical systems, study global problems, and global history. Some activities which promote global education were guest speakers, international club, Model United Nations, and foreign teachers and students. The social studies program should include all areas of the world, contemporary problems, and develop critical thinking (Becker, 1990; Kenworthy, 1970). East (1990) reported that an effective global education program has an interdisciplinary approach and involves the entire curriculum.

The common traits existing among people should be a central feature of global education. Education's focus should be to reaffirm the sacredness of each individual.

The uniqueness of every culture should be celebrated. The aesthetics were a universal language which transcends words and brings us evocatively together (Boyer, 1992). The curriculum should be organized around commonality not differences. One of the most important tasks of teachers and others who work with children was to introduce them to world neighbors. The goal is to help boys and girls to accept us, and world neighbors similarities and differences (Kenworth, 1956; Lamy, 1990).

A major element of global education was perspective taking (Romler, 1991; Tucker & Cistone, 1990). Perspective taking involved perceiving people, places or situations from their orientation. The use of travel, guest speakers, and Model United Nations programs were some activities that have contributed to the student's ability to acquire perspective taking. Advocates of perspective taking suggest that each individual has a viewpoint which deserves to be recognized (Hughes & Otero, 1989).

Global educators have found that a limited amount of educational materials available. Current global education materials tend to skirt around the hard realities of international politics (Becker, 1990; English, 1989). Wong (1991) reported a decline of the traditional form of social science education with its stress on the study of heroes, royalty, and critical dates. This may imply the breakdown

of an older form of societal conditions and expectations. The replacement is a rationalistic approach to social organization. This approach places a greater emphasis upon world education. The world education is to provide students a rationalistic perspective to citizenship. Educators who wish to implement global education concepts into the curriculum were continually searching for materials which provided students diverse perspectives of a situation.

The culture of the school contributed to the development of global education. A school culture which was open and cosmopolitan was more likely to contribute to the development of global education than a culture which was closed and ethnocentric (Glasser, 1992; Romler, 1991; Senge, 1990). Global education was designed to equip American students and teachers to understand the 20th century world, a world of instant communication, supersonic travel and intercontinental missiles (English, 1989). Students who experience global education were exposed to more concepts which focused upon interdependence, critical thinking, and living in a diverse pluralistic society.

Contemporary Status of Global Education

Currently there are efforts to organize and distribute teaching materials which provide a broader base to explore global education. Community problems and activities offered a context for global issues. For example, Reich (1991)

pointed out that problems of the homeless, and the unemployed, and ill in the United States were directly connected to the global economy. Woyach and Remy (1982), Urso (1990), and Svengalis (1989) reported on several methods to develop a community based approach for the development of global education experiences. Some strategies to develop global linkages were: to develop a resource list of individuals from church, civic groups, area colleges or corporations. Many organizations have individuals who have had considerable contact with other areas of the world who could provide students global perspectives. Students may also explore consumer behavior and recent periodicals for indicators of global interdependence.

A major goal for the educator was to acquire, find, and organize appropriate curriculum materials related to global education. Hess and Torney (1968) concluded that teachers influence their pupils' political ideas more than their parents do according to the results of a survey from 17,000 elementary students. A goal for global education was to provide an historical perspective, to help a person perceive patterns and systems, and to provide the foundation for social participation. Kniep (1986) suggested that students should grasp universal human values and unique world views, which lead to the development of contemporary global

systems. Reports by Becker (1979) and C. Anderson (1990) describe the following goals: each person was an individual, all individuals were members of the human species, people were dependent upon the planet earth, people were in a global society, and individuals must live as responsible human beings. Many topics within global education focus upon a single country. The topic is then used to demonstrate connections to other parts of the world. This tendency leads to a focus on differences rather than on the similarities and interconnectedness of all the world's peoples (Kniep, 1985).

International studies was the traditional umbrella for most of the social studies courses offered in the United States which pertain to foreign countries or problems. In 1985 California developed state funded "international studies" centers to develop curriculum and to provide inservice training. Two of the curriculum recommendations were to require students to read the international sections of newspapers and to build an international perspective into a variety of courses (Chaniot, 1988; K. Tye, 1990).

An examination of much of the literature in social studies points to an acceptance of society as basically a cooperative system. Gorter (1986) reports several principles for international education: interdependence, moral responsibility, multicultural and multiethnic

appreciation. However, Apple (1990) suggested conflicts were the systematic products of the changing social structure of a society and by their very nature tend to lead to progress. The continual recreation of values in a society was a difficult process and often involves conflict among those of disparate value frameworks.

Lamy (1990) and C. Svengalis (personal communication, May 5, 1992) reported contrasting goals have stimulated the development of global education. A business person's perspective was to promote a greater international understanding in an effort to improve Americans' ability to compete more effectively in the international economy. Educators and citizens promoting a pluralistic view perceive global education as a means to improve international cooperation and understanding. A third goal was to develop a greater awareness by United States citizens of global issues to improve their ability to promote the American perspective in global affairs. Educators and business people who advocate the development of global education do so for contrasting reasons. Individuals representing diverse groups may support global education. However, the reasoning to support global education is frequently different.

As global education emerged several groups or individuals have been critical of the development of global

education. Ryerson (1988) reported global educators believe economic competition rather than sharing was what divides the world into hostile camps and that the Cold War was essentially the fault of the United States. Chaniot (1988) reported that conservatives believe global education was nothing but a well disguised plan to sway young people against United States values in favor of a single world government. A further criticism reported by Wronski (1987), asserts that global education fosters too much comfort with ambiguity and denies the existence of moral absolutes in favor of moral relativity. In at least twelve states, groups have demanded banning textbooks and library books which claim to contain elements of global education (Jekinson, 1988). The critics of global education generally represent the ideologies of conservatives and fundamental religious organizations.

<u>Teachers and Global Education</u>

The role of the teacher regarding curriculum content and teaching strategies continues to be a dynamic process. Teachers must re-evaluate what they teach due to complex changes within the world. Sheingold (1991) explained that during the 1990s three agendas emerged for educational reform. The agendas are a consensus for learning theory and technology, integrated technology and restructuring education. Learning theory focused on the need to emphasize

creativity, experimentation, and discovery. The application
of technology involves the use of video discs and computers.
Restructuring education has led to increased technology
within classrooms, interdisciplinary curriculum and more
flexible student schedules (Gardner, 1991; Perkins, 1992).
These changes stimulated education to become more responsive
to the world outside of the school. Educators were using
contemporary issues as the reference for students to apply
concepts from the classroom.

The viewpoint which a teacher brings to the learning
situation was critical for influencing the curriculum
content which was explored and the teaching strategies which
were utilized. Many teachers had not sorted out the
curricular and instructional ingredients of the social
studies program designed to assure the understanding and
appreciation of the United States as a nation among nations
and its relationship to social, political, and economic
systems of other nations. Their dilemma reflected the
ambiguity in the surrounding society regarding our nation's
role in a world of growing interdependence. The world
minded-teacher should be skilled in the art and science of
human relations. This teacher would be rooted in their own
culture and would also be informed of contemporary social,
economic, and political events (Edmonds, 1979; Kenworthy,
1970; Urso, 1990). Some experiences that have helped

develop individuals to become world-minded are: study and
travel in foreign countries, adapt to changing environments,
and teacher as seeker of information who confronts forces
which threaten their social situation (Mitchell et al.,
1977). A principal can support global education by hiring
teachers who have foreign travel experience, assist teachers
to travel abroad and bring resources to the school that will
stimulate awareness of world development (Hanvey, 1982;
Kenworth, 1956). The teacher and principal contribute
significantly to the development and continued growth of
global education.

Infusing global education into the curriculum has been
a significant change for many teachers. Fullan (1982), Urso
(1990), and Beane (1992) identified several factors which
contributed to teachers supporting change. Some of the
factors were: participation in workshops, opportunities to
analyze the change in a supportive environment, and
opportunities for teachers to interact and review a change.
These conditions contribute to the development of
educational change such as global education. Fullan (1982),
Goodlad (1984), and Glasser (1992) indicate that support
from the administrator and teachers contribute to the
adoption of a change. Teachers and administrators need to
work cooperatively to enhance the development of change.

However, teachers have been primarily involved with the development of curriculum change. Parker (1991) described several recent trends in social studies education. The trends were to strengthen content and develop a global perspective to the curriculum. Several stages emerge to incorporate a curriculum change at the classroom level. The stages are: explore the program, implement the program, and incorporate the curriculum into existing subject matter (Schaffarzich & Sykes, 1979; Senge, 1990). Parker (1991) continued by suggesting that teachers need to provide students a global habit of mind that includes encouraging learners to seek global comparisons and to want the facts about the whole planet, not only their little piece of it. Becket and Darling (1988) indicated global education could be achieved at the classroom level by providing a variety of perspectives employed to present and interpret histories and cultures from the standpoint of those inside, as well as outside. This would be implemented by using divergent sources for students to become exposed to new interpretations and analyze each perspective.

The Principal and Global Education

The role of administration has been critical to the development of most educational changes. Administrative support for global education has also been critical. Even in democratic organizations, the administration controls the

stop and go signs for curriculum work (Kenworthy, 1970). A principal's values and traits were major personal variables which influence what activities and initiatives had been undertaken and with what degree of enthusiasm (Morehead & Nediger, 1991). Morehead and Nediger (1991) continued by indicating that administration was to be seen as philosophy-in-action and values are central to administrative action. An administrator's attitude toward global education contributes to or impedes the development of global education within the school.

An administrator's leadership style has impacted the development of curriculum innovation. One role for the principal to portray is the role of instructional leader. The instructional leader has de-emphasized the principal's role as a manager and placed greater importance on responsibilities for curriculum development (Hallinger, 1992). The 1990s have seen the emergence of the transformational leader. The transformational leader decentralized authority over curricular and instructional decisions. The school was the site to initiate and implement instructional changes (Glasser, 1992; Hallinger, 1992). Hall, Rurtherford, and Huling (1984) reported three principal roles which were: directors, administrators, and facilitator. The director maintained an active interest in all aspects of the school program including curriculum,

discipline, and facility management. The administrator made
decisions affecting the school as a whole but left teachers
with much autonomy for curriculum decisions. A facilitator
involved teachers in the decision making process. These
authors concluded that schools under the leadership of
facilitative or directive principals had a greater degree of
implementation of alternative programs. Fullan (1982) and
Glasser (1992) reported that facilitative leaders were more
effective in implementing change in an organization than
directive leaders. A principal, regardless of traits,
style, or familiarity with change models, was perceived as
the best situated leader to make school improvements
(Cawelti, 1993; Hall & Hord, 1987). A leader must be
attentive to innovators by recognizing them, listening to
them and providing resources to support the innovation
(Beane, 1992; Tucker, 1983).

The principal filled a significant role in creating a
culture within a school which will enhance change.
Principals did initiate or inhibit, build or erode, expand
or contain norms that bear on school success for change
(Pajak & McAffe, 1992; Ruschcamp & Roshler, 1992).
Collegial interactions which were frequent and focused on
curricular concerns contributed to the development of change
within a school (Poole & Okeafor, 1989). Principals
historically have not been experts on the content of the

curriculum, but the principal has had an instrumental role in the creation of the environment to promote curricular change and providing the resources to facilitate the change.

Social Variables Influencing Curriculum Change

Schools are continually influenced by social changes which are occurring in society. The social changes outside the school have had a significant impact upon the type of curriculum which the school offers. Eisner (1985) described several variables which influence the development of curriculum. Some of the variables were decline in school enrollment, faith in scientism, teacher unionization, and conservative or apolitical textbooks. The decrease in school enrollment has impacted the funding of schools. A decline in funds generally leads to less activity in terms of curriculum development. The emphasis upon science has led to a dependence upon assessment to confirm whether a curricular program was successful. The success of curricular programs is often judged by students' performance on standardized assessment measures. Eisner further suggested that the technical emphasis has eroded the development of the affective part of the curriculum. The impact of science on the educational program was to break up the curriculum into virtually meaningless units. Many of the units did not provide students cohesive perspective. Teacher unionization may result in greater concern by

teachers for their economic welfare rather than curricular development. Some politically sensitive issues were avoided in textbooks because of a concern that these issues decreased the sale of the textbooks. Texts have appealed to a diverse market and textbook companies have been likely to include topics in the texts which have been acceptable to the majority of the market. Teachers have needed other resources to supplement the curriculum when developing a global education program. Some resources have been speakers, field trips, television programs which provide information related to international affairs, or current periodicals which emphasize coverage of international issues.

Two other forces contributed to the stability of the curriculum. These were: standardized testing, and state and federal legislation (Schaffarzich & Sykes, 1979). K. Tye (1990) found from his research in California that state standardized tests were an impediment to the development of global education. Teachers perceived, that by teaching global education concepts, student standardized test scores may decline. Several states now have regulations which require some form of global education to be included in the curriculum. Other states which have required some aspect of global education were: Iowa, Michigan, Wisconsin, Florida, California, and New York (Merryfield, 1991). State

legislation has been a stimulus for the development of global education.

Further development of global education was from the realization by many individuals that the world is becoming more interdependent. This increased need for interdependence must become a greater part of the curriculum (K. Tye, 1990). New discoveries of relevant knowledge have advanced the planet toward a world community. As Americans, we find that many of the problems of our society cross national boundaries, and have been global in nature. We share a global need to become sensitive to the problem of human survival. One response to the increased interdependency was that schools are teaching world cultures or area studies courses. The content of these courses was a comparative study of cultures with an emphasis on differences in food, clothing, homes, customs, economics, and politics. As such, this approach defeated the purpose of education for international understanding because the viewpoint was decidedly ethnocentric (Becker, 1990; Bingham, 1979).

The emphasis upon efficiency and scientific management principles has reduced the curriculum to a concern with efficiency and almost totally depoliticized the curriculum (Glasser, 1992; Laun & Barton, 1981). Global education is a curricular program that has political significance. Apple

(1990) indicated that different types of students receive different educational programs. K. Tye (1990) and Scott (1992) reported that more culturally diverse communities were utilizing global education more extensively than less culturally diverse communities. Svengalis (1992) reported that individuals representing fundamental religious groups were inclined to be critical of global education. Svengalis (1992) also reported that in the spring of 1992 more than 10 individuals representing religious fundamental groups testified in opposition to global education to Department of Education officials. Sowell (1993) reported that the curriculum during the 1980s created too many international education programs which stimulated the decline in basic education. Sowell suggested that international education needs to be eliminated or reduced to place a greater emphasis upon the basics of education. The basics according to Sowell were the great works of Western society. The political issues of curriculum change were often not recognized by educators because the curriculum change process was viewed as a scientific system which was value free.

The School and Curriculum Change

The interaction of teachers, students, and administrators impacts the development of curriculum within the school. Unruh and Unruh (1984) reported that

administrative awareness of potential unrest and impending mobilization of special interest groups determined whether a curriculum innovation is implemented or removed. The success of a curricular innovation was contingent upon the formation of a consensus related to the curricular change. Principals who build professional relations among their teachers based on high standards coupled with mutual trust and respect were most likely to be successful (Bird & Warran, 1985; Cawelti, 1993; Glasser, 1992). Bird and Warran (1985) found that teachers needed to be familiar with group processes, how to mobilize groups, diagnose concerns and develop plans for problem solving. Both teachers and administrators needed to be aware of students' needs and community values when developing the curricular program.

Freeman (1986) and Urso (1990) reported two key elements of effective curriculum change were: widespread consensus on the goals of instruction and learning as well as strong leadership and encouragement. The organizers of the program needed to bring resources, money, and materials together to contribute to the development of a curricular change. An effective strategy to contribute to the development was to use teachers who were presently using the innovation as resources for teachers interested in the curriculum change.

Attitudes toward a curricular change seemed to make a significant difference concerning the adoption of curricular change. Bingham (1979), Tarolli (1985), and Joy (1990) found that the attitudes of teachers toward global education can be changed and may have an impact upon the development of global education. Joy indicated that conditions for attitudinal change required strong dissonance and arousal. As movement occurs to the new attitude, a feeling of loss for the previous attitude is experienced. Support for the change was necessary to ensure that the new attitudes developed. Principals need to provide teachers support during the change process to successfully implement the curricular change.

Several researchers have outlined processes which contribute to the adoption of curricular change. Rogers (1983) identified stages which explain the implementation of a curricular innovation. The stages were: awareness, interest, trial, evaluation, and adoption. Prior to the awareness stage the individual perceived a need for a change (Becker & Maclure, 1978). During the awareness stage the teacher attended workshops and conferences related to the innovation which was being considered. During the evaluation stage the individual would consider input from several sources. The individual would carefully reflect upon the new information to determine if the innovation was

appropriate for their situation (Harnay & Seller, 1991).
The adoption of an innovation was contingent upon support
from colleagues and the administration (Becker & Maclure,
1978). Tyler (1950) reported that one of the first steps to
implementing a curriculum change was to develop objectives
which would provide a focus for the curriculum. The
development of objectives would become part of the adoption
stage. The evaluation resulted in strategies to assess the
impact and effectiveness of the objectives. The systematic
approach to curriculum innovation was helpful to provide a
framework to comprehend the process for the implementation
of a curricular change.

Social and political forces can significantly impact
curricular change or stability. Reid (1984) and Apple
(1993) suggested that a curricular change was a reflection
of influence exerted by social groups. Curriculum changes
bring about fundamental social conflicts. C. Svengalis
(personal communication, May 5, 1992) indicated that
agricultural commodity groups and fundamentalist religious
groups opposed the development of global education in Iowa.
The organized opposition stimulated the Iowa Board of
Education to withdraw their support for a handbook which
provided Iowa teachers activities related to global
education. The handbook of activities had been developed by
teachers, members of the Iowa Global Education Association,

and representatives of the Stanley Foundation. The
development of a global education controversy stimulated the
Iowa Department of Education to conduct public hearings.
The intensity of the controversy resulted in the Department
of Education reducing their overt support of global
education in Iowa.

The adoption of a curricular innovation was influenced
by a variety of variables. Some variables which appeared to
stimulate the adoption of an innovation were:
administrative support for the innovation, urban areas,
exposure to relevant literature of conferences, political
ideology, income, and ethnic background (Goodlad, 1984;
Sexias, 1993; Shor, 1992). Fullan (1982) and Pajak and
McAfee (1992) report that a change never occurs without
someone becoming a strong advocate for the change. The
administrator was frequently the person who exerts more
influence than any other single individual. Urban areas
generally have a more diverse population which contributed
to a greater diversity of ideas being shared within the
school. Teachers with higher degrees were likely to be
exposed to more formal information and become aware of ideas
which relate to educational innovations.

Curriculum change can be classified into groups which
help to categorize curricular innovations. Schubert (1993)
identifies several curricular reform movements. The

movements were: traditionalists, social behaviorists, experimentalists, and conciliators. The traditionalists advocated the importance of great works from the western intellectual traditions to be learned. The social behaviorists were concerned about the role of inducting the young into society. This curricular approach frequently used the problem centered methods and projects as a major strategy for learning. The conciliators saw the different subjects needing to be integrated. Global education was primarily linked to experimentalist and conciliators. Global education presented an integrative approach to the curriculum. Teachers who implement global education used a variety of activities and materials to incorporate and develop the global concepts.

The role of the principal was to contribute to the process of curricular change. Fullan (1982) and Beane (1992) report that principals were to facilitate change by working with teachers on school improvement projects which impacted the curriculum. Participation by teachers was assumed to be necessary for successful initiation. In addition, it was argued that a strategy of collaborative initiation, one which involves participation of subordinates with superordinates, usually with the involvement of an outside change agent, and the greatest impact (Goss, Giacquinta, & Bernstein, 1971; Urso, 1990).

Groups which advocate change toward global education in Iowa are: Iowa Peace Institute, Stanley Foundation, and Iowa Global Education Association. Many area education agencies, including the Iowa Department of Education, have designated a person to assist local districts with the implementation of global education. Stanford (1990) reported a study in Arkansas where global education concepts had been successfully implemented by using university resources as an external change agent. Teachers attended an intercultural summer program in Guatemala. The ideas generated from the summer program were integrated into the classroom. Colleges in Arkansas also provided international students and faculty to visit rural communities and share cultural differences to increase intercultural understandings. Stanford reported that gradually, students developed a greater appreciation for global problems. The principal helped each member of the group understand the diverse perspectives. As the diverse perspectives become apparent, the facilitator guided the group to a decision which the group could implement (Hall & Hord, 1987).

Boulding (1988) reported that schools change as people in them change. People within the school must encounter new models and practice them in a safe environment. Hord, Rutherford, Huling-Austin, and Hall (1987) reported that integration of global education was more likely to succeed

when two or more people worked together on the curricular change. Curricular changes were an integral part of school transformation. The transformation process meant the adoption of a practice or concept which resulted in a new culture and change to the institutions within the culture (Martin, Gaif, & Thiel, 1986).

Summary

Global education is a curricular change which requires the cooperative efforts of principals, teachers, and groups from the community to ensure the implementation of this change into a school's educational program. The specific system used to implement the curricular change has not been the critical variable to determine the successful implementation of an innovation. However, the understanding of dynamic interactions of groups within the community and the effective management of the community groups in the development of the global education program has been a critical variable relating to the successful implementation of the innovation. This study includes an exploratory study which examines the relationship which community social groups may have with the implementation of global education. Global education is an opportunity to practice the open systems model of school change as advocated by Glasser, Senge and Sergiovanni.

CHAPTER III

METHODS AND PROCEDURES

The previous chapters described the broad social and educational changes which have been impacting the contemporary culture. These changes are stimulating changes in the curriculum which students experience. One of the changes has been the development of a global education perspective. The global education approach has been especially relevant to social studies.

This study quantified the attitudes of high school social studies teachers and principals toward global education. Further, the study quantified the degree to which global education has been implemented within high schools as perceived by the social studies teachers and principals. Previous research has examined the attitudes of administrators and teachers toward global education but no study in the research literature has quantified the extent to which global education has been implemented, according to teachers or administrators.

In 1979 Jane Bingham developed the AGES (Acceptance of Global Education Survey). Bingham identified six categories within the AGES instrument. Five of the categories were indicators of specific aspects of global education and one category was a filler for measurement reasons. The five categories of global education were: (a) reduction in

violence, (b) economic equality, (c) ecological balance, (d) social justice, and (e) political participation.

This study attempted to determine the degree to which high school principals and social studies teachers agreed or disagreed with statements that reflect global education as developed by Bingham. The study further explored the degree to which schools, as perceived by the high school principals and social studies teachers, have implemented global education. Several measures were selected by the author of the study as indicators of the implementation of global education. They were:

1. The development of teacher and student exchange programs.

2. The infusion of global education concepts into courses.

3. The provision of student experiences which require perspective taking.

4. The creation of global education activities that were implemented such as model United Nations.

5. The access to and use of global education resources.

The study provided quantitative information related to the attitudes and implementation of global education as perceived by high school social studies teachers and principals.

Population

The specific population for this study included two distinct sub-groups. First, all public high school social studies teachers in Iowa were identified. These were identified by the Iowa Department of Education from the Basic Educational Document Survey (BEDS) as provided for the 1991-92 school year. The research also included all public high school principals as identified on the BEDS report for the 1991-92 school year.

Sample

The sample for this study included 221 of the public high schools within the state of Iowa. The public high schools were identified by the 1991-92 Department of Education Iowa Educational Directory as having grade levels of 7-12, 9-12, or 10-12 organizations. A stratified random sampling technique was used to select the schools to be included in the sample. The stratified sample included schools from the following groups: rural, urban, and metropolitan. The schools were taken from the list of schools participating in boys basketball as provided by the Iowa High School Athletic Association. The instrument was sent to 221 public high schools. All of the 3A public high schools were included in the sample. There were 45 3A public high schools. The 3A public high schools have a student enrollment range of 386 to 1510 in grades 10-12.

The 3A high schools are considered the metropolitan high schools for this study. The urban high schools for this study were the 2A and 1A high schools. The urban subsample included 97 high schools which represented 50% of the urban high schools. The urban high schools have a student enrollment range of 109 to 385 in grades 10-12. The rural high schools for the study were the class A high schools. The rural subsample included 79 high schools which represented 50% of the rural high schools. The rural high schools have a student enrollment range of 20 to 108 in grades 10-12.

After the high school was selected a social studies teacher was randomly selected from the school. If there was more than one high school social studies teacher within the high school, a random numbers table was used to select the social studies teachers.

The state was divided into five regions for further analysis of the data. The northwest region included Area Education Agencies (AEAs) 3, 4, 12, and 5; southwest region included AEAs 13 and 14; central region included AEAs 6 and 11; northeast region included AEAs 1, 7, and 2; and southeast region included AEAs 9, 10, 15, and 16.

Instrumentation

The instrument for this study (see Appendix A) consisted of three parts; the first part was taken from

Bingham's AGES and the last two parts were developed by the researcher. The first part of the instrument was the AGES attitude assessment of global education. The second part of the instrument measured the implementation of global education within Iowa high schools. The third part of the instrument obtained information about the respondent's school position, undergraduate major, political ideology, size of high school, travel outside the United States, and school curriculum decision-making processes as perceived by the respondent.

The attitude assessment part of the instrument was AGES (Acceptance of Global Education Scale) which incorporated current perceptions of global education literature into five goal statements: (a) reduction of violence, (b) economic equality, (c) ecological balance, (d) social justice, and (e) political participation. The goal statements were validated as being global and nonglobal in nature by recognized experts in the field of global education (Bingham, 1979). Bingham used the measures originally as a Q sort technique. The measures were adapted for this study to a questionnaire format which utilized a five item Likert response scale. The original instrument has been used to assist in planning pre-service and inservice education for secondary teachers (Bingham, 1979; Tarolli, 1985).

The second part of the instrument assessed the degree to which global education was implemented within specific Iowa high schools. Several topics were explored as indicators for implementation of global education: (a) availability and use of information sources related to global education, (b) exchange programs, (c) use of global education topics, and (d) development of the concepts interdependence and perspective taking. The instrument was reviewed by the following individuals to evaluate the validity: Cordell Svengalis from the Iowa Department of Education; Gene Lutz, Director of the Center for Social and Behavioral Research at the University of Northern Iowa; and Noa Davenport, Director of Education at the Iowa Peace Institute.

The instrument was field tested during the month of October, 1992. The field test included 12 principals and 12 randomly selected social studies teachers from selected schools. Fifty percent of the questionnaires within the field group were returned. Minor editorial changes were made after the field test.

<div align="center">Data Collection</div>

During November, 1992 a questionnaire was mailed to the high school principal and to a randomly selected high school social studies teacher within each of the 221 schools in the sample. The mailing included a cover letter (see Appendix

A) from the researcher and a pre-addressed return envelope. In addition, two letters of endorsement which discussed the study and encouraged each respondent to complete the questionnaire were included with the questionnaire. The letters of endorsement were from Cordell Svengalis, Iowa Department of Education Social Studies Consultant (see Appendix C) and Gaylord Tryon, Executive Director for School Administrators of Iowa (see Appendix B). The initial mailing of the questionnaire yielded 200 responses which represented 45% of the potential respondents. A follow-up reminder letter was sent to all individuals who did not respond to the initial mailing during December, 1992 (see Appendix D). The follow-up reminder yielded an additional 42 responses. The 242 total responses to the questionnaire represented a response rate of 55%.

Several additional sources were used to collect information for the data analysis. The Iowa Educational Directory 1991-1992 was used to classify schools into regions. The regions were: northeast AEAs 1, 7, and 2; southeast AEAs 9, 10, 15, and 16; central AEAs 6 and 11; southwest AEAs 13 and 14; and northwest AEAs 3, 4, 12, and 5 (see Appendix E).

The Iowa Department of Education provided computer printouts which included the percentage of students who receive free or reduced priced lunches and the percentage of

students by race in each high school. A further source of data was the 1990 Census data which were available at the University of Northern Iowa's Center for Social and Behavioral Research. Thirty-six Census variables were used for the data analysis to discover if a relationship existed between each Census variable and implementation of global education. The Census variables were grouped into the following categories: age, income, education, race, and urban or rural residence. The data bases were used to test for social variables which may be related to the implementation of global education.

As discussed in detail in Chapter IV, the initial analysis of the six research questions revealed a significant difference did exist between school size and the implementation of global education. A positive correlation appeared between school size and the implementation of global education. This relationship stimulated the researcher to explore social variables within the school's community which may have an impact upon the implementation of global education. The research conducted by Tucker (1983) indicated that more culturally diverse school communities were more likely to have implemented global education. Therefore, a limited study was conducted to further explore which community variables relate to the implementation of global education. The study was limited

due to considerations of expense and time. This study of community social variables were not a part of the original research project.

Twenty-five schools were selected systematically from the responding schools within the research project. The 25 schools resulted in 40 cases (principals and teachers) selected from the responses which were analyzed for the existence of a relationship.

Data Analysis Plan

The basic research questions for this study were: What is the level of support for global education among Iowa high school principals and social studies teachers? What is the level of global education implementation in Iowa high schools? The analysis of these questions will include information summarized from the frequency tables. This information provides some initial descriptions of the trends for global education attitudes and implementation.

The data were analyzed according to each research question. Each of the statistical tests is conducted at the .05 level of significance.

Research Question Number 1

What is the difference between high school principals and high school social studies teachers in the level of acceptance of global education curriculum goals as assessed by AGES?

The independent variable in this question was school position and the dependent variables were the six areas of the AGES instrument (see Appendix A). The six areas were: reduction of violence, economic equality, environment balance, social justice, political participation, and nonglobal attitudes. The responses were analyzed by computing means and t-tests of the principals' and social studies teachers' responses. This data analysis indicated whether a difference existed between principals and social studies teachers regarding their acceptance of global education as measured by AGES.

Research Question Number 2

Does travel outside the United States, undergraduate major, and exposure to global education information influence high school principals and high school social studies teachers regarding the extent to which the school will implement global education practices?

The independent variables of the second research question include: travel outside the United States, undergraduate major, and exposure to global education information. The questions within the implementation section of the questionnaire were the dependent variables. The questions involved the following issues for implementation of global education: exchange programs, infusion of global education across the curriculum,

interdependence taking the perspective of another culture, access to media sources which cover international affairs, and principal support or social studies teacher support for global education and global education activities (see Appendix A). Questions 61 through 64, 70, and 71 of the questionnaire were analyzed using chi-square and lambda for cross tabulation to determine the existence and strength of the relationship between the independent and dependent variable. The ordered data in Questions 61 through 64 were the dependent variables which were dichotomized for the t-test. Questions 65, 66, 67, and 68 were analyzed by using gamma to determine the level of relationship which exists with each question and the ordered dependent variable. The analysis of Questions 70 and 71 within the implementation section was achieved by dichotomizing the independent variables and administering the t-test.

Research Question Number 3

What relationship exists between the size of the high school and the extent to which a high school implements global education?

This question provided an indication whether global education was more likely to be implemented in rural, urban, or metropolitan high schools. The dependent variables were implementation Questions 61 through 72 (see Appendix A). The nominal data in Questions 61 through 64, 70, and 71 were

analyzed to determine the existence and strength of a relationship by using chi-square and lambda for cross tabulation. The response to each of these questions was dichotomized to either reflect an international experience or the lack of an international experience. A correlation was created for the ordered data in Questions 61 through 64 between the means and the independent variable. Questions 65 through 68 of the dependent variable were dichotomized at the median, and a t-test was conducted to demonstrate the level of relationship which existed between the independent and dependent variable. Questions 70 and 71 were analyzed for the strength of relationship by developing a dichotomy at the median of the dependent variable and creation of a t-test and correlation.

Research Question Number 4

What relationship exists between curriculum decision-making style and the extent to which a school implements global education?

This question compared curriculum decision-making styles to the implementation of global education. The independent variable was Question 81 and was within the personal and school data section of the questionnaire. The question requested the respondent to categorize curriculum change into one of three areas: administrative action, collaborative action between administrator, and teacher or

teacher dominated change. The dependent variables were Questions 61 through 71 of the implementation section of the questionnaire (see Appendix A). Chi-square and lambda for cross tabulation were used for the analysis of the existence and strength of a relationship on the nominal data for dependent Questions 61 through 64, 70, and 71. The analysis of Questions 65 through 68 consisted of gamma, which indicated the strength of the relationship. Questions 70 and 71 were analyzed by using a t-test to determine the strength of the relationship.

Research Question Number 5

What relationship exists between political ideology of the respondent and the extent to which the school implemented global education?

The question reviewed the relationship political ideology had with the implementation of global education. Political ideology was the independent variable and was assessed by Question 77 within the personal and school data section of the questionnaire. This item was a five point Likert item scaling from liberal to moderate, to conservative. The Questions which reflected the dependent variable were: 61 through 71 within the implementation section of the questionnaire (see Appendix A). The nominal data in Questions 61 through 64, 70, and 71 were analyzed for the existence and strength of a relationship by using

chi-square and lambda for cross tabulation. A one-way ANOVA was used to analyze the ordered data in Questions 61 through 64. Gamma was used to analyze the ordered data in Questions 65 through 68 to provide an indication of the strength of relationship. Questions 70 and 71 were analyzed by using one-way ANOVA and correlation on the ordered dependent means.

Research Question Number 6

What relationship exists between principals and the social studies teacher opinion of global education and the implementation of global education?

This question explored the relationship between the respondent's opinion of global education and the extent to which global education had been implemented within the respondent's schools. The independent variable was Question 82 within the personal and school data section of the questionnaire. The dependent variable was assessed by using implementation items 61 through 71 (see Appendix A). Chi-square and lambda for cross tabulation were used for determining the existence and strength of a relationship for the nominal data in Questions 61 through 64, 70, and 71. The ordered data in Questions 65 through 68 were analyzed for strength of relationship using gamma. The ordered data of Questions 70 and 71 were analyzed for strength of relationship using the one-way ANOVA and correlation.

As the research developed, it became obvious that a summary measure needed to be constructed to quantify different levels of global education implementation. Therefore, a score was developed by the researcher to quantify the degree to which global education was implemented on a scale of 0 to 14. Questions 61 through 71 were used as the basis for developing the implementation score. Each time a respondent indicated that any of the practices had occurred, points were awarded. The points were awarded on a continuum of 1-3. The more completely the practice was implemented the more points were awarded for that global education activity. The purpose of the global education index score was to be able to compare the degree that schools with different social backgrounds were implementing global education.

The implementation of global education was divided into five regions within the state. The regions and respective AEAs were: northwest (3, 4, 12, and 5); southwest (13 and 14); central (6 and 11); northeast (1, 7, and 2); and southeast (9, 10, 15, and 16). An additional analysis consisted of taking 36 social variables from the 1990 Census data.

Secondary Research Question

A further question was explored: What community social variables are related to the implementation of global education?

The secondary research question was explored because the analysis of the original research questions indicated that a correlation existed between school size and region of the state. Therefore, it seemed likely that some community social variables may have a relationship with the implementation of global education. An analysis was undertaken to explore whether community social variables may have a relationship with implementation of global education. A more extensive analysis of the secondary research question was not undertaken due to time and financial constraints. A goal of the secondary research question was to provide some initial analysis of the relationship between community social variables and the implementation of global education.

The analysis of the question consisted of a systematic sample which yielded 25 schools. The 25 schools included 40 respondents from the original group of respondents. Each respondent's global education implementation score was correlated with the 36 Census variables. A regression analysis was conducted to identify how much of the variation could be attributed to the selected census variables.

CHAPTER IV

RESULTS

The purpose of the study was to assess the attitudes
and the degree of implementation of global education as
perceived by Iowa public high school principals and social
studies teachers. A questionnaire was developed using AGES
(Acceptance of Global Education, Jane Bingham, 1979). The
AGES instrument has six categories with 10 questions within
each category to quantify the respondents' attitudes about
global education. Five of the categories represent some
characteristic of global education. The final category
includes statements which reflect opposition to global
education. A further set of questions was developed by the
researcher which included strategies to implement global
education. The implementation section of the questionnaire
included the following four areas as indicators of global
education which include: availability and use of global
education information sources, exchange programs, use of
global education topics and experiences, and infusion of the
concepts interdependence and perspective taking into the
curriculum. A comparison between principals and social
studies teachers related to global education attitudes was
presented. The implementation of global education questions
was compared by geographic region, enrollment, curriculum
change process within the school, and the extent which the

principal or social studies teacher travel. Further
analysis of the results focused on 25 systematically
selected schools. The secondary research question was
analyzed to determine if correlations existed between
community social variables and the implementation of global
education. The initial analysis indicated that school size
and region correlated with the implementation of global
education. Therefore, 25 schools were systematically
selected from the schools which responded to the
questionnaire. The 40 respondents in these 25 schools were
compared for implementation of global education using the
following social variables from the community where the
school was located: income, housing value, education level,
and racial/ethnic background of community.

The first section of this chapter includes a
description of the sample. The second section includes a
review of the results for each of the research questions.
The third section presents the analysis of the 25 school
subsample, which analyzed the impact of community variables
related to the implementation of global education. The
final section of the chapter summarizes the results of the
study.

<u>Sample</u>

The 221 schools selected for this study is a stratified
random sample of all public high schools in the state of

Iowa. The grade organization for the schools within the study reflects one of the following patterns: 7-12, 8-12, 9-12, or 10-12.

The initial mailing of the questionnaire was in November, 1992, and yielded 200 responses, which is 45% of the total sample. A follow-up reminder was sent in December, 1992, and yielded an additional 42 responses, which resulted in a cumulative 55% of responses to the questionnaire.

The sample was stratified by size of school enrollment. The enrollment size of the school and type of community the school is located within may influence attitudes and the implementation of global education. Therefore, the schools were categorized by size to analyze whether a relationship existed between school size and global education attitudes and implementation. The classification of groups were: metropolitan high schools (386-1510 enrollment in grades 10-12), urban high schools, (109-385 enrollment in grades 10-12), and rural high schools (20-108 enrollment in grades 10-12). Table 1 summarizes the number of responses from each group which are metropolitan 19% (47) of the total sample, urban is 43% (105) of the sample, and rural is 38% (89) of the sample.

The sample was also categorized by region. Regional subgroups were used to determine if a correlation existed

Table 1

Teacher and Principal Response by School Size

School Size	Teacher	Principal
Metropolitan	21	26
Urban	47	58
Rural	42	47
Total	110	131
Missing Case 1		

between region and global education implementations. Some regions were more urban or rural than other regions, which may impact the relationship with global education implementation. The central region includes AEAs (6 and 11); northwest region includes AEAs (3, 4, 12, and 5); southwest regions includes AEAs (13 and 14); northeast region includes AEAs (1, 7, and 2); and southeast region includes AEAs (9, 10, 15, and 16). Table 2 summarizes the responses by region, which were: central 23%, (55) of the sample; northwest region, 23% (55) of the sample; southwest region, 10% (25) of the sample; northeast region, 19% (45) of the sample; and southeast region 25% (60) of the sample.

Table 2

Principal and Teacher by Region

Region	Teacher	Principal
Northwest	26	29
Southwest	10	15
Central	24	31
Northeast	22	23
Southeast	27	33
Other	1	1
Total	110	132

Analyses of Data

Two basic research questions were explored initially. The first question was what level of support exists for global education among Iowa public high school principals and social studies teachers? The data presented in Appendix G indicate high levels of support for global education as measured by AGES. In all 54 questions measured some tenet of global education. The range of responses for the agree and strongly agree categories was from 67% to 98%.

The second basic research question pertained to the degree to which Iowa public high schools are implementing

global education. The data presented in Appendix H provide information related to implementation of global education. The most popular method of exchange program was hosting foreign exchange students, with 94% of the respondents' schools participating in an exchange program.

The other types of exchange programs were used less frequently. The respondents indicated the following levels of support for each of the exchange programs: students visit other countries (43%), teachers visit other countries (15%), and teachers from other countries attend local schools (21%). Student exposure to personal global education sources as indicated in questions 69A through 69E involved 41% to 16% of the respondents. However, 77% of the respondents to question 69F indicated some exposure to educational television programs related to global education. The use of magazines and newspapers indicated that the most frequently used newspaper was the <u>Des Moines Register</u> with 66% of the respondents using this paper as the first newspaper of choice. The news magazines most frequently used were <u>Time</u>, <u>Newsweek</u>, and <u>US News and World Report</u>, with 95% of the respondents listing these sources as the first among the three magazines to be used. Other newspapers and magazines which provided greater amounts of international news were used by less than 5% of the respondents.

The review of the frequency tables as presented in Appendix G and H illustrates some initial trends related to the support and implementation of global education. The support for global education within Iowa was quite extensive among public high school principals and social studies teachers. The five statements which were the most highly supported were: 1, 3, 11, 27, and 29. These statements represent three of the tenets of global education. The tenets were ecological balance (3), reduction of violence (1), and political participation (1). The five statements which had the least support among the global education statements were: 8, 28, 37, 46, and 50. These statements represented the following tenets of global education economic equality (2), social justice (2), and reduction in violence (1).

The implementation of global education is more limited. The implementation of global education scores could range from 1-14 (see Appendix H). The responding schools varied from a score of 2 for 1 school to a score of 14 for 2 schools. The mean score for global education implementation is 7.47 and the standard deviation is 2.19. These data indicate that there is an opportunity for a greater development of global education practices.

Six more specific research questions were examined in this study to explore what relationships existed between

global education attitudes and implementations. Each question was tested at the .05 level of significance. The results for each research question are presented in this section.

The data used to generate a response to Research Question 1 came from the 60 questions within the AGES instrument developed by Jane Bingham (1979). The instrument consisted of 10 questions from each of the following categories related to global education: reduction of violence, economic equality, ecological balance, social justice, and political participation. A sixth category included 10 items which were nonglobal statements. The response categories were developed into a Likert scale which ranged from 5 = strongly agree to 1 = strongly disagree.

A global education implementation index was developed. The index was computed based upon the responses to the questions within the global education implementation part of the questionnaire. A "yes" response to each of the first four questions resulted in one point awarded toward the global education index. A positive response to the highest two categories in the next four questions resulted in a point for each question. The next series of five questions related to student participation in global education activities. A point was provided for each response which indicated some level of involvement with the activity

related to global education. The global education
implementation index results in a range of scores for the
implementation of global education from 1-14.

Research Question 1

The first research question is: What is the difference
between high school principals and high school social
studies teachers in the level of acceptance of global
education curriculum goals as assessed by AGES?

A high level of agreement existed between principals
and social studies teachers toward global education goals as
assessed by all components of AGES. Both groups
demonstrated a high level of support for global education
curriculum goals, both in total and for each of the five
components. The overall mean for principals was 4.15, and
the overall mean for teachers was 4.11 on a five-point
Likert scale. These scores reflected agreement with global
education. No statistically significant differences were
identified between principals and social studies teachers
for support of the curriculum goals related to global
education in any of the components. A summary of the data
analysis for research question one is reported in Table 3.
The results demonstrate no significant difference in the
high level of support for global education between social
studies teachers and high school principals:
$\underline{t}$ = .73, $\underline{df}$ = 237, and $\underline{p}$ = .47.

Table 3

Global Education Attitudes Principals and Teachers

Global Category	Group	Number of Cases	M	SD	t	p
Violence	Principals	130	4.12	0.44	0.44	.66
	Teachers	108	4.09	0.43		
Missing Cases		4				
Economic	Principals	131	4.13	0.42	0.91	.37
	Teachers	108	4.08	0.45		
Missing Cases		3				
Ecological	Principals	131	4.23	0.41	1.96	.05
	Teachers	108	4.12	0.46		
Missing Cases		3				
Justice	Principals	130	4.08	0.44	0.15	.88
	Teachers	108	4.07	0.45		
Missing Cases		4				
Participation	Principals	131	4.19	0.38	-0.02	.82
	Teachers	108	4.20	0.44		
Missing Cases		3				
Global Total	Principals	131	4.15	0.38	0.73	.47
	Teachers	108	4.11	0.40		
Missing Cases		3				

Table 4 reports the results of correlation coefficients among the total global education score and the five specific indicators of global education as assessed by AGES. The range of correlations was from .69 (ecological balance and political participation) to .91 (reduction in violence and social justice). The correlation coefficients suggest a strong, positive relationship between the global education subscores and the total global education score.

Research Question 2

The second research question is: Does travel outside the United States, undergraduate major, and exposure to global education information influence high school principals and high school social studies teachers regarding the extent which the school implements global education practices?

Table 5 summarizes the results for the two groups. The combined results of the two groups produced a t = .12 at 236 df, and p = .91. The results demonstrated no significant difference between social studies majors and nonsocial studies majors with the implementation of global education.

Table 6 summarizes the results for the two groups with respect to a relationship between the exposure to global education information and implementation of global education. The combined results of the two groups produced a t value of -4.52 at 237 df, and (p = <.01). The results

Table 4

AGES Correlations

	Global Total	Reduce Violence	Economic Equality	Ecological Balance	Social Justice
Reduce Violence	.89				
Economic Equality	.93	.78			
Ecological Balance	.87	.69	.86		
Social Justice	.91	.79	.79	.71	
Political Participation	.91	.76	.80	.73	.84

Note. N = Varies from 238-242
All correlations significant at the p < .05.

Table 5

Principals' and Teachers' Undergraduate Major and Implementation of Global Education

Major	Responses	M	SD	t	df	p
Social Science	96	7.46	2.23			
Other	142	7.49	2.14	.12	236	.91
Missing Cases	4					

Table 6

Principals' and Teachers' Exposure to Global Education Information and Implementation
of Global Education

Exposure to Global Education Information	Responses	M	SD	t	df	p
Yes	223	7.63	2.09			
No	16	5.18	2.10	-4.52	237	<.01
Missing Cases 3	Pearson's r .24					

demonstrated that a significant relationship did exist between teachers' and principals' exposure to global education information. The Pearson's r correlation coefficient was .24, (p < .01) which suggests a small positive relationship between exposure to global education information and the implementation of global education (Cohen, 1977).

Table 7 summarizes the results related to the relationship between travel outside the United States and implementation of global education. The combined results of the two groups produced a t value of -.27 at 235 df, and p = .79. The results demonstrate no significant difference between those who have traveled and those who have not traveled outside the United States in the reported level of implementation of global education.

The results for Research Question 2 so far demonstrated no relationship existed between travel or undergraduate major and implementation of global education. However, a positive relationship does exist between exposure to global education information and implementation of global education. The relationship between exposure to global education information and global education implementation produced a Pearson's r correlation coefficient of .24 (p < .01). This relationship indicated a small positive relationship between global education information received

Table 7

Principals' and Teachers' Travel Outside U.S. and Implementation of Global Education

Travel Outside U.S.	Responses	M	SD	t	df	p
Yes	185	7.46	2.20	-0.27	235	.79
No	52	7.56	2.10			
Missing Cases	5					

by principals and social studies teachers with global education implementation (Cohen, 1977).

Research Question 3

The third research question is: What relationship exists between the size of the high school and the extent to which a high school implements global education?

The schools were grouped into three categories based on size. The groups were metropolitan, urban, and rural high schools. The enrollment ranges for each school size are metropolitan (386-1510), urban (109-385), and rural (20-106).

Table 8 summarizes the results related to school size and implementation of global education. A significant relationship existed between school size and global education at the .05 level, gamma -.48, and t's value is -6.23 at 4 degrees of freedom, and the Pearson's r value is .36. The results indicated that the differences which existed between school size and implementation of global education was not due to chance. The correlation of .36 implied a moderate positive relationship between school size and implementation of global education (Cohen, 1977). The larger schools were more likely to have a greater degree of global education implemented.

Table 8

School Size and Global Education Implementation

School Size	Global Education Implementation			
	6 or Less	7 or 8	9 or More	Row Total
Metropolitan	6	16	25	47
Urban	29	37	39	105
Rural	45	31	13	89
Missing Cases				1
Column Total	80	84	77	242

Gamma = .48 $\underline{t}$ = -6.23 $\underline{df}$ = 4 $\underline{p}$ < .01

Pearson's $\underline{r}$ -0.36

<u>Research Question 4</u>

The fourth research question is: What relationship exists between curriculum decision-making style and the extent to which a school implements global education?

Curriculum decision-making style was described using a five-point Likert-type response. The responses ranged from administrative leadership with limited input from teachers = 1, to teachers' leadership with limited input from administrators = 5.

Table 9 summarizes the results concerning the relationship between curriculum decision-making style and implementation of global education. The results of the two groups produced a $\underline{t}$ value of 1.87, gamma = .17, 4 $\underline{df}$, and $\underline{p}$ = .29, which indicates there is no significant relationship between curriculum decision-making style and implementation of global education.

<u>Research Question 5</u>

The fifth research question is: What relationship exists between political ideology of the principal and social studies teacher regarding the extent to which a school implemented global education? Political ideology was identified in the questionnaire as liberal = 1, moderate = 3, and conservative = 5 within a five-point Likert scale.

Table 10 summarizes the relationship between political ideology and global education implementation. The results

Table 9

Curriculum Decision-Making Style and Global Education Implementation

Curriculum Decision-Making Style	Global Education Implementation Score			
	6 or Less	7 or 8	9 or More	Total Schools
Administrative	17	17	14	48
Equal	39	39	30	108
Teachers	19	26	32	77
Missing Cases				9

Gamma = 0.17   t = 1.87   df = 4   p = 0.29

Table 10

Political Ideology and Global Education Implementation

Political Ideology	Global Education Implementation Index			
	6 or Less	7 or 8	9 or More	Total Schools
Liberal	15	30	16	61
Moderate	35	30	35	100
Conservative	24	23	19	66
Missing Cases				15

Gamma = 0.06 t = -.70 df = 4 p = 0.16

of a $\underline{t}$ value of -.70, gamma = .06, 4 $\underline{df}$, and $\underline{p}$ = .16, indicate that there are no significant relationships between political ideology of principals and teachers and implementation of global education.

Research Question 6

The sixth research question is: What relationship exists between principals' and the social studies teachers' opinions of global education and the implementation of global education?

The responses to global education opinion were on a five-point Likert continuum. The responses range from strongly favor = 1 to strongly oppose = 5.

Table 11 summarizes the responses to the relationship between global education opinion and implementation of global education. The $\underline{t}$ value is 1.05, 4 $\underline{df}$, and $\underline{p}$ = .10, which indicated there is no significant relationship between opinions of global education and the implementation of global education.

Extended Analysis

After the results for the research questions were analyzed, it appeared that differences may exist between regions within the state according to the implementation of global education. This situation was stimulated by the relationship which existed between school size and the implementation of global education. It was speculated that

Table 11

<u>Opinion of Global Education and Implementation of Global Education</u>

Global Education Opinion	<u>Global Education Implementation Index</u>			
	6 or Less	7 or 8	9 or More	Total Schools
Strongly Favor	25	24	33	82
Favor or Less	52	59	41	152
Missing Cases				8

Gamma = -0.17 t = 1.05 df = 2 p = 0.10

regions might differ due to variation in school and community characteristics. Therefore, an analysis was conducted taking the responses by region and using the AEAs as the geographic unit for analysis.

Table 12 summarizes the relationship of region with implementation of global education. The F ratio is 4.37, which produces an F probability of .01 at 4 degrees of freedom between groups and 238 degrees of freedom within groups. This demonstrated a significant relationship between regions and implementation of global education. Table 13 identifies which differences are between regions are statistically significant in the implementation of global education. The difference between the northwest and southeast regions was the only significant difference according to the Tukey HSD and Scheffe procedures.

Further analysis of the data was initiated to identify social variables which may have a relationship with the implementation of global education. The additional research question was: What social variables within the schools' communities may have a relationship to the implementation of global education? Therefore, an exploratory study was developed to explore the relationship which may exist between the social variables within the community and the implementation of global education. An exploratory study was conducted rather than a more complete study due to

Table 12

Relationship by Region to Implementation of Global Education

Region	Respondents	$\underline{M}$	$\underline{SD}$
Northwest	55	6.63	2.28
Southwest	25	7.24	1.94
Central	55	7.71	2.35
Northeast	45	7.35	1.73
Southeast	60	8.25	2.14
Missing Cases	2		
Total	242	7.48	2.19

Between Groups $\underline{df}$ = 4 $\underline{F}$ Ratio = 4.37 $\underline{F}$ Probability < .01

Within Groups $\underline{df}$ = 235

Table 13

Regional Differences in Mean Implementation of Global Education

M	Group	Northwest	Southwest	Central	Northeast
6.64	Northwest				
7.24	Southwest	.60			
7.36	Central	.72	.12		
7.70	Northeast	1.06*	.46	.34	
8.25	Southeast	1.61*	1.01	.55	

* Identifies groups with significant difference according to Tukey H.S.D. & Scheffe procedure

financial limitations and time restrictions. The study consisted of drawing a systematic sample of the communities representing all of the respondents. The systematic sample consisted of taking every sixth community represented within the responding schools. The systematic sample resulted in the selection of 25 cities which were represented by 40 respondents.

The exploratory study included 36 social variables from the 1990 Census (Appendix F). The variables represented social conditions within a community which may have a relationship with the implementation of global education. Tucker's (1983) study indicated that more diverse communities were more likely to support global education. Therefore, the study selected social variables from the 1990 Census which represented different aspects of diversity within the population.

Table 14 identifies and summarizes the four Census variables which had a significant relationship $p < .01$ with implementation of global education. The significant variables and their correlations with global education were: foreign born population (.54), percentage born in state (-.28), percentage below poverty level (.49), and median housing value (.45). The following three variables are positive correlations: foreign born population, percentage below poverty level, and median housing value. The percentage born in state has an inverse relationship.

Table 14

Census Variables Related to Global Education Implementation

Variable	Sig of F	Correlation
Foreign Born Population	<.01	.54
Percent Born in State	<.01	-.28
Percentage Below Poverty Level	<.01	.49
Housing Value (MDN.)	<.01	.45
Multiple R	0.7082	
R Square	0.5015	
Adjusted R Square	0.4446	
Standard Error	1.7685	

A regression analysis was conducted. The regression analysis indicated that .50 of the variation is explained by the four Census variables (foreign born population, percent born in state, percentage below poverty level, and median housing value). According to Cohen (1977) this relationship is a large effect size.

Summary of Results

Questionnaires were sent to 442 principals and social studies teachers. The principal and a randomly selected social studies teacher were selected from each of the

largest 64 public high schools in the state of Iowa. Then 50% of the principals from the remaining Iowa high schools were selected. After the selection of the principals a social studies teacher from the high school was randomly selected if there was more than one social studies teacher. Responses were received from 242 individuals, which was a 55% response rate.

<div align="center">Summary for Basic Questions</div>

The results of the two basic research questions indicate a positive attitude exits toward global education from high school principals and social studies teachers in Iowa. However, the implementation of global education does not appear to be as extensive. The mean score expressed by principals was 4.15 and social studies teachers was 4.11. These scores were based on a 5 point Likert scale with 5 being the highest possible score. The mean global education implementation score was 7.47. This score is based upon a 14 point Likert scale with 14 being the highest possible score. The implementation global education score is lower than the attitudinal support for global education.

Comparisons were made between teacher and principal background characteristics to determine if relationships existed with global education attitudes. The subcategories of the AGES instrument were analyzed for relationship to all of the other AGES categories. The personal and social

traits of social studies teachers were compared to the
implementation of global education to determine if a
relationship existed. A random sample of 25 cities from the
242 respondents was drawn. This sample was analyzed for the
existence of community social variables which relate to the
implementation of global education.

Six research questions were investigated:

1. What is the difference between high school
principals and high school social studies teachers in the
level of acceptance of global education curriculum goals as
assessed by AGES? High school principals and social studies
teachers both indicated a high level of support for global
education as assessed by AGES. There was no significant
difference between principals' support for global education
and social studies teachers' support for global education.
A high level of correlation existed between the five
subcategories of global education within the AGES
instrument.

2. Are travel outside the United States, undergraduate
major, and exposure to global education information related
to implementation of global education practices? No
relationship exists between travel and undergraduate major
of the principals and social studies teachers and
implementation of global education. A small relationship

does exist between exposure to global education information and the implementation of global education (Cohen, 1977).

3. What relationship exists between the size of the high school and the extent to which a high school implements global education? A significant relationship does exist between school size and implementation of global education. The correlation between school size and global education implementation is .35, which indicates a moderate positive relationship between school size and implementation of global education (Cohen, 1977).

4. What relationship exists between curriculum decision-making style and the extent to which a school implements global education? A relationship does not exist between curriculum decision-making style and the implementation of global education.

5. What relationship exists between political ideology of the principal and social studies teacher and the extent to which a school has implemented global education? A relationship does not exit between political ideology of the principal or social studies teacher and the implementation of global education.

6. What relationship exists between principals and the social studies teachers' opinion of global education and the implementation of global education? The expressed opinion of the principal and social studies teacher toward global

education was not found to have a relationship with the implementation of global education.

Only two of the original personal social traits had a relationship with the implementation of global education. The two variables are exposure by the principal and social studies teacher to global education information and the size of high school.

A further analysis was conducted by dividing the state into five geographical regions using the AEAs to provide the boundaries for the identified regions. This analysis found a significant difference between the northwest and southeast regions in the level of global education implementation.

Twenty-five cities were systematically selected from the 242 respondents to explore whether community social variables had a relationship with the implementation of global education. Thirty-six variables were selected from the 1990 Census. Four variables were identified as having the strongest relationship with the implementation of global education at the p < .01 level. The variables and the corresponding correlations were: foreign born population (.54), percentage born in state (-.28), percentage below poverty level (.49), and median housing value (.45). A regression analysis indicated that .50 of the variation in the implementation of global education is explained by these four variables.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This study had three purposes which were achieved. The purposes were:

1. Assess the attitudes of public high school principals and social studies teachers about global education within the high school, according to AGES.

2. Quantify the degree to which global education has been implemented within public Iowa high schools.

3. Quantify which social and personal variables may be related to the implementation of global education.

The questionnaire for this study was developed by the author with questions related to the attitudes toward global education taken from AGES developed by Jane Bingham (1978). The AGES instrument categorizes attitudes related to global education into six areas. The AGES categories are: (a) reduction in violence, (b) economic equality, (c) ecological balance, (d) social justice, (e) political participation, and (f) nonglobal. The study also acquired the respondents' impressions related to the degree which the school was implementing global education. The questions related to implementation of global education were categorized into the following areas: (a) teacher and student exchange programs, (b) infusion of global education concepts into courses, (c) students having experiences which require perspective

taking, (d) global education activities such as Model United Nations, and (e) access and use of global education resources.

The data analysis for this study was conducted using statistical tests evaluated at the p = .05 level of significance. Relationships between the nominal data were analyzed by using chi square and lambda. The ordinal data for the study were analyzed by using gamma, the higher order data were analyzed using t and F test of means. The attitude differences were analyzed by comparing the mean differences with a t test between principals and teachers. The implementation of global education was compared on the basis of personal and social traits of principals. Further analysis was conducted to compare the social traits within the community where the school is located to determine levels of significance. Responses were grouped according to size of school and region of the state. A correlation coefficient was determined to describe the strength of relationships between variables. The final level of analysis involved creating a regression analysis which identified the amount of variation in implementation of global education which can be explained by community and social variables.

Research Questions

Six research questions were examined:

1. What is the difference in perceptions between high school principals and high school social studies teachers in the degree of acceptance for global education curriculum goals in the following six areas as measured by the Acceptance of Global Education Scale:

   a. Reduction of Violence--Dealing with conflict and the reduction of hostilities among people and nations.

   b. Economic Equality--Equalizing economic welfare among people and nations.

   c. Ecological Balance--Restoring and protecting the quality of the environment.

   d. Social Justice--Extending social justice to all people.

   e. Political Participation--Broadening participation in political decision-making.

   f. Nonglobal--Statements which do not support an international perspective.

2. What relationship exists between travel outside the United States, undergraduate major, and exposure to global education of high school principals and high school social studies teachers and the extent to which the school will implement global education practices?

3. What relationship exists between the size of the high school and the extent to which a high school implements global education?

4. What relationship exists between curriculum decision-making style and the extent to which a high school implements global education?

5. What relationship exists between political ideology of the principal and social studies teacher and the extent to which the school will implement global education?

6. What relationship exists between the principals' and social studies teachers' opinion of global education and the degree to which global education is implemented?

Discussion

The global education attitudes of principals and social studies teachers were surprisingly similar. Global education is often considered primarily an issue for social studies education. A considerable amount of space in social studies professional literature has been devoted to global education. The literature for school administrators has also included information related to global education, however, principals who have undergraduate degrees from many areas besides social studies. However, the results from the AGES instrument indicated in this study no significant differences between principals and social studies teachers attitudes toward global education. The AGES categories with

the greatest level of support from principals and social studies teachers were ecological balance and political participation. The AGES categories with the least support were social justice and economic equality. The category which had the greatest difference between the principals and social studies teachers was ecological balance. The principals demonstrated a higher level of support for ecological balance. No AGES category had a statistically significant difference between principals and social studies teachers' responses. The global education attitudes of high school principals and social studies teachers in this study reveal a high level of support for global education. The study found considerable similarity between principals' and social studies teachers' attitudes toward global education as assessed by AGES.

The results of the study indicate a promising level of similarity of global education attitudes between high school principals and social studies teachers. This is a surprise and an opportunity. These educators should seize the opportunity for agreement upon an important curriculum issue. The educators should work cooperatively to design educational activities which will contribute to further global understandings by the students. The educators may need further information from expert resources which will

guide the development of educational activities and assist in the creation of further global education activities.

The correlations between AGES categories ranged from .93 to .69. The highest correlation was between reduction of violence and economic equality, and the lowest correlation was between social justice and ecological balance. The high level of correlations between the AGES categories implies that the items within the instrument are reliable and tend to measure a uniform attitudinal dimension.

The state wide implementation of global education is limited according to the 1-14 global education implementation index which was developed. The mean implementation score is 7.47. Only 23% of the schools had an implementation score greater than 10. This research found considerable attitudinal support for global education from principals and social studies teachers. However, the implementation is not at the level that the attitudinal support may indicate. The lack of implementation in some locations may be a result of organized opposition or the possibility of organized opposition developing if more global education activities are implemented. The research does indicate that global education training has a positive relationship with implementation. The global education training may include workshops, attending conferences, and

performing professional reading related to global education. As more global education training is completed the implementation of global education may increase.

The study explored the degree to which personal and social characteristics of principals and social studies teachers may influence the implementation of global education. Several personal and social characteristics were explored. The undergraduate major of principals and social studies teachers did not influence the degree to which a school implemented global education. The mean score for implementation of global education among non-social studies majors was 7.49 while the mean score for social studies majors was 7.46. Even though no significant difference exists it is surprising that the individuals who were social studies majors did not report a higher level of global education implementation within their school. The social studies curriculum is considered to be more related to global education than other curricular areas.

The lack of a significant relationship between college social studies major with global education should stimulate colleges to review the curriculum which is being offered to their students. Is more course work needed to provide college-level students a greater knowledge of global education? It may be that additional course work has been developed, but the impact of these courses was not detected

in this research. Sulzberger (1992) did find that colleges with a more developed office of international education were more likely to have global education activity for students within the institution. The global education experiences at the college level varied greatly among colleges. The education which the college students receive may have a relationship with the educational programs which high school students receive. Further research should explore the relationship between the teachers' college education and global education implementation at the high school level.

Travel outside the United States by social studies teachers and principals was another variable explored for possible relationship with the implementation of global education. The mean score for those individuals who had traveled outside the United States was 7.46 and the mean score for those who had not traveled outside the United States was 7.56. The difference was not statistically significant. Travel outside the United States has no relationship with reported global education implementation. Travel outside the United States by educators would seem to have a greater relationship with implementation of global education.

Information about global education was a variable that was tested for its relationship with the implementation of global education. The research results indicated that there

was a significant difference between those individuals who
have received information about global education and those
who have not received information. The mean scores were
5.18 for those individuals who have not received information
about global education and 7.63 for those who had received
information about global education. The sources for global
education information are literature, college classes, and
inservice activities for educators. The results from this
research reinforce previous studies (Tarolli, 1985; Vocke,
1988a) which indicated that inservice education
opportunities resulted in a positive correlation with global
education. The results are encouraging for those groups
planning to develop inservice programs and who wish to
increase the application of global education practices.
Inservice education programs were more significant than
travel outside the United States and undergraduate major as
variables which may influence the implementation of global
education.

The study explored the relationship between size of
high school and implementation of global education. The
high schools were divided into three categories. A
significant difference was found between size of high
schools and the implementation of global education. Larger
high schools had a higher level of global education
implementation. The global education implementation scale

was 8-14 and the highest category was 9-14. The highest
category of global education implementation was the
metropolitan high schools with 53%, urban high schools with
37%, and the rural high schools with 31%. These results
confirm previous research results which suggest more diverse
populations tend to support a greater degree of global
education (Tucker, 1983). Urban populations are frequently
more culturally diverse. More culturally diverse
communities have a social system which is supportive of
educational programs that frequently reflect practices
associated with global education. Rural communities are
less likely to practice educational activities that reflect
global education. Educators may be influenced by community
values with respect to the degree that global education is
implemented in a school system.

Previous research by K. Tye (1990) indicated that
schools which have a more democratic process for initiating
changes in the curriculum are more likely to implement
global education. This study examined the relationship
between curriculum decision making style and the
implementation of global education. The research results do
not indicate any significant difference between curriculum
decision-making style and the implementation of global
education. The results imply that the implementation of
global education could be effectively implemented using

either an administratively directed approach, shared decision-making, or a teacher-led approach to implement global education. It may be possible that the implementation of global education is more a reflection of community social characteristics. A personal variable which may be significant is the commitment of some individual who is an influential leader and has the desire to further the development of global education. The commitment of an individual(s) may be a critical variable, but the leadership style is not a significant variable which relates to the implementation of global education.

The relationship of political ideology was a question which the researcher explored for this study. In Iowa and across the nation, there is considerable political pressure from some conservative organizations to drop the development of some aspects of global education in the schools (Svengalis, 1992). This study found no significant relationship between political ideology (conservative, moderate or liberal) and the implementation of global education. This result was particularly surprising.

The educators responding to the questionnaire identified themselves as liberal (27%), moderate (44%) or conservative (29%). A diversity of political ideology does exist among educators within the public high schools. However, across this ideological diversity there is strong

support for the implementation of global education. This study found moderates having the highest level of support for global education implementation, and the liberals have the lowest level of support for global education implementation. However, the differences which did exist between global education implementation and political ideology were not statistically significant. This result contradicts a perception that global education is associated with a liberal political ideology.

The relationship between general opinion of global education and its implementation of global education was a question which was pursued. The findings indicate that there was no significant relationship between the opinion the educator had of global education and the degree of global education implementation. It was noteworthy that among the respondents who indicated they strongly favored global education, 40% of these respondents had the highest level of implementation for global education. If individuals who indicated that they simply favored or had a less than favorable opinion of global education, only 26% had the highest level of global education implementation. The difference found between an opinion of global education and implementation of global education is noteworthy. However, the difference is not significant at the p = .05 level. The Pearson r for global education implementation

and opinion of global education was .10. This research study did find that a favorable attitude toward global education may contribute to activities which forward the implementation of global education, but this difference was not statistically significant.

An analysis was conducted to investigate the relationship between geographic region and the implementation of global education. The state was divided into five regions. The range of global education implementation scores was 6.63 to 8.25. A difference did exist between two of the regions at the p = .01 level. The Northwest region and the Southeast region differ. Two explanations for this difference may be the percentage of urban population and the presence of an organization which promotes global education. Three metropolitan statistical areas existed within the Southeast region and only one metropolitan statistical region lay within the Northwest region. The Stanley Foundation is within the Southeast region and actively promotes global education. This foundation regularly sponsors educational programs which promote global education activities. An earlier research question provided support that information about global education and the implementation of global education have a significant and positive correlation.

The relationship of community social variables with the implementation of global education was explored. A systematic selection of 25 schools was chosen from the responding schools to identify the relationship between community social variables and the implementation of global education. Thirty-six variables were explored from the 1990 Census to identify which variables may result in a significant association with the implementation of global education. Four variables were found to have a p value of < .01. The variables are foreign born population, percent born in the state, percentage below poverty level, and median housing value. These variables explain .50 of the variation in the implementation of global education. These results support the findings of Tucker (1983) which indicated that more culturally diverse communities were more likely to support global education. It is conceivable that schools located in culturally diverse communities do have a social environment which is more supportive for the development of global education activities.

<div align="center">Conclusions</div>

This study was designed to determine the attitudes of Iowa high school principals and high school social studies teachers toward global education. The study also identified the degree to which high schools in Iowa have implemented global education. It was desirable to identify which

relationships had a significant association with the
implementation of global education. The following
conclusions were reached from the analysis of the data for
this study:

1. High school social studies teachers and principals
indicated a high level of support for global education as
assessed by AGES. The social studies teachers had a mean
score of 4.11 and the principals a score of 4.15 using a 1-5
Likert scale. The difference between high school social
studies teachers and principals attitudes is not
statistically significant.

2. High school social studies teachers and principals
indicted a lower level for implementation of global
education when compared to the attitudinal support for
global education. The state wide mean was 7.47 on a Likert
scale of 1-14 for implementing global education.

3. The reliability between the categories within the
AGES instrument is high. The range of correlations was .69
to .93.

4. Principals and social studies teachers who
traveled outside the United States are no more or less
likely to be at schools that have implemented global
education.

5. Principals and social studies teachers with an
undergraduate major in the social studies area compared to

all other majors are no more or less likely to be at schools that have implemented global education.

6. Principals and social studies teachers who have received information about global education are more likely to be at schools that have implemented global education activities when compared to individuals who have not received information about global education.

7. Principals and social studies teachers who serve the metropolitan high schools compared to urban and rural high schools have been more involved with the implementation of global education.

8. The style of curriculum decision-making (teacher directed to administrative directed) was not associated with the respondents' reported level of the school's implementation of global education.

9. The political ideology of social studies teachers and principals was not associated with the relationship for implementing global education.

10. Principals' and social studies teachers' attitudes toward global education had no relationship to the development of activities for the implementation of global education.

11. A significant difference between two state regions does exist regarding the implementation of global education. This difference is between the Northwest region and Southeast region.

12. Several community social variables were identified to have a relationship with the degree to which global education is implemented. The variables which explain .50 of the variation are: poverty level, median family income, foreign born population, and percentage born in the state.

Recommendations

Several recommendations are developed as a result of the findings of this study. The recommendations are:

1. A high level of support and agreement exists within Iowa public high schools among principals and social studies teachers toward global education. This high level of support should be appreciated by the school systems. The attitude towards global education within Iowa public high schools supports further implementation of global education.

2. A more focused effort at inservice and preservice training of educators about global education may lead to further global education activities in the schools. Furthermore, efforts to inform other segments of the educational community regarding global education may result in increased efforts to implement global education.

3. The supporters of global education will need to continue to be active and share information about the need for the development of global education. A need continues to exist to provide educators and the public information about activities which should be used to develop global

education experiences. The link between the local community and the world should constantly be developed. This strategy will contribute to a greater understanding that each local community is linked to the world environment.

4. Individuals with a social studies undergraduate major did not have a greater likelihood to be at schools that have implemented global education. This non-relationship needs to be examined in future studies. The results may indicate that colleges do not provide curricular experiences which are helpful in providing graduates with a strong knowledge base related to international affairs. Colleges, especially with teacher education programs, should examine the curriculum which is available to students and reflect whether more course work is needed related to global education concepts. Colleges may need to review the curriculum for experiences which are providing students an opportunity to become familiar with the world as an interdependent system. College students need an opportunity to experience perspective-taking situations where they are able to perceive life from a perspective of someone from a different culture.

5. Some regions within the state do have statistically significant differences in the levels of global education which have been implemented. Educational leaders should carefully study the explanations for the

greater implementation within one region compared to another region. The research results do indicate that one region with greater cultural diversity has been more inclined to develop activities which lead to the implementation of global education. Further research is needed to determine whether the relationships which are in one region can be replicated in a different region. This development may be attainable by providing educators within a region more information about activities related to global education.

6. The role of information about global education has a positive relationship with the development of global education. It may be that organizations such as the Stanley Foundation, the Iowa Peace Institute, and the Department of Education which conduct workshops related to global education will stimulate further development of global education. The role of interactive video and audio communication through the Iowa Communications Network may provide more opportunities for educators and students to experience global education activities through this medium.

The programs of organizations which are developing activities promoting global education will need to be developed further. As the population becomes more diverse, it is possible that some groups will perceive that the more diverse population is a threat to groups which have not needed to interact in a diverse social climate. This

condition may lead to some additional criticism of global education by groups which resist change toward a more interdependent world. The role of private and public organizations to increase understanding for cooperation will become an even greater challenge.

In addition to the previous recommendations the following proposals are made for further study.

1. Further research should focus upon the knowledge and attitudes of high school students about issues and concepts related to global education. This research will need to verify or refute the findings of this study related to the implementation of global education from the students' perspective. Iowa is a state with a much more homogeneous population than exists within the nation as a whole. Iowa high school students need to be better prepared to enter a world which is socially diverse and is becoming more interdependent.

2. Explore the relationship between regions within the state toward the implementation of global education as efforts continue to inform people about the need to develop global education.

3. Research the attitudes of other groups of teachers toward global education and the perceptions which the other teachers have related to the implementation of global education.

4. Identify and study community social variables that have a relationship to the development of global education.

5. Continue to explore the relationship of travel, undergraduate major, gender, and years of experience an educational professional has upon the implementation of global education.

6. Develop further methods to survey the degree to which global education is implemented.

7. Develop studies to explore the global attitudes of school board members, teachers, administrators, and students. The relationship of global education attitudes of each group with the implementation of global education needs further attention.

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APPENDICES

APPENDIX A

Questionnaire and Cover Letter

The
University of
Northern
Iowa

November, 1992

Dear Social Studies Teacher,

I am working on a doctorate program at the University of Northern Iowa. The topic of my dissertation is the status of global education in Iowa high schools. Your name was selected at random from a list of Iowa educators for inclusion in this study. Enclosed are two letters speaking to the importance and value of this project.

I would appreciate your taking several minutes of your time to respond to the items contained in this questionnaire, and return it in the postage paid envelope provided. The attitude section of the questionnaire was developed and implemented elsewhere and is being used to make comparisons between Iowa and other locations. Your answers are confidential and will be used in combination with answers received from other Iowa educators. The last page of the questionnaire has a code number which will be used for follow-up purposes. The number has been assigned by the Center for Social and Behavioral Research, an independent research agency of the University of Northern Iowa, to assure total confidentiality of your answers.

Your participation in this study will provide valuable information that will be useful to educators and others who are now studying various aspects of global education. I realize that you have a busy schedule and I appreciate your taking your time to share with me your thoughts and opinions on this important topic. If you have any questions, you may contact me at 319-456-5543, or my advisor Dr. Robert H. Decker at 319-273-2443. Thank you for completing and returning this questionnaire.

Sincerely,

Keith Stamp

Keith Stamp

Enclosures (3)

Attitude Toward Global Education

Below are some statements regarding what students should study, learn, or understand. Please read each statement and circle whether you *Strongly Agree (SA), Agree (A), are Neutral (N), Disagree (D) or Strongly Disagree (SD)* with the statement.

Students should ...					
Study conflict and controversy – interpersonal, group, national and international – by exploring alternative solutions and their consequences.	SA	A	N	D	SD
Learn about ways in which the Earth's five billion inhabitants have a common dependency on the way the planet works – the amount of heat and light it receives, its climate and nature of its surface.	SA	A	N	D	SD
Learn that the individual, family, community, state and country have tangible economic connections with other nations and peoples around the world.	SA	A	N	D	SD
Understand that a feeling of self-worth is the inherent right of every human being on earth.	SA	A	N	D	SD
Learn that citizen participation in government varies among political systems of the world.	SA	A	N	D	SD
Learn that our nation's highest priority is to be No. 1 in military and economic power.	SA	A	N	D	SD
Learn to be cognizant of those aspects of American culture which condition citizens to conflict and violence.	SA	A	N	D	SD
Learn about social and economic ideas that support the right of everyone on Earth to an equal share of its resources.	SA	A	N	D	SD
Learn about the dangers to the environment of the unlimited growth of population, land use, and energy consumption.	SA	A	N	D	SD
Learn that human dignity should govern the priorities of social, economic, and political institutions in all human societies.	SA	A	N	D	SD
Learn that people of different backgrounds from different heritages can work together responsibly to resolve political conflicts.	SA	A	N	D	SD
Understand that the primary goal of U.S. participation in world programs is to serve the national interests and protect national sovereignty.	SA	A	N	D	SD
Study the lives of people who have opposed conflict and resisted violence.	SA	A	N	D	SD
Study the disparities of production, distribution and consumption of necessities such as food among the countries of the world.	SA	A	N	D	SD
Learn about the different values relative to population growth, land use and energy consumption among the different peoples of the world.	SA	A	N	D	SD
Learn about human beings as a species – who have common needs and express similar emotions.	SA	A	N	D	SD
Learn about the effects on national political systems of competition among nations for trade, labor, and resources.	SA	A	N	D	SD
Learn that the greatest men in our country have been those who had led our forces to victory in times of war.	SA	A	N	D	SD
Study those international conflicts that have been resolved peacefully.	SA	A	N	D	SD
Learn about the economic consequences of over population in the world.	SA	A	N	D	SD

Students should . . .					
Study the effects on society of such hazards to life as radioactive waste, atmospheric carbon, gamma rays, and explosive power.	SA	A	N	D	SD
Learn to look with objectivity and intellectual honesty on our country and its history to identify those aspects of our culture which impede social justice.	SA	A	N	D	SD
Understand their responsibility as citizens in the world community to protest when basic rights of political participation are violated.	SA	A	N	D	SD
Understand that consumerism benefits the economic welfare of our country by generating profits for its industries.	SA	A	N	D	SD
Learn about the organization and intent of the United Nations in the context of its ability to contribute to international cooperation on major issues such as education, health protection of the environment and political cooperation.	SA	A	N	D	SD
Learn about the link between poverty and illiteracy among the peoples of the worlds.	SA	A	N	D	SD
Learn about the effect of unwise and unregulated use of natural resources.	SA	A	N	D	SD
Critically examine textbooks, curriculum materials and periodicals for bias in national and international affairs.	SA	A	N	D	SD
Be knowledgeable about the decision-making skills that are required for participation as citizens of their nation and the world.	SA	A	N	D	SD
Learn that high tariffs are necessary for maintaining our high standard of living and industrial progress.	SA	A	N	D	SD
Be knowledgeable about the principal models for peace, and the resolution of international conflict.	SA	A	N	D	SD
Learn about the link between poverty and discrimination among the peoples of the world.	SA	A	N	D	SD
Learn about the potential use and/or misuse of ocean resources.	SA	A	N	D	SD
Be prepared to carefully examine policies of our government that are supportive of repressive regimes.	SA	A	N	D	SD
Understand that political participation demands skills of negotiation and compromise.	SA	A	N	D	SD
Learn that it is in the interests of our country to protect the right of American corporations to find, develop, and control resources anywhere in the world.	SA	A	N	D	SD
Study the costs of war for citizens of major nations to maintain military establishments and pay for past wars.	SA	A	N	D	SD
Study the effect of multinational corporations on the world economy.	SA	A	N	D	SD
Learn how technological development promotes consumption of mineral and fossil fuels and modifications in the national environment.	SA	A	N	D	SD
Learn to avoid we/they orientation in their analysis of global problems – to recognize that there are diverse cultural perspectives which need to be respected and tolerated.	SA	A	N	D	SD
Be knowledgeable about international associations that influence political decision-making of individual nations (the U.N., monetary regulating agencies, space agreements, world relief agencies and cultural exchanges).	SA	A	N	D	SD

Students should . . .					
Learn that war is defensible when possession of territory, markets, and spheres of influence are threatened.	SA	A	N	D	SD
Understand the cost of war in terms of the trauma and tragedy it brings to human beings.	SA	A	N	D	SD
Learn that economic imbalances that bring about depression and unemployment are worldwide in scope.	SA	A	N	D	SD
Learn about plans and actions of all nations to solve their environmental problems.	SA	A	N	D	SD
Examine political documents of different countries and international organizations to discover the significance placed on human rights by each.	SA	A	N	D	SD
Learn to be responsible for participation in efforts to find solutions to global problems.	SA	A	N	D	SD
Understand that it would be dangerous to meddle in the affairs of other countries in the solution of problems of human rights, crime, overpopulation, and pollution.	SA	A	N	D	SD
Learn about people whose lives demonstrate that loyalty to one's country does not conflict with the responsibilities which accompany being a citizen of the world.	SA	A	N	D	SD
Study models of transnational economic cooperation that contribute to the economic development of some regions of the world.	SA	A	N	D	SD
Learn about regulatory agencies created by transnational and international organizations to attack air and water pollution.	SA	A	N	D	SD
Identify examples of economic or political practices that destroy or enhance social justice.	SA	A	N	D	SD
Be prepared to adapt to change in order to face the political realities of emerging global interdependence.	SA	A	N	D	SD
Learn that immigration should be controlled by each country according to its standards for desirable citizens.	SA	A	N	D	SD
Learn that in order to maintain peace, citizens participation and action are necessary.	SA	A	N	D	SD
Learn about world organizations that share technological and scientific information that serve the common interests of humankind.	SA	A	N	D	SD
Participate in decision-making exercises where there are actual or simulated choices between conservation of resources and waste of resources.	SA	A	N	D	SD
Understand that world opinion can influence a nation to change its practices that abrogate human rights.	SA	A	N	D	SD
Learn that fulfilled human lives depend on the degree of control people can exercise over their own destinies.	SA	A	N	D	SD
Learn that balance of power alliances are the best solutions to the problems of antagonism and aggression in the world.	SA	A	N	D	SD

Global Education Implementation

Do American students from your school visit other countries through annual <u>organized</u> exchange programs?

☐ No   ☐ Yes ➡   Average Number Per Year _____

Do you have students from other countries attending your school through annual <u>organized</u> exchange programs?

☐ No   ☐ Yes ➡   Average Number Per Year _____

Do you have American teachers from your school visit other countries through annual <u>organized</u> exchange programs?

☐ No   ☐ Yes ➡   Average Number Per Year _____

Do you have teachers from other countries attending your school through annual <u>organized</u> exchange programs?

☐ No   ☐ Yes ➡   Average Number Per Year _____

Many schools are in the process of infusing global concepts into the social studies curriculum. How <u>extensively</u> are global concepts infused into the social studies curriculum in your school?

☐ Not at all
☐ Somewhat
☐ Nearly completely infused
☐ Completely infused
☐ Don't know

Many schools are attempting to provide students with experiences which will give them a greater impression of the interdependence of countries throughout the world and how each country is different. How <u>effective</u> is your school in providing students such a global perspective?

☐ Not at all effective
☐ Moderately effective
☐ Effective
☐ Very effective
☐ Don't know

Students may study other cultures from several perspectives. How frequently do students in your school study another culture from the perspective of a native of that culture?

☐ Never
☐ Rarely
☐ Occasionally
☐ Frequently
☐ Don't know

How would you describe the support for global education which you receive from your administration?

☐ Excellent
☐ Good
☐ Fair
☐ Poor

Approximately what percentage of your school's students annually participate in each of the following activities?
If your school does not offer one of the activities, please enter a zero ("0") in the percent column.

Percent	Activities
	Model United Nations
	International Club
	Guest speaker program focusing on global issues which uses local community persons
	Presentations by foreign students from colleges/universities
	Presentations by college/university faculty on global topics
	Educational television programs related to global education presented at school

Which newspaper received at your school offers the most world news?

Name of newspaper: _____

Which news magazine received at your school offers the most world news?

Name of magazine: _____

What percent of students in your school do you think use the resources in the above two questions at least once
a week?

Resource	Percent of Students
Newspaper	
Magazine	

Personal and School Data

What is your school position or title?

☐ Social studies teacher
☐ High school principal
☐ Other (Please specify:) _____

What percentage of your teaching assignment is associated with social studies? _____

What was your undergraduate major? _____

What year did you receive your undergraduate degree? _____

Please circle the number which best reflects your general political ideology.

Liberal		Moderate		Conservative
1	2	3	4	5

How many students graduated from your high school during the 1991-1992 school year? _____

Have you ever been outside the United States?

☐ Yes ☐ No

If yes, check which regions you have been in:

☐ Africa   ☐ Canada   ☐ Mexico
☐ Asia   ☐ Central or South America   ☐ Middle East
☐ Australia   ☐ Europe   ☐ Other _____

From which of the following sources have you received most of your information related to global education? (Please check all that apply.)

☐ I have not received any information
☐ Professional reading (Please specify major source:) _____
☐ College or university class/workshop
☐ Local district in-service activity
☐ In-service activity sponsored by Area Education Agency
☐ Individual teachers in your school district
☐ Iowa Department of Education personnel
☐ Office of International Education of the U.S. Department of Education
☐ Private organizations (Please specify:) _____

A variety of styles are used to conduct curriculum change. Please circle the number that best describes the procedure used at your school to implement curriculum change.

Curriculum change is usually implemented as a result of . . .		
Administrative leadership with limited input from teachers.	Equal leadership between teachers and administrators.	Teachers' leadership with limited input from administrators.
1 2	3 4	5

To what extent do you favor or oppose global education?

☐ Strongly Favor   ☐ Neutral   ☐ Oppose
☐ Favor   ☐ Strongly Oppose

Please add any comments you wish to make related to global education on the reverse side of this page.

-- THANK YOU FOR PARTICIPATING IN THIS STUDY --

☐☐☐

APPENDIX B

Letter of Endorsement

sai

school administrators of iowa

REGENCY WEST 5, SUITE 140
4500 WESTOWN PARKWAY
P.O. BOX 65578
WEST DES MOINES, IOWA 50265-0578
(515) 224-3370

August 7, 1992

Dear Colleague:

Enclosed is a questionnaire regarding global education trends in Iowa high schools. Because of the new standards adopted by the Department of Education and because of a renewed interest in global education (positive and negative), this is a very timely study.

We urge your consideration in responding to this survey.

Respectfully,

Gaylord Tryon
Executive Director

GT/par

sai : serving all of Iowa's educational administrators

Affiliated with American Association of School Administrators
National Association of Elementary School Principals
National Association of Secondary School Principals

APPENDIX C

Letter of Endorsement

STATE OF IOWA

TERRY E. BRANSTAD, GOVERNOR

DEPARTMENT OF EDUCATION
WILLIAM L. LEPLEY, ED.D., DIRECTOR

September 2, 1992

To: Selected High School Principals and Social Studies Teachers

From: Cordell Svengalis, Social Science Consultant

Dear Colleague:

It is with great interest and enthusiasm that I write to you to urge your participation in the attached survey. As coordinator for Iowa's global education mandate, I have a strong interest in the attitudes toward, understandings of, and acceptance of global education in our state.

Global education represents a very significant perspective, yet has been mis-interpreted and is full of controversy. True learning, however, thrives on controversy, debate, and discussion. Global education also deals with some of the most significant issues of our time, issues which our students need to be informed about.

Your response to this questionnaire will not only provide Mr. Stamp with data necessary to his research, it will provide valuable information to further inform our efforts at the Department of Education in dealing with the issues presented by the infusion of global education in the curriculum.

I realize that, if your workload is anything like mine, you probably have more paperwork than you can handle. Your responses to the questions included in the survey, however, will, in addition to informing us about attitudes toward global education, also inform us about attitudes toward many related issues as well. I urge you, therefore, to try to find an extra 15-20 minutes in your busy schedule to complete this survey. It will mean as much to me as it will to Mr. Stamp.

Thank you in advance for your participation.

Cordell Svengalis

GRIMES STATE OFFICE BUILDING/DES MOINES, IOWA 50319-0146

APPENDIX D

Follow-up Reminder Letter

Ummm . . .
Wouldn't it be nice if I got
something other than a tie
for Christmas, like . . .

. . . a high rate of return
on the questionnaires I
sent out a couple of weeks
ago on Global Education
in Iowa.

I need your help! I have been working on my doctorate of education for several years. I need to complete the dissertation research in order to graduate.

Would you please complete the questionnaire now and return it if you haven't already done so. I would really like to get on with the data analysis and your returning the questionnaire will accomplish that goal.

Thank you.
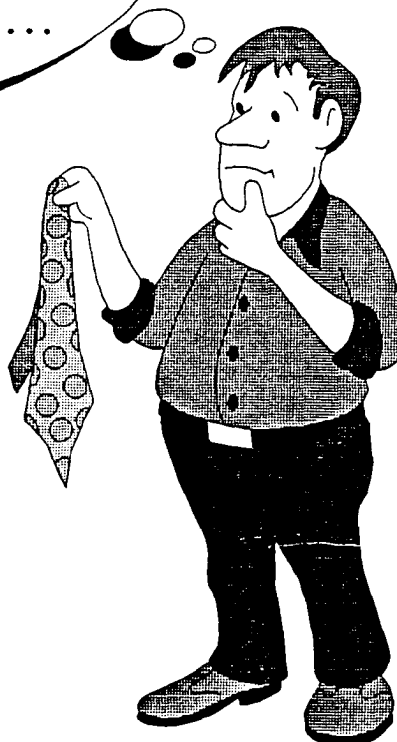
Keith Stamp
620 West 6th Street
Monticello, IA 52310
319-465-3575 (Work)
319-465-5543 (Home)

APPENDIX E

AEA Regions

Area Education Agencies
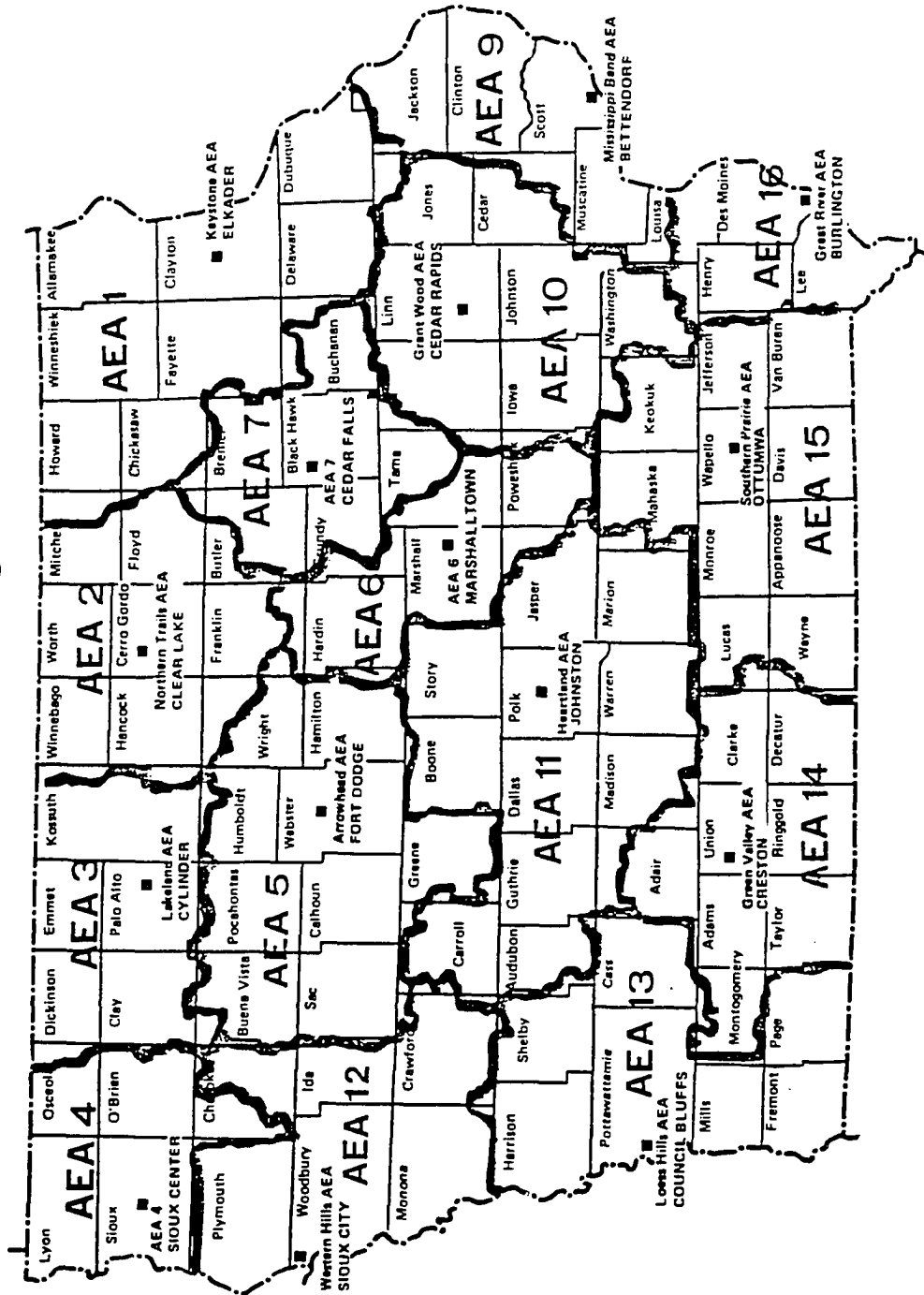
APPENDIX F

Census Variables

Census Variables	Description
C1	Population
C2	Population white
C3	Percent Hispanic
C4	Median Age
C5	Percent Under 18
C6	Percent 65 and older
C7	Housing value (Mdn)
C8	Contract rent (Mdn)
C9	Households
C10	Family households
C11	Non-family households
C12	Percent Urban population
C13	Percent Rural population
C14	In school (Age 3+)
C15	Percent high school graduates
C16	Percent bachelors degree
C17	Residence in 1985 (Age 5+)
C18	Lived in same house
C19	Same county
C20	Different state
C21	Lived abroad
C22	Veterans (Age 16+)
C23	Native population
C24	Percent born in state
C25	Foreign born population
C26	Language home
C27	Other language
C28	Percent in labor force
C29	Percent unemployed
C30	Occupation-employed persons (Age 16+)
C31	Farming
C32	White Collar (Executives-Administrative support)
C33	Median household income
C34	Per capita income
C35	Persons-poverty status determined
C36	Below poverty level

APPENDIX G

Frequency Distributions for AGES Responses

Question 1

	Frequency	Percent
Strongly Agree	125	51.7
Agree	106	43.8
Neutral	9	3.7
Disagree	1	.4
Strongly Disagree	1	.4

Question 2

	Frequency	Percent
Strongly Agree	118	48.8
Agree	109	45.0
Neutral	14	5.8
Strongly Disagree	1	.4

Question 3

	Frequency	Percent
Strongly Agree	129	53.3
Agree	107	44.2
Neutral	5	2.1
Strongly Disagree	1	.4

Question 4

	Frequency	Percent
Strongly Agree	141	58.3
Agree	84	34.7
Neutral	13	5.4
Disagree	1	.4
Strongly Disagree	1	.4
Spoiled/No Data	2	.8

Question 5

	Frequency	Percent
Strongly Agree	88	36.4
Agree	142	58.7
Neutral	9	3.7
Disagree	1	.4
Spoiled/No Data	2	.8

Question 6

	Frequency	Percent
Strongly Agree	7	2.9
Agree	57	23.6
Neutral	88	36.4
Disagree	71	29.3
Strongly Disagree	17	7.0
Spoiled/No Data	2	.8

Question 7

	Frequency	Percent
Strongly Agree	62	25.6
Agree	142	58.7
Neutral	27	11.2
Disagree	10	4.1
Strongly Disagree	1	.4

Question 8

	Frequency	Percent
Strongly Agree	46	19.0
Agree	112	46.3
Neutral	49	20.2
Disagree	23	9.5
Strongly Disagree	9	3.7
Spoiled/No Data	3	1.2

Question 9

	Frequency	Percent
Strongly Agree	133	55.0
Agree	103	42.6
Neutral	3	1.2
Disagree	1	.4
Strongly Disagree	2	.8

Question 10

	Frequency	Percent
Strongly Agree	85	35.1
Agree	117	48.3
Neutral	35	14.5
Disagree	5	2.1

Question 11

	Frequency	Percent
Strongly Agree	135	55.8
Agree	100	41.3
Neutral	5	2.1
Disagree	1	.4
Spoiled/No Data	1	.4

Question 12

	Frequency	Percent
Strongly Agree	18	7.4
Agree	101	41.7
Neutral	51	21.1
Disagree	61	25.2
Strongly Disagree	10	4.1
Spoiled/No Data	1	.4

Question 13

	Frequency	Percent
Strongly Agree	43	17.8
Agree	146	60.3
Neutral	43	17.8
Disagree	9	3.7
Spoiled/No Data	1	.4

Question 14

	Frequency	Percent
Strongly Agree	65	26.9
Agree	155	64.0
Neutral	20	8.3
Disagree	1	.4
Strongly Disagree	1	.4

Question 15

	Frequency	Percent
Strongly Agree	71	29.3
Agree	147	60.7
Neutral	22	9.1
Disagree	1	.4
Strongly Disagree	1	.4

Question 16

	Frequency	Percent
Strongly Agree	68	28.1
Agree	139	57.4
Neutral	33	13.6
Disagree	1	.4
Spoiled/No Data	1	.4

Question 17

	Frequency	Percent
Strongly Agree	53	21.9
Agree	167	69.0
Neutral	17	7.0
Disagree	4	1.7
Spoiled/No Data	1	.4

Question 18

	Frequency	Percent
Strongly Agree	7	2.9
Agree	36	14.9
Neutral	69	28.5
Disagree	103	42.6
Strongly Disagree	27	11.2

Question 19

	Frequency	Percent
Strongly Agree	69	28.5
Agree	148	61.2
Neutral	22	9.1
Disagree	1	.4
Spoiled/No Data	2	.8

Question 20

	Frequency	Percent
Strongly Agree	99	40.9
Agree	129	53.3
Neutral	9	3.7
Disagree	2	.8
Strongly Disagree	2	.8
Spoiled/No Data	1	.4

Question 21

	Frequency	Percent
Strongly Agree	96	39.7
Agree	123	50.8
Neutral	20	8.3
Disagree	3	1.2

Question 22

	Frequency	Percent
Strongly Agree	85	35.1
Agree	136	56.2
Neutral	21	8.7

Question 23

	Frequency	Percent
Strongly Agree	52	21.5
Agree	131	54.1
Neutral	52	21.5
Disagree	6	2.5
Strongly Disagree	1	.4

Question 24

	Frequency	Percent
Strongly Agree	24	9.9
Agree	137	56.6
Neutral	59	24.4
Disagree	20	8.3
Strongly Disagree	1	.4
Spoiled/No Data	1	.4

Question 25

	Frequency	Percent
Strongly Agree	66	27.3
Agree	142	58.7
Neutral	31	12.8
Disagree	3	1.2

Question 26

	Frequency	Percent
Strongly Agree	82	33.9
Agree	142	58.7
Neutral	15	6.2
Disagree	3	1.2

Question 27

	Frequency	Percent
Strongly Agree	106	43.8
Agree	126	52.1
Neutral	7	2.9
Disagree	1	.4
Strongly Disagree	1	.4
Spoiled/No Data	1	.4

Question 28

	Frequency	Percent
Strongly Agree	53	21.9
Agree	109	45.0
Neutral	59	24.4
Disagree	19	7.9
Strongly Disagree	2	.8

Question 29

	Frequency	Percent
Strongly Agree	118	48.8
Agree	119	49.2
Neutral	5	2.1

Question 30

	Frequency	Percent
Strongly Agree	9	3.7
Agree	37	15.3
Neutral	84	34.7
Disagree	93	38.4
Strongly Disagree	18	7.4
Spoiled/No Data	1	.4

Question 31

	Frequency	Percent
Strongly Agree	64	26.4
Agree	141	58.3
Neutral	34	14.0
Disagree	2	.4
Spoiled/No Data	9	.8

Question 32

	Frequency	Percent
Strongly Agree	46	19.0
Agree	156	64.5
Neutral	35	14.5
Disagree	5	2.1

Question 33

	Frequency	Percent
Strongly Agree	57	23.6
Agree	157	64.9
Neutral	24	9.9
Disagree	1	.4
Strongly Disagree	1	.4
Spoiled/No Data	2	.8

Question 34

	Frequency	Percent
Strongly Agree	43	17.8
Agree	131	54.1
Neutral	56	23.1
Disagree	10	4.1
Spoiled/No Data	2	.8

Question 35

	Frequency	Percent
Strongly Agree	68	28.1
Agree	161	66.5
Neutral	11	4.5
Disagree	2	.8

Question 36

	Frequency	Percent
Strongly Agree	15	6.2
Agree	45	18.6
Neutral	68	28.1
Disagree	94	38.8
Strongly Disagree	19	7.9
Spoiled/No Data	1	.4

Question 37

	Frequency	Percent
Strongly Agree	36	14.9
Agree	120	49.6
Neutral	63	26.0
Disagree	16	6.6
Strongly Disagree	4	1.7
Spoiled/No Data	3	1.2

Question 38

	Frequency	Percent
Strongly Agree	44	18.2
Agree	145	59.9
Neutral	48	19.8
Disagree	4	1.7
Spoiled/No Data	1	.4

Question 39

	Frequency	Percent
Strongly Agree	34	14.0
Agree	146	60.3
Neutral	46	19.0
Disagree	8	3.3
Strongly Disagree	5	2.1
Spoiled/No Data	3	1.2

Question 40

	Frequency	Percent
Strongly Agree	73	30.2
Agree	133	55.0
Neutral	27	11.2
Disagree	8	3.3
Strongly Disagree	1	.4

Question 41

	Frequency	Percent
Strongly Agree	60	24.8
Agree	150	62.0
Neutral	30	12.4
Disagree	2	.8

Question 42

	Frequency	Percent
Strongly Agree	14	5.8
Agree	88	36.4
Neutral	69	28.5
Disagree	61	25.2
Strongly Disagree	8	3.3
Spoiled/No Data	2	.8

Question 43

	Frequency	Percent
Strongly Agree	93	38.4
Agree	130	53.7
Neutral	15	6.2
Disagree	3	1.2
Spoiled/No Data	1	.4

Question 44

	Frequency	Percent
Strongly Agree	56	23.1
Agree	164	67.8
Neutral	17	7.0
Disagree	4	1.7
Spoiled/No Data	1	.4

Question 45

	Frequency	Percent
Strongly Agree	51	21.1
Agree	143	59.1
Neutral	34	14.0
Disagree	13	5.4
Strongly Disagree	1	.4

Question 46

	Frequency	Percent
Strongly Agree	33	13.6
Agree	134	55.4
Neutral	59	24.4
Disagree	15	6.2
Spoiled/No Data	1	.4

Question 47

	Frequency	Percent
Strongly Agree	67	27.7
Agree	149	61.6
Neutral	24	9.9
Strongly Disagree	2	.8

Question 48

	Frequency	Percent
Strongly Agree	20	8.3
Agree	65	26.9
Neutral	62	25.6
Disagree	85	35.1
Strongly Disagree	7	2.9
Spoiled/No Data	3	1.2

Question 49

	Frequency	Percent
Strongly Agree	46	19.0
Agree	138	57.0
Neutral	48	19.8
Disagree	9	3.7
Spoiled/No Data	1	.4

Question 50

	Frequency	Percent
Strongly Agree	28	11.6
Agree	153	63.2
Neutral	51	21.1
Disagree	7	2.9
Strongly Disagree	1	.4
Spoiled/No Data	2	.8

Question 51

	Frequency	Percent
Strongly Agree	36	14.9
Agree	148	61.2
Neutral	50	20.7
Disagree	7	2.9
Spoiled/No Data	1	.4

Question 52

	Frequency	Percent
Strongly Agree	41	16.9
Agree	164	67.8
Neutral	30	12.4
Disagree	3	1.2
Spoiled/No Data	4	1.7

Question 53

	Frequency	Percent
Strongly Agree	59	24.4
Agree	149	61.6
Neutral	26	10.7
Disagree	5	2.1
Strongly Disagree	1	.4
Spoiled/No Data	2	.8

Question 54

	Frequency	Percent
Strongly Agree	22	9.1
Agree	63	26.0
Neutral	78	32.2
Disagree	64	26.4
Strongly Disagree	12	5.0
Spoiled/No Data	3	1.2

Question 55

	Frequency	Percent
Strongly Agree	85	35.1
Agree	140	57.9
Neutral	12	5.0
Disagree	2	.8
Strongly Disagree	1	.4
Spoiled/No Data	2	.8

Question 56

	Frequency	Percent
Strongly Agree	58	24.0
Agree	155	64.0
Neutral	24	9.9
Disagree	3	1.2
Spoiled/No Data	2	.8

Question 57

	Frequency	Percent
Strongly Agree	72	29.8
Agree	142	58.7
Neutral	24	9.9
Disagree	2	.8
Spoiled/No Data	2	.8

Question 58

	Frequency	Percent
Strongly Agree	50	20.7
Agree	158	65.3
Neutral	25	10.3
Disagree	6	2.5
Spoiled/No Data	3	1.2

Question 59

	Frequency	Percent
Strongly Agree	49	20.2
Agree	148	61.2
Neutral	35	14.5
Disagree	6	2.5
Strongly Disagree	1	.4
Spoiled/No Data	3	1.2

Question 60

	Frequency	Percent
Strongly Agree	15	6.2
Agree	84	34.7
Neutral	86	35.5
Disagree	45	18.6
Strongly Disagree	10	4.1
Spoiled/No Data	2	.8

APPENDIX H

Frequency Distributions for Global Education Implementation

Question 61A Do Students Visit Other Countries

Value Label	Value	Frequency	Percent
No	1	136	56.2
Yes	2	104	43.0
Spoiled/No Data	9	2	.8
Total		242	100.0

Question 61B Number of Students Who Visit Other Countries

Value Label	Value	Frequency	Percent
	1	40	16.5
	2	19	7.9
	3	7	2.9
	4	2	.8
	5	2	.8
	6	4	1.7
	7	1	.4
	8	1	.4
	10	3	1.2
	12	2	.8
	15	3	1.2
	20	3	1.2
	25	3	1.2
	30	1	.4
	50	2	.8
	150	1	.4
Spoiled	999	12	5.0
Not Applicable	1000	136	56.2
Total		242	100.0

Question 62A Do Students From Other Countries Attend

Value Label	Value	Frequency	Percent
No	1	12	5.0
Yes	2	228	94.2
Spoiled/No Data	9	2	.8
Total		242	100.0

Question 62B   Number of Foreign Exchange Students

Value Label	Value	Frequency	Percent
	1	75	31.0
	2	55	22.7
	3	34	14.0
	4	19	7.9
	5	8	3.3
	6	6	2.5
	7	1	.4
	8	3	1.2
	10	6	2.5
	12	2	.8
	20	4	1.7
	30	1	.4
	45	1	.4
Spoiled	999	15	6.2
Not Applicable	1000	12	5.0
Total		242	100.0

Question 63A   Do Teachers From Your School Visit Other
     Countries

Value Label	Value	Frequency	Percent
No	1	205	84.7
Yes	2	36	14.9
Spoiled/No Data	9	1	.4
Total		242	100.0

Question 63B   Number of Teachers Who Visit Other Countries

Value Label	Value	Frequency	Percent
	1	15	6.2
	2	9	3.7
	3	2	.8
	4	2	.8
	5	1	.4
	7	1	.4
Spoiled	999	7	2.9
Not Applicable	1000	205	84.7
Total		242	100.0

Question 64A Do Teachers From Other Countries Attend

Value Label	Value	Frequency	Percent
No	1	191	78.9
Yes	2	50	20.7
	.	1	.4
Total		242	100.0

Question 64B Number of Teachers From Other Countries

Value Label	Value	Frequency	Percent
	1	32	13.2
	2	3	1.2
	3	3	1.2
	5	1	.4
	6	1	.4
Spoiled	999	10	4.1
Not Applicable	1000	192	79.3
Total		242	100.0

Question 65B Extent That Global Concepts Are Used

Value Label	Value	Frequency	Percent
Not At All	1	3	1.2
Somewhat	2	121	50.0
Nearly Completely In	3	83	34.3
Completely Infused	4	28	11.6
Don't Know	5	6	2.5
Spoiled/No Data	9	1	.4
Total		242	100.0

Question 66 Effectiveness of Providing a Global Perspective

Value Label	Value	Frequency	Percent
Not At All Effective	1	12	5.0
Moderately Effective	2	146	60.3
Effective	3	62	25.6
Very Effective	4	9	3.7
Don't Know	5	10	4.1
Spoiled/No Data	9	3	1.2
Total		242	100.0

Question 67   Frequency of Studying a Culture From Native's
      Perspective

Value Label	Value	Frequency	Percent
Never	1	7	2.9
Rarely	2	69	28.5
Occasionally	3	129	53.3
Frequently	4	21	8.7
Don't Know	5	13	5.4
Spoiled/No Data	9	3	1.2
Total		242	100.0

Question 68   Support for Global Education Received From
      Principal/Teacher

Value Label	Value	Frequency	Percent
Excellent	1	48	19.8
Good	2	127	52.5
Fair	3	53	21.9
Poor	4	12	5.0
Spoiled/No Data	9	2	.8
Total		242	100.0

Question 69A   Percentage Participate in Model United Nations

Value Label	Value	Frequency	Percent
	0	169	69.8
	1	9	3.7
	2	7	2.9
	3	6	2.5
	4	1	.4
	5	22	9.1
	6	1	.4
	8	1	.4
	10	6	2.5
	15	1	.4
	20	2	.8
	25	3	1.2
Spoiled/No Data	99	14	5.8
Total		242	100.0

Question 69B   Percentage Participate in International Club

Value Label	Value	Frequency	Percent
	0	175	72.3
	1	10	4.1
	2	1	.4
	3	3	1.2
	5	11	4.5
	6	1	.4
	7	2	.8
	10	12	5.0
	12	1	.4
	15	3	1.2
	20	5	2.1
	25	2	.8
	40	1	.4
	80	1	.4
Spoiled/No Data	99	14	5.8
Total		242	100.0

Question 69C   Percentage International Speaker From Local
     Community

Value Label	Value	Frequency	Percent
	0	130	53.7
	1	3	1.2
	2	4	1.7
	3	2	.8
	5	4	1.7
	10	27	11.2
	15	4	1.7
	20	9	3.7
	24	1	.4
	25	15	6.2
	30	4	1.7
	40	2	.8
	50	7	2.9
	75	2	.8
	90	2	.8
100 Percent	98	6	2.5
Spoiled/No Data	99	20	8.3
Total		242	100.0

Question 69D   Percentage of Presentations by Foreign
   Students

Value Label	Value	Frequency	Percent
	0	138	57.0
	1	7	2.9
	2	3	1.2
	5	9	3.7
	9	1	.4
	10	23	9.5
	15	3	1.2
	20	6	2.5
	25	11	4.5
	30	1	.4
	35	1	.4
	40	1	.4
	45	1	.4
	50	8	3.3
	90	1	.4
	95	2	.8
100 Percent	98	8	3.3
Spoiled/No Data	99	18	7.4
Total		242	100.0

Question 69E   Percentage of Presentations by College/
   University

Value Label	Value	Frequency	Percent
	0	189	78.1
	1	4	1.7
	2	1	.4
	5	6	2.5
	10	11	4.5
	20	3	1.2
	25	5	2.1
	50	3	1.2
100 Percent	98	4	1.7
Spoiled/No Data	99	16	6.6
Total		242	100.0

Question 69F Percentage in Education TV Programs Related to
    Global Education

Value Label	Value	Frequency	Percent
	0	50	20.7
	1	2	.8
	2	1	.4
	3	1	.4
	5	11	4.5
	6	1	.4
	10	25	10.3
	15	8	3.3
	20	16	6.6
	25	15	6.2
	30	9	3.7
	35	1	.4
	40	9	3.7
	50	23	9.5
	59	1	.4
	60	2	.8
	65	1	.4
	75	5	2.1
	80	4	1.7
	85	2	.8
	90	1	.4
	95	2	.8
100 Percent	98	27	11.2
Spoiled/No Data	99	25	10.3
Total		242	100.0

Question 70A First Newspaper Listed

Value Label	Value	Frequency	Percent
Des Moines Register	1	155	64.0
USA Today	2	33	13.6
Cedar Rapids Gazette	3	9	3.7
Wall Street Journal	4	3	1.2
Christian Science Monitor	5	5	2.1
New York Times	6	8	3.3
Chicago Tribune	7	4	1.7
Omaha World Herald	8	13	5.4
Sioux Falls Argus LE	9	1	.4
Quad City Times	10	2	.8
Sioux City Journal	11	1	.4
Spoiled/No Data	99	8	3.3
Total		242	100.0

Question 71A   First Magazine Listed

Value Label	Value	Frequency	Percent
Time	1	92	38.0
Newsweek	2	52	21.5
US News and World Report	3	66	27.3
World Press Review	4	3	1.2
The World and I	5	2	.8
World Monitor	6	2	.8
Scholastic Update	7	1	.4
World Press Review	8	1	.4
Current History	9	1	.4
Current Event	10	1	.4
World News	12	1	.4
Spoiled/No Data	99	20	8.3
Total		242	100.0

Question 72A   Percentage of Students Who Use Newspaper

Value Label	Value	Frequency	Percent
	1	4	1.7
	2	1	.4
	5	2	.8
	10	10	4.1
	12	1	.4
	15	4	1.7
	20	8	3.3
	25	13	5.4
	30	13	5.4
	35	2	.8
	40	10	4.1
	45	4	1.7
	50	49	20.2
	55	1	.4
	60	16	6.6
	65	1	.4
	70	15	6.2
	75	29	12.0
	80	13	5.4
	85	6	2.5
	90	13	5.4
	95	2	.8
	98	4	1.7
Spoiled/No Data	99	21	8.7
Total		242	100.0

Question 72B   Percentage of Students Who Use Magazine

Value Label	Value	Frequency	Percent
	0	1	.4
	1	4	1.7
	2	1	.4
	3	1	.4
	5	14	5.8
	7	1	.4
	8	1	.4
	9	1	.4
	10	22	9.1
	12	1	.4
	15	7	2.9
	20	26	10.7
	25	20	8.3
	28	1	.4
	30	16	6.6
	33	1	.4
	35	7	2.9
	40	18	7.4
	45	2	.8
	50	41	16.9
	55	2	.8
	60	9	3.7
	65	2	.8
	70	5	2.1
	75	4	1.7
	80	8	3.3
	88	1	.4
	90	4	1.7
	95	1	.4
	98	1	.4
Spoiled/No Data	99	19	7.9
Total		242	100.0

Global Implementation Score #1

Value Label	Value	Frequency	Percent
	2.00	1	0
	3.00	8	3
	4.00	8	3
	5.00	30	12
	6.00	34	14
	7.00	44	18
	8.00	40	17
	9.00	35	14
	10.00	24	10
	11.00	8	3
	12.00	7	3
	13.00	1	0
	14.00	2	1

$\underline{M}$ 7.471 $\underline{SD}$ 2.192   Valid Cases   242