Global education attitudes and practices of Iowa home economics teachers

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Global education attitudes and practices of Iowa home economics teachers

by

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Signatures have been redacted for privacy

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INTRODUCTION

Introduction

The interdependent nature of the world has become increasingly apparent in the daily life of the average citizen. Awareness has been growing in and out of the education community that knowledge of the world, its peoples, and the common problems of mankind now rank among the essential requirements for effective citizenship in our time. International knowledge and perspectives, therefore, should be among the principal concerns of schools in every country, including the United States with its manifold involvement in the world (Pike & Barrows, 1979).

The literature reveals that there is a great need to develop among students in the United States a perspective of and knowledge about other peoples, nations, and the world as an interdependent system (Anderson, 1979b; Becker, 1979; Hanvey, 1979a; King, Branson, & Condon, 1976; Kobus, 1983). In educational literature, global education is a term commonly used to refer to this dimension of education. Global education represents a profound challenge and a major opportunity. The challenge is to develop both the students' understanding of the complexity of the world as well as their skills for dealing with change (Rorke, 1983).

The importance of global education is evidenced by the action taken by President Carter to establish the President's Commission on Foreign Language and International Studies. The President's Commission on Foreign Language and International Studies (1979) examined our country's
requirements and capabilities; the findings in terms of international understanding were alarming. Our international commitments and responsibilities have steadily increased and will continue to increase. At the same time we are confronted with a decline in our understanding of how we are inextricably linked to a global system on which we are dependent for our standard of living, indeed for our very existence.

The call for a curriculum that develops student world mindedness, that helps students to process critically information about the international system, that helps students to cope with change and diversity, and that helps students to accept and cope constructively with the realities of the human condition requires the support and response of educators (Schukar, 1983). Over the past few decades, an increasing number of educators have recognized the need for more appropriate educational responses to the increase in global interrelatedness (Anderson & Rivlin, 1980). This awareness has stimulated a wide range of efforts to change school curricula in ways that would communicate a global perspective more clearly and make schools more effective agents of international education in a global age. Educators' continual assessments of the content and purpose of their educational programs will insure that educational consumers are prepared for participation in an increasingly complex and interconnected world.

The Report of the Governor's Task Force on Foreign Language Studies and International Education (1983) stated that all courses should be taught from a global perspective. The recognition of international
rather than insular implications should permeate subject matter and teaching at all levels.

Today's students, who will live most of their lives in the 21st century, will be involved in an increasingly interdependent world (Johnson & Benegar, 1983). The survival of the world and its inhabitants' quality of life will depend on young people's capacity to develop the ability to think, feel, and act from a global - rather than personal, national, or regional perspective. Home economics educators can enhance this perspective by helping students recognize the global nature of many issues that, in affecting their lives, bind them to other nations, regions, and peoples.

Home economics subject matter designed to develop an appreciation for and value of cultural diversity and international understanding can broaden the scope of programs and extend services to a wider global community (Ellis, 1981). If home economics education is to be a positive force in a culturally diverse society, the curriculum must be open to and strive to incorporate an understanding of the value systems of others, various lifestyles, and future trends (Cunningham, 1981). Home economists who work with students can encourage an attitude of appreciation and understanding of their role as citizens of the world. Preparing students to live effectively and responsibly in their families, their communities, their nation, and the world is a critically important function of home economics teachers and the curricula which they implement.
If home economics teachers are to be of service in the future, as they have been in the past, they must develop a global perspective themselves (Frazier, 1983). Teachers who hold a global perspective can contribute to their students' understanding and acceptance of people who are different from themselves. They will be more likely to infuse concepts of a global nature into every aspect of the existing curricula which will provide home economists with the opportunity to integrate ideas that may stimulate critical thinking on the part of the students (Williams, 1983).

The encouragement of international study, both in the curriculum and beyond it, becomes more likely when faculty members have had not only educational preparation, but also direct experience with international study and research (Paulson, 1982). If teachers are international in outlook, attitude, and experience, their students will reflect this perspective too (Henry, 1976; Paulson, 1982).

Teacher attitudes and the characteristics of local cultures are an integral part of the content of global education and cannot be disregarded (Anderson, 1982b; Tucker, 1983). Global education is most successful when teachers, parents, and community leaders pool their human, material, and political resources at the local level. The task of fostering positive attitudes is a great challenge. The attitude of the teacher is critical in helping students develop attitudes that will prepare them for a harmonious existence in a society that is culturally diverse.
Limitations of the study

The following limitations will be taken into consideration in the interpretation of data from this study.

1. The data and discussion are limited by a sample that is both geographically and culturally specific.
2. Generalizations from this study will be limited to home economics teachers in Iowa.

Assumptions

For the purposes in this study the following assumptions were made:

1. There is a need for greater global awareness in Iowa school systems because of the many connections between Iowans and other nations of the world which directly affect life quality in Iowa and other countries.
2. Assuming that students today will be leaders of tomorrow, it is crucial that global awareness be developed among students within the context of their school learning environment. This environment has the most potential for guaranteeing continuous development of global awareness.
3. A survey of Iowa home economics teachers' perspectives and practices in the area of global education should be carried out in order to determine the current state of global education within the home economics curricula. Because educators, as significant others, work with students on a continuous basis and have a tremendous impact on the
students' perception and attitude about the world, they are the focus in this study.

4. A valid and reliable instrument for the assessment of perspectives toward and practices of global education was developed.

5. That educators will respond honestly to the questionnaire.

Summary

International interdependence touches our lives daily, reminding those who are aware of the global nature of our culture. Technology has brought us to a state of globalism, but we are not well-schooled in managing or directing it.

In responding to globalism, home economics has an opportunity to examine itself in a global context. The possibilities for infusion into the home economics curricula are there and a tremendous opportunity exists for teachers.

This study is focused on home economics teachers and global education. The major purposes in this study are to determine Iowa home economics teachers' attitudes toward incorporating global education into the home economics curricula and the degree to which they are presently integrating global education into the curricula they teach.

The following chapter is a review of the pertinent literature and research. Chapter 3 is directed to the procedures and methods used to conduct the study.
The results of the tabulation and analysis of the array of data collected are reported in Chapter 4. The summary, conclusions, and implications for further research conclude the study in Chapter 5.
REVIEW OF LITERATURE

In reviewing the literature relevant to the topic, efforts were directed in three main areas: (1) global education; (2) the teacher and global education; and (3) globalism in home economics education.

This chapter is organized following these three topics. Part one, global education, looks at the definitions, rationale, and content of this relatively new educational framework. Part two, the teacher and global education, addresses the teacher's central role in bringing global perspectives to the classroom. The effort was to look at teacher preparation for global education and the integral position teachers maintain in attempts to initiate or sustain a global education effort. Part three, globalism in home economics education, presents a brief historic perspective of the topic and relates current professional discourse concerning the topic. The integration of global education into the home economics curricula is also addressed.

Global Education

Global education, as a contemporary educational movement, is now approximately twenty years old. As a movement it has been centered on the need to prepare young people for citizenship in a world that is increasingly characterized by pluralism, interdependence, and rapid change.

Recent reports and studies on American schooling have made it clear that global education has not yet reached a place of prominence in the
curriculum of most elementary and secondary schools (Collins, 1982; ETS, 1981; Goodlad, 1984; Kniep, 1985; U.S. Office of Education, 1979). Programs that include global and international content within the nation's schools are still the exception rather than the rule. These and other studies also point out that American young people lack the knowledge and attitudes for understanding and participating in today's world. Typically, American students know little about other cultures, groups, and nations and are suspicious and ethnocentric in their attitudes toward those who are different from themselves.

At the same time, throughout the country, policymakers, administrators, and teachers are engaged in examining curricula and pedagogy and are making changes in requirements and courses of study in order to rectify the weaknesses that have been identified in the nation's schools. Their examination and subsequent recommendations, in many cases, reflect a renewed interest in making a global perspective a central focus of the educational system.

Defining global education

Whenever any new educational thrust or program is introduced, a variety of definitions for it are given by proponents. Global education is no exception. In searching for a definition of global education one soon discovers that there is little consistency among authors in the use of terms. Some authors use a number of terms interchangeably, while others assert that each of these terms has its own distinct meaning (Kniep, 1985). In Schooling for a Global Age, one of the definitive
works in the field, the terms "global education," "world-centered education," and "global perspectives in education" are used in chapter titles presumably all focused on aspects of the same topic (Becker, 1979). In addition, it is not unusual to find the term "international education" used interchangeably with or in conjunction with "global education" (Hanvey, 1979b).

Several writers have attempted to clarify the meaning of these terms. Anderson (1979b), for example, has stated his preference for the term "education for a global perspective," but because it is grammatically cumbersome he has settled for "global education" to express the same thing. Alexandre attempted to clear up some of the terms which are used, sometimes interchangeably, to label the same, similar of distinct educational processes (1986a). Alexandre (1986a) also referred to the interchangeable use of the terms global education and global perspectives education. The primary objective for the field appears to be global education and it is taken to include education with a global perspective, global studies, world-centered education and global awareness, but not necessarily international education.

Just as there is no absolute consensus on terminology, there is even less agreement on definitional substance. In defining global education and identifying its elements, proponents generally take one of two approaches: they either describe in broad terms, the areas of concern or issues to be addressed in a global education program such as unity and diversity, cooperation, human rights or they describe, in equally broad terms, the desired results of such programs as preparing
students for world citizenship or enhancing student's global awareness. This dichotomy is one of content versus orientation and is seen by some individuals involved in the discussion as a major problem facing the definition of global education. The first approach is exemplified by Muessig (Muessig & Gilliom, 1981) who, in his own review of leading writers in the field, identified six components of global education:

The first is a "spaceship earth" -- ecological way of viewing the world. The unity of the human species and the diversity of cultures is my second component. Third, the interdependence of human relationships has been included. The idea of multiple loyalties appears as the fourth element. The fifth constituent concerns human rights. Futurism is sixth (p. 7).

A similar approach was taken by Leestma (1978) as he listed five areas of concern that he called the elements of global education: 1) unity and diversity of mankind, 2) international human rights, 3) global interdependence, 4) intergenerational responsibility, and 5) international cooperation.

The second approach to defining global education is even more common in the literature, defining global education in terms of its results. One of the most striking examples of this approach is provided by Anderson (1979b). After asserting that global education "is not a domain of education that can be defined in terms of content, subject matter, or discipline," he provides the following definition:

Global education consists of efforts to bring about changes in the content, in the methods, and in the social context of education, in order to prepare students for citizenship in a global age (p. 15).

Other examples of this type of definition are numerous.
Hanvey (1979a), explicates the elements of a global education and proposes to define some elements of a global perspective. He describes the aspiration of global education being that of a global perspective which young people would be able to attain in the course of their formal and informal education. That perspective is then defined in terms of the modes of thought, sensitivities, intellectual skills, and explanatory capacities which might in some measure contribute to the formation of the five dimensions of a global perspective: perspective consciousness, 'state of the planet' awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices.

Both the content and process orientations exhibit a problem in that they do not describe what the objects of inquiry would be of a student who is involved in a global education program. The first approach, describing global education in terms of areas of concern, comes closer to this sort of description than does the second. Knowing that global education includes, for example, international human rights, narrows the universe of phenomena at least to some extent. On the other hand, to know that global education provides the individual with a realistic perspective on world issues is of practically no help in making decisions about what to include in courses or activities.

The parameters of global education's field of inquiry must be established (Alexandre, 1986a). In accordance with this idea, Lamy, advocates the need for content development in order to gain the respect and acceptance necessary for this discipline (Alexandre, 1986b). He identifies the need for: 1) clearly stated teaching and learning goals
and objectives and, 2) a conceptual framework which defines the substance of the field. Support of this view is evident in Kniep's (1985) recommendation for "the development of a body of literature that defines global education in terms of substance and intellectual bases and that attempts to describe and delimit the content of global education as a field of study" (p. 42).

Although the importance of the skills definition and the goals approach is undeniable, the necessity of coming to terms with global education's content and its essential issues is equally important.

Two main reasons may be cited as to why substantive definitions of global education have not been the norm in global education literature. One reason is that global education is an emerging field. As such, more of the effort of global education proponents has been directed at developing a rationale for and demonstrating the practical nature of global education than at attempting to develop a substantive framework that defines the field (Kniep, 1985). The other reason is that many of those who have been leaders in the field have taken a philosophical position that inhibits the development of a substantive definition (Anderson, 1979b).

Neither reason provides adequate justification for the absence of more adequate and substantive definitions of the field of global education. Because the field is maturing, there is a basis for a fuller definition of the field in the existing literature (Kniep, 1985). More importantly, the question of whether or not to define the objects of global education study does not necessarily have to be cast in 'either-
or' terms. To choose to develop definitions delimiting the content or processes for study need not lead to insensitivity to a changing world or to individual needs and differences.

This researcher acknowledges the complexity and variety of existing definitions of global awareness. For purposes in this study it is necessary to limit the definition of global education. In summary of the various definitions provided the author has formulated the following definition for purposes in this study:

Global education is the process by which people acquire:
- the ability to conceptualize and understand the complexities of the international system
- a knowledge of world cultures and international events
- an appreciation of the diversity and commonalities of human values and interests.

Rationale for global education

Should global education be included in the American education curriculum? In recent years, strong rationales and typologies for global education have been generated. From the beginnings of the global education movement the rationale for global education has been articulated in terms of educating young people for citizenship in a world that is increasingly characterized by pluralism, interdependence, and change.

Anderson (1982b) stated that education mirrors society. Social change generates educational change. This is an accepted notion. Few would dispute it. The critical drawback, according to Anderson, is the unit of analysis focused upon in the United States. It is usually the
national society rather than the larger global society. This is misleading. It encourages students to view the United States as the source of norms and gives them a distorted perspective on the dynamics of global interaction. Anderson suggested that education based on the larger global social order is more accurate. In fact, he sees the task of globalizing the American educational system as a necessity. The globalized world social structure is a phenomenon of growth and development of the earth's population and communication systems. It cannot be ignored.

Anderson (1982b) discussed that a global focus for education is inevitable for four reasons: (1) The world is becoming more interconnected--economically, socially, politically--and is culturally heterogeneous at both micro and macro levels. (2) Western influence on the world is declining with the coming of age of many developing countries and demographic shifts in populations. (3) Americans lack cognitive maps complex enough to enhance an individual's participation in events at global levels. American students are not routinely bilingual, nor do they see the practical necessity of speaking two or three languages. This attitude severely hampers their performance in global events. (4) Lack of knowledge of the history, sociology, and geography of world systems allows manipulation by others in global transactions. This lack of knowledge evokes ill feelings in others because it seems to be a chosen ignorance borne of a feeling of superiority. Anderson (1982b) states global education is in the national interest.
The argument that has consistently been made in support of global education has essentially two parts. The first part is that the world is rapidly becoming more interconnected. This assertion is supported by citing our national dependence on foreign goods, the relationship between domestic employment and foreign markets, the shrinking of the world through advances in communication and transportation technology, the effects on the global environment of increasing industrialization, the human costs of the great disparities of wealth between the industrial and third worlds, and the oneness of a human suffering together under the threat of an arms race that could lead to a nuclear holocaust.

The second part of the argument is that education in America's schools is not equipping young people to cope with and participate effectively in such a world. Support for such an assertion is found in personal experience; in analyses of school programs, curricula, and textbooks; and in studies of the knowledge and attitudes of American young people about global affairs and issues. The Educational Testing Service's Survey of College Students' Knowledge and Beliefs--A Survey of Global Understanding (Barrows, Clark, & Klein, 1981, p. 38) found a "lack of knowledge of international affairs . . . [that] would appear to be related to a lack of interest in other nations and world issues." Among the 1,000 freshmen, 1,000 seniors, and 1,000 two-year college students comprising the sample, there was little interest in or enthusiasm for foreign language, although 90% of the seniors and more than 75% of the other two groups had taken foreign languages. There was
no correlation between foreign language ability and level of global understanding. The average scores on the global knowledge test of 101 items were 41.9% for freshmen, 40.5% for seniors, and 50.5% for two-year students.

In a critique of the American education system from an African perspective, Assiba d'Almeida (1982) characterized the American approach as self-centered in its failure to include programs in international affairs. She attributed this to a gross underestimation of the phenomenon of global interdependence. Assiba d'Almeida felt such ethnocentrism was a threat to any nation's power and growth within the global community.

There is ample evidence that American education programs, curricula, and textbooks are ethnocentric and nationalistic in approach (Nelson, 1976); that teachers are inadequately prepared to teach about the interdependence of nations, cultures, and systems (Klassen & Leavitt, 1982; Tucker, 1983); that global studies has not had a high priority in school curricula (Goodlad, 1984); and that American students have little knowledge of or interest in other places, other cultures, or global issues (Barrows et al., 1981; Torney, Oppenheim, & Franen, 1975).

The case for global education is presented by Rosenau as a challenge to educators. His statement summarizes forcefully and succinctly much of the argument that appears in the global literature. In order to grasp the challenge we face as educators, it is not enough to comprehend that human affairs have been transnationalized on a global scale. The challenge of interdependence is multiple, deriving from a great many interactive factors and posing a seemingly endless array of interactive problems. . . . The challenges of interdependence
must be perceived for what they are; and, to be so perceived, traditional perspectives must give way to transnational ones. More specifically the attitudes, loyalties and participatory behavior of citizens must undergo profound transformations. Interdependence is laden with a potential for citizen education, a potential yet to be realized (1983, p. 31).

The United States educational system does students a disservice if it does not equip them to "analyze cross-cultural questions of value that require an international point of view" (Moore & Tull, 1983, p. 147). Wilson (1982) pointed out that if educators are concerned about the future of the world, they must be serious about including global education in schools.

The arguments for global perspectives in American education are not new. The issue is becoming increasingly more important as the growth of the world community continues. It is no longer a question of whether or not to include global education, but rather, how.

Global education in Iowa

Currently, nations and peoples are being drawn into increasingly complex relationships and involvements because of such factors as technological and communication advances, increased world trade and economic interdependencies, tourism, academic and cultural exchanges, world competition for markets, environmental concerns, and world armament. Indirectly and directly, both nations and peoples are being influenced in a myriad of ways by these growing international linkages.

The state of Iowa is no exception. The linkages of Iowans to the global community are varied and significant and include considerations of energy resources, world food supplies, and cultural interactions. Consider the following (Iowa Development Commission, 1985):
1. Iowa ranks number three in the United States in per capita exports. Iowa commodities and products can be found in every corner of the world.

2. Total Iowa exports have increased five times since 1970 from $1.10 billion to $5.25 billion.

3. One out of seven jobs in Iowa's manufacturing sector are directly or indirectly related to exports.

4. In 1981, Iowa was the leading state in the value of agricultural exports ($3.74 billion).

5. Cedar Rapids, where one out of every six persons depends either directly or indirectly on export business for employment, is the largest export city in the United States on a per-capita basis.

6. Approximately 56,000 Iowans depend directly or indirectly on foreign trade for at least a portion of their incomes.

7. Foreign investors in Iowa provide 7,580 additional jobs, ranging from printing to grain processing to cement manufacturing. They represent such geographically far-flung countries as Australia, Belgium, Canada, Denmark, Germany, Great Britain, Italy, Japan, Luxembourg, the Netherlands, and Switzerland.

8. Iowa is a prism of cultures and peoples, speaking many different languages and is therefore, connected to the rest of the world through its citizens.

As can be seen, Iowa's role in global affairs is extensive. This global role necessitates expansion beyond the special interests of the representatives of business, politics, and the military. In consequence, educators, students, and the total community need to come to understand and be involved in this reality. They should have the opportunity to receive educational experiences that will prepare them to engage in the dynamics of global interdependence. Iowans need to become aware of these and similar contributions in order to understand better that the state is not living in isolation from the rest of the world and that they as individuals, their community and the state are linked to and dependent upon a global system for existence.

In fact, the extent to which the people of the world have been internationalized demands that Iowans alter ways in which they view themselves as they relate to the world and to others. The increasingly interdependent world represents an enormous challenge to education in both Iowa and the United States. As a major force in world affairs, our policies and decisions influence the entire world; as a democratic nation, our policies are shaped by public opinion. However, several studies indicate that America's students and citizens lack the most basic geographical, historical, and political knowledge about other nations and cultures, and rank even lower in this knowledge than most other industrial nations (Barrows et al., 1980; Torney et al., 1975).
The greatest amount of agreement among sources related to the importance of the teacher in the success of any program in global education (Anderson, 1982a; Switzer & Mullow, 1979; Torney-Purta, 1982). Inclusion of global education in teacher preparation programs is essential in promoting global education in schools. Lamy, has written that, "teachers teach what they know most about" (1982, p. 210). This is an idea that is difficult to challenge, but of special concern in light of the Educational Testing Service's research on global awareness among college students. In addressing the low score of the students in teacher preparation programs, Torney-Purta (1982) called for the inclusion of programs in global education. She also suggested changing reading habits of students to include more magazines and newspapers as sources of international news. This was a factor shown to correlate positively with high global awareness by the ETS research.

Determining whether teachers are or are not motivated to learn about other cultures in teaching global awareness and its related concepts is important in understanding the needs of school teachers (Tucker, 1983). Elley (1964) found, however, that unless teachers plan to foster international understanding, very little contribution will be made by them.

Although the nations of the world have grown ever more interdependent, the state of teacher preparedness for global education has not progressed greatly. In 1973 the American Association of
Colleges for Teacher Education conducted a study of the emphasis placed on international education in its 1,000-member institutions. As reported by Anderson (1979a), 60 percent of the responding administrators attached little or no importance to international/intercultural education and only 8 percent of today's teachers have had the opportunity to study other cultures and international concepts.

A national survey, more recently conducted, produced the following results (Boyer, 1978):

1. Less than 1 percent of college students are enrolled in courses examining international issues.
2. College enrollment in foreign languages has decreased 30 percent in the last five years.
3. Fewer than 5 percent of teachers trained have taken intercultural courses in their work for certification.

At the 22nd Annual Sister Cities International Conference in 1979 at Louisville, Kentucky, American Ambassador Reinhardt stated that "over 90 percent of the United States public school teachers have not had in-depth exposure to non-Western culture, even though these cultures include a majority of the world's population" (Swift & Wahlstrom, 1980, p. 5). Reischauer said "Education . . . as it is presently conducted in this country, is not moving rapidly enough in the right direction to produce the knowledge about the outside world and the attitudes toward other peoples that may be essential for human survival within a generation or two" (Fersch, 1979, p.32).
These surveys, however, did not really assess the students or teachers in terms of their knowledge or attitude about global issues and concerns. This particular need was met in 1979 when 1,000 university and college undergraduates were tested for their knowledge of global affairs, their attitudes toward world concerns, and the level of proficiency in a language other than English. When mean correct response scores were analyzed, it was found that education majors scored the lowest, 39.8 out of a total of 101 items, among the college majors tested (Barrows et al., 1980). This gives cause for concern as these students will be the teachers of tomorrow (Torney-Purta, 1982). These reports indicated that present and future teachers are ill-equipped to do the job of teaching with a global education emphasis.

Edman (1968), Nash (1974), and Sugarman (1973) maintained that the overriding educational objective for every nation is to try to transmit its past culture to the present generation. Spindler (1963) specifically saw the school administrator's and teacher's roles as transmitters of American cultural values. Today, however, the concern is not only the passing on of accumulated culture but the introduction of new ideas that will bring about changes which are seemingly important in a society, such as the concept of global awareness and its related concepts. Understanding how these two roles exist side by side in a balanced manner is a problem teachers face in our society today.

Lortie (1975) stated that teachers are conservative in their teaching; that is, they evidence a preference for doing things as they have been done in the past. Eddy (1976) suggested that as former pupils
themselves, teachers have been conditioned to learn subject matter and become socialized to the class. Spindler (1963) maintained that teachers want a principal who will guide them to educational innovations, a dependency role rather than a superordinate role. In addition, teachers are present oriented rather than future oriented because of the majority of psychic rewards teachers receive from teaching students. Teachers who see results in teaching within the near future are rewarded for that behavior and, therefore, tend to focus on present goals rather than future goals, such as global education.

Research also indicates that sequential and developmental stages occur among teachers (Borich, Godbout, Peck, Kash, & Poynor, 1974). Findings by Borich et al. (1974) showed that during the first stage teachers were more concerned with self and self perception. Later stages indicated a shift from self concern to perceived needs of their students. This research has applicability to determine which teachers are most apt to be ready for implementation of global education and cross-cultural perceptions. Openness to implement new ideas or programs such as global education may be hindered due to the developmental stage of the teacher.

The classroom teacher remains the most common influence with youth (Overly & Kimpston, 1976). Pike et al. (1979) concurred with this viewpoint. The relatively high ranking of teacher influence indicates the imperative need for preservice and inservice education as well as research on teacher attitude and perception to see how teachers can best assist in global education. Kash and Borich (1978) maintain that those
students who consider the teacher as a significant other will incorporate their teacher's values into their own developing concepts. Thus, student perception of other cultures and global education concepts may be literally at the mercy of how a teacher perceives global concepts. Grambs (1973) reported the need for teachers to examine their own preconceptions, feelings, prejudices, etc. before instructing others because the teacher is the key to a successful human relations program.

The teacher's dilemma

A fundamental problem plaguing any efforts to inculcate a global perspective via the processes of global education exists. This appears to be the assumption that all educators, at whatever level of instruction, are globally aware and are thus capable of dealing with the adjustments demanded by the global education paradigm. What the data indicate is that this assumption should not be held.

With the exception of Ernster's work (1976), the author was unable to find research conducted during the past decade on teachers' perceptions and attitudes regarding a global perspective in education. Yet, it is the teacher, in contact with the student, who is deliberately or unconsciously suggesting or emphasizing certain types of political, geographic, economic, cultural ideas and values, and rejecting, dismissing, or avoiding others. The assumption made in the literature in general seems to be that the educator reading the article already holds a global perspective, and can inculcate his/her students with the pertinent and associated values and knowledge. Two recent dissertations
addressing the teacher ranking of concepts to be included in global education programs attest to this assumption (Bingham, 1979; Case, 1979). In neither dissertation was the notion introduced that teachers may be holding a perspective narrower than a global one, or are uneasy with the conception of a global perspective. The severe criticism by the President's Commission and others concerning global illiteracy among young people clearly suggests that to permit this assumption to persist is baldly complacent, and that urgent investigations of teachers' perceptions of a global perspective are needed.

Cogan has noted that "unless we have teachers who are globally minded and globally aware, then the goals of the call-for-action papers remain goals on paper. A globally aware citizenry is not likely just to happen" (1977, p.46). This point is also emphasized by Williams (1977), who stated that all the curriculum materials may be useless unless it is possible to reach the attitudes of the teachers themselves.

Overall, there remains the disturbing assumption that the teacher has already adopted a global perspective and merely needs encouragement and practical help in the classroom: the teacher's dilemma is what and how to deal with these momentous issues.

Shaw (1975) and Schaefler (1979) do not support this assumption. Both have recognized that teachers may feel very inadequate in responding to this challenge of global education, and need a much clearer understanding of the concepts involved. Together with Starkey (1978), they note that teachers frequently rely on texts that may induce bias that the teachers themselves may not recognize, or may share
consciously or even unconsciously, yet continue to disseminate, because of unawareness and a lack of clear understanding of objectives.

Schumacher, in stating that education is the greatest resource to man summarizes more accurately the needs of educators:

When people ask for education they normally mean something more than mere training, something more than mere knowledge of facts, and something more than diversion . . . I think that what they are looking for is ideas that would make the world and their own lives, intelligible to them. When a thing is intelligible, you have a sense of participation; when a thing is unintelligible you have a sense of estrangement (1973, p. 84).

"A global dimension is neither a luxury nor merely a do-goodism. It is an element of survival" (Brown, 1978, p. 133). This author would add that it is a commitment.

Konick has warned that "without teachers whose own knowledge and attitudes are in tune with the demands which . . . society now makes for the application of new knowledge, there is little chance that the new perspective can be introduced into the structure and content of modern education" (1979, p. 18). The most difficult and challenging aspect of responding to this need for a global perspective is affecting an attitude change. A position heartily endorsed by Hanvey (1979c, p. 129): Teachers need help in:

1. establishing the fundamentals, including the understanding of the concepts that are the building blocks to a global perspective.
2. how to use them.
3. where to go for sources and resources.
4. how to use those sources and resources in inculcating a global perspective in others.
The way in which teachers experience and interpret global affairs for students depends very much on the kinds of ideas and images they hold themselves (Horton, 1981).

In the keynote address to the annual meeting of Alabama's State Council for the Social Studies, Wicks told the audience that schools and educators must take responsibility for helping young people adjust to and participate effectively in the dynamic social system of today's world (1979). In discussion among those dedicated to the recognition of a global society, the question is how to reckon with the state of affairs, now, and in the future. This calls for educational policy embodying goals and objectives to deal realistically with global phenomena. The most clearly articulated goal emerging from the literature relates to the abilities of citizen competence to deal with decisions and problems encountered as a result of living in an interdependent world. "Educators agree that the overarching goal of education is to develop informed, thinking citizens capable of participating in both domestic and world affairs. The development of such citizens depends not only upon education for citizenship, but also on the essentials of education shared by all subjects" (Butts, 1980, p. 6).

The role and education of the teacher

As can be seen in the preceding sections, the status and capabilities of current teachers and future teachers to adequately implement global education in their classrooms are limited. This
assessment was made two decades ago by Hawkes (1966) who asserted that "the real bottleneck in developing a program for world-mindedness is the attitude and the abilities of the teacher" (p. 68). Supporting this position is Kenworthy (1970) who expressed the concern that narrow-minded teachers will undoubtedly develop narrowminded students.

These two works suggest that the global education effort might best be implemented by teachers who are themselves internationally minded or globally oriented and are able to raise the level of their students' awareness of what is happening to mankind in the world's contemporary circumstance. As environmental, resource, and population problems do not stop at national boundaries, neither should concerns for, and efforts to improve, citizen knowledge and participation in world activities, as all partake of a common, interdependent environment.

Public endorsement and advocation of global education as a priority in the United States is given by Boyer: "I'm convinced that it's time to teach our students that all of our actions on this planet, physical and social, are intimately interwoven and irrevocably interlocked" (quoted in Leestma, 1978, p. 12). The educator can be a crucial resource-person, bringing knowledge and a global perspective of the world to students. It would seem, therefore, that educators should themselves acquire a global perspective if they are to meet this challenge effectively (Tucker, 1980). In a clear charge for all educators to respond positively to the challenge of education within a global context, Leestma (1978) warns "that in no country today does education correspond sufficiently to the reality of world conditions,"
events and issues. . . . The challenge for all educators, at all levels is to develop a humanistic education appropriate to the reality of interdependence. . . " (p. 6)

The internationally or globally-minded teacher

Kenworthy (1970), noting that "today's world and tomorrow's world demand teachers with international or world horizons," suggested the following eight characteristics of an internationally-minded teacher:

1. an integrated individual, on the way to becoming a mature person.
2. an expert in democratic human relations.
3. rooted in his[her] culture.
4. appreciative of and concerned about other countries and cultures.
5. informed about the contemporary world scene and its historic background.
6. an informed participant in efforts to strengthen the United Nations and to promote international community.
7. conversant with methods and materials for creating internationally-minded children and youth.
8. has a faith or philosophy of life which undergirds all his[her] efforts to produce world-minded boys and girls and to help create a better international community in his[her] day.
The researcher's basic premise was that prior to development of curriculum materials or inservice education programs, it is important to try to determine what attitudes teachers currently hold toward global education and the extent to which they are currently integrating a global perspective into the curriculum they teach.

If having input in the future is valued, it is important that educators take an active role in decisions regarding our global future. Teachers and students are challenged to make responsible decisions and to serve as models through lifestyles, discussions, occupations, and social and political action. One of the approaches in developing students for responsible and effective participation in an interdependent global society is by knowing, understanding, and appreciating other students and their link with us. The school environment provides a great potential for implementing global awareness, i.e., awareness and understanding of the meaning of interdependency among all countries of the world based on the student's cross cultural awareness, understanding and sensitivities to these cultures and knowledge of basic universals of all cultures. However, before materials, methods and curriculum innovations are developed, the relevant needs of teachers should be assessed. Teachers maintain a central role in bringing global perspectives to the classroom, hence this study was focused on teachers.
The Global Nature of Home Economics

In responding to globalism, home economics education has an opportunity to examine itself in a global context. In doing so, the global nature of the profession becomes apparent. Because the profession focuses on the universal concepts of the family and the individual, the efforts of the profession have worldwide implications. The subject matter of home economics crosses cultural boundaries. Family interaction, home management, family economics and resource management, child development, and nutrition are human issues and occur regardless of cultural setting. Home economists are valuable in the development of human resources, a primary concern of people everywhere.

Ascertaining the characteristics demanded of a profession designed to make significant contributions to the welfare of families and mankind in the year 2000, Byrd (1970) stated, "The field [of home economics] extends itself beyond the family as a separate entity or as a functioning segment of society to the larger context of community-'worldmindedness'- and relates itself to human needs and values beneficial to humanity" (p. 414). Working with families at a variety of levels, home economics occupies a pivotal place in facilitating change and the growth of world consciousness. As a profession it must encompass an intellectual and social awareness that will enhance professional behavior consistent with the needs of a modern society defined in global terms. Hamilton challenged home economists to use the unusual opportunities they have to develop an international
point of view and broad vision of one world made up of families of differing cultures, values, and needs . . ." because "an appreciation of these differing values and a sensitivity to varying needs will help to establish that basic understanding that is essential for effective international cooperation" (Mallory, 1969, p. 239). Rhodes stated that, clearly, this requires a changed focus in the preparation of home economists (FAO, 1978).

**Historical perspective**

Home economics is an international profession by virtue of its focus on the family, a universal social unit. This realization has been part of the profession since its inception. A participant in the Lake Placid conferences, Andrews, noted the importance of the international dimension of the profession in urging faculty members to take part in an exchange program with the Canton Christian College of China in 1916.

The home as a central social institution varies somewhat in its position in different countries but in all it is fundamental. A better understanding of each other's homes and household economy would be one factor in a better international understanding; and as the home is a determining factor in the standard of living, we should be doing our share toward the levelling up of standards of living in all countries (Andrews, 1916, p. 59).

Andrews encouraged home economists to participate internationally by being delegates to international home economics congresses, exchanging research reports and scholarly papers, and exchanging faculty assignments with foreign colleges and universities.

Home economists have shared in the long history of the United States involvement in international cooperation. The International
Federation of Home Economics (IFHE) and the American Home Economics Association (AHEA) both originated in 1908. Created by a small group of European home economists, IFHE embodies the aim of "The Service of the Family." "It maintains the essential truth; that all human progress stems from the unity of the family" (Goosens-Conlon, 1983, p. 31). The federation is actively involved in the provision of opportunities for professional contacts, research, and exchange concerning the development of the science of home economics, quadrennial congresses, and maintenance of a permanent documentation center.

In summary of the long history of home economists involvement in international activity, Goosens-Conlon stated:

... home economists from their earliest beginnings evidenced a "world-mindedness". From the available literature on American home economists who were working with people from other countries, it is possible to get a sense of international consciousness and curiosity, reciprocity, cultural sensitivity, and an appreciation of the value of nurturing indigenous change and capacity building toward a better quality of life (1983, p. 40).

The concern for international involvement continued as the home economics profession developed. During the time period from 1956 to 1981, Murray and Clark (1982) note a general consistency of American home economists in their international endeavors in five major areas:

1. The role of home economists in the development process has gone through significant phases. Initially emphasis was placed on establishing institutions and infrastructure. This strategy was followed by the injection of capital into the economy of countries. In the third phase emphasis was placed
on employment. The present strategy focuses upon the
development of human resources and the provision of basic
needs.

2. A sustained concern has been the education of professionals
both at home and abroad. An education received in another
country necessitates adaptation of theories and practices
learned prior to application in one's own country. The
United States has long provided educational opportunities for
international home economists; however, the culture specific
nature of that training does not always prepare them
adequately. The need for American home economics
professionals to gain an international perspective was also
supported.

3. Information about programs/lifestyles and reciprocal
travel/study opportunities were concerns during this period.

4. Involvement with bilateral and international organizations
has provided opportunities for home economists to be involved
internationally, despite a decline in the numbers of home
economists directly employed by U.S. government agencies.

5. Support and strengthening of professional organizations
increased during this period both nationally and
internationally. There is also evidence of increased global
perspective and greater politicization of IFHE.

With a view toward the future, Murray and Clark (1982), suggested
that the challenge home economists face in the next quarter century is
to improve upon the knowledge and strategies as well as strive to enhance the global perspective within the profession both at home and in other countries.

The global nature of home economics became increasingly recognized as important both to those within and those outside the profession. Furbay, Director of Air World Education for Trans World Airlines, in the keynote address to the 45th annual meeting of AHEA, stressed the need for a global mindset as an essential skill for life in an increasingly interdependent world. He saw home economists, especially teachers, as having a special role in the development of a global mindset in young people as well as in families (1954).

Addressing the international section of AHEA at the annual meeting, Williams (1983) examined the contributions of and implications for home economics in addressing global education. Learning to relate to, interact with, and live among diverse cultural populations becomes increasingly important as our world grows smaller and becomes more interdependent. Teacher education programs must incorporate a global perspective in order to prepare teachers adequately in this area. Adequate training in global awareness is essential for home economists.

International awareness is not a new concept for home economics. It was a concern at the very inception of the profession. As an area of professional concern, it has grown and matured within the profession and will continue to be of increasing importance in the future. Home economics as a profession and home economists individually must prepare to meet the challenge of growing global interdependence.
The impact of globalism on the individual and the family

Home economics has a vested interest in addressing the effect of globalism on the individual and the family. This interest is two-fold. Home economics is concerned with preparing the family to cope with increasing international interdependency and with helping the family as a collective unit have influence on public policy as it affects families. The following mission statement exemplifies this:

The mission of home economics is to enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead (1) to maturing individual self-formation and (2) to enlightened cooperative participation in the critique and formulation of social goals and means for accomplishing them (Brown & Paolucci, 1979, p. 23).

This mission statement parallels one statement of goals widely circulated by groups emphasising the competencies needed by citizens in a global age (Anderson, 1979b). The competencies cited are not different from the citizen competencies needed for effective and responsible citizenship within the context of family, community, or nation. They include a self conscious awareness of one's membership in a global society combined with cognitive, emotional and social skills that allow and encourage individuals to make decisions, reach judgments, and exercise influence in the context of the groups' public affairs.

Given the parallels between global education and home economics the question becomes, how best can the profession enable families to deal with the increasing intercultural nature of their lives. How can home economics education contribute to the growth of persons as citizens of the world?
Home economics teachers role in global education

Frazier (1983) addressed the unique position occupied by home economists. As generalists with access to technical information, home economists have the knowledge to help people deal with the practical problems of everyday life and the local connections to help implement solutions. Therefore, they are in a position to influence the development of attitudes and lifestyles that will foster global well-being. The responsibility is tremendous and each home economics educator needs to develop a global perspective in order to be effective (Frazier, 1983).

Home economists have the tools needed to help people create lifestyles that will be more compatible on a global scale. Home economics teachers need to encourage students to think of how their actions affect the lives of others worldwide. By developing in others a global perspective, home economics teachers can help students to think globally and act locally. As teachers, home economists need to integrate global education into every aspect of the curriculum (Anderson, 1982b; Frazier, 1983).

Contributions of home economics to global education

Both the content and context of home economics teaching are directly concerned with cultural expression, and provide exceptional opportunities for the integration of global education (Oliver, 1985). The content of home economics includes human relationships and family patterns, child-rearing practices, division of labor within the home,
the sex-role relationship in meal preparation and household chores, consumer choice, and the use of fabrics in interior design and for clothing. These examples constitute relatively intimate, "immediate" aspects of students' lives and are also highly culture-specific. The context or teaching environment of home economics generally involves comparatively small groups, working in a practical situation which demands a high degree of pupil/teacher interaction; the teaching environment also strengthens the close association with the home through the presence of "domestic" equipment. Within a sensitive, perceptive, and informed approach this combination of content and context can provide a sound basis for an understanding of cultural diversity (Oliver, 1985).

Home economics education, in recent years, has seen a change of emphasis from a content-based curriculum, focusing on limited craft skills and end-product, to a process-oriented curriculum in which a range of cross-curricular skills, such as observation, critical analysis, communication, and planning are developed and applied in the context of home and family. Such a change of emphasis may facilitate the integration of a global perspective, and thereby enhance students' awareness and understanding of our complex, interdependent world.

The world in which we live is changing rapidly and becoming increasingly interdependent. Home economics is a subject which has "access" through both content and context, and it is vital that its teaching should contribute to such change. In attempting to better prepare today's youth for effective citizenship in an increasingly
interdependent world, global studies educators have emphasised the importance of widening students' horizons of awareness. They have also helped students recognize that the implications of their decisions and actions as individuals or as part of a larger group may very likely extend far beyond personal and local boundaries. Equally important, home economics educators can show that far away events and decisions can significantly influence the lives of individual students. Global education is an important area for development within home economics.

Clearly home economics has numerous links with many other subjects. The study of food, for example, provides an obvious and important overlap in a global education context with geography and history. Geography includes study of food production, distribution and use, and there is scope for an overlap with development education, not only in the exploration of the interdependence illustrated by world trading patterns, but also in the political, social, and economic structures which dominate that relationship. In the context of "world food problems" an appreciation of these forces is important in understanding the causes of malnutrition among people in developing countries. Historical elements of Home Economics could be developed in an attempt to understand the concept of change (Oliver, 1985). Contemporary changes might be given historical parallels, for example, the potential influence of Latin American and Asian foods can be compared with that of the foods introduced by the Indians, which still contribute significantly to our diet.
If space permitted, each subject area within home economics curricula could be addressed in terms of the range of opportunities that exist to incorporate a global perspective within both the theoretical and practical study. Unfortunately it is particularly easy to isolate and exploit the overt cultural expression, within the study of food (and textiles), through lessons on 'international cookery' or 'international evenings' at school (Oliver, 1985). Such gestures must be seen only as supportive and illustrative of a deeper understanding of social and cultural diversity.

Being international is a state of mind, a perspective for working with families in many cultural settings and with many ways of doing things (Axinn, 1981; Murray & Clark, 1982). An international or global view means being able to accept differences. Axinn (1981) stated:

Some home economists tend to equate differences in the way in which things are done with high and low standards. They are neither - they are differences. Being able to accept the idea of different methods as well as different outcomes can be a whole new learning experience. . . . A learning mode, rather that a mode of superiority can help the development of an accepting attitude (p. 59).

It is important to help students develop an awareness that there are alternative ways of thinking, living, and doing things. The challenge is to develop an appreciation for diversity and get away from being culture bound.
DESIGN OF THE STUDY

The purpose in this study was threefold: (1) to determine Iowa home economics teachers' perspectives toward incorporating global education into the home economics curricula; (2) to determine the extent to which Iowa home economics teachers are currently integrating global education into the curricula they teach; and (3) to explore possible correlations between perspectives and practices and the following biographic variables: age, university of graduation, date of graduation, length of teaching experience, type and length of international experience, domestic cross-cultural experience, and number of languages spoken.

For purposes in this study, the researcher developed two instruments for data collection. One instrument, Perspectives Toward Global Education in Home Economics, was designed to assess teacher attitudes toward global education. The second instrument, Global Education Practices in Home Economics, was developed to assess the degree to which global education concepts were included in the curriculum. A section on background data was also included to obtain additional information for analysis. The data were collected by mail-out questionnaire.

Description of Sample

The sample population was comprised of a random selection of 180 vocational home economics teachers in Iowa teaching at the secondary
level in grades 7-12. An envelope containing the following items was mailed to each person:

1. A cover letter of introduction explaining the research and asking for the completion of the enclosed questionnaire (Appendix A).

2. A three-part questionnaire: Part A - Personal background information and biographic data; Part B - Global Education Practices in Home Economics instrument; and Part C - Perspectives Toward Global Education in Home Economics instrument (Appendix B).


Anonymity was assured to all respondents. A follow-up postcard was mailed three weeks later to nonrespondents (Appendix A).

Development of the Survey

A three-part survey was developed by the researcher for use in this study. It was composed of (1) a biographic data section, (2) Global Education Practices in Home Economics instrument; and (3) Perspectives Toward Global Education in Home Economics instrument.

Biographic data section

This section was designed to gather data concerning age, university where degree was obtained, date of graduation, subject areas taught, length of teaching experience, type and length of international
experience, domestic cross-cultural experience, and number of languages spoken. For the purpose in this study, international experience was defined as any experience occurring outside of the United States, and cross-cultural experience was defined as any ethnic or cultural experience occurring within the United States.

**Global education practices in home economics instrument**

This instrument was designed to measure the degree to which curriculum objectives containing a global perspective were presently addressed in the curriculum taught by home economics educators. Curriculum objectives incorporating a global perspective were written for each of the five commonly accepted areas of home economics: human development and the family, home management and family economics, foods and nutrition, textiles and clothing, and housing. The final draft of the instrument was comprised of a total of 30 objectives with six objectives written for each of the five areas. A Likert scale format was utilized.

**Perspectives toward global education in home economics**

This instrument was designed to identify home economics teachers' attitudes toward incorporating global education into the curriculum. Five sub-categories were established: teacher preparation in global education, teacher's global perspective, need for a global perspective in Iowa, infusion of a global perspective into Home Economics curricula, and administration acceptance and total school role. A series of items were written for each subscale reflecting extremes of the continuum.
The instrument consisted of a total of 34 statements. A Likert scale format was used.

The survey underwent two stages of review, revision, and pretesting. Initially, specialists in teacher education and home economics reviewed the instrument to look for appropriateness, accuracy, and clarity of content. Secondly, a research evaluation specialist examined the instrument for clarity and for the relationship between attitudinal statements and objectives. Revisions were made in the questionnaire utilizing the suggestions of the specialists.

In addition to the preliminary check that was done by specialists in the field to validate the questionnaire, a pretest was done. For the first pilot test, the sample consisted of students in a graduate level curriculum course. The pilot test provided an opportunity to determine any difficulty in interpreting items and the length of time needed for completion.

A second stage of review, revision, and pretesting followed. Experts in the area of global education were consulted to check for content validity after which the questionnaire was pilot tested for a second time with graduate students who had had home economics teaching experience at the secondary school level.

In measuring a global perspective, it is first important to define the concept. There are many components of a comprehensive definition. For the purposes in this study, the terms global education and global perspective are defined as follows:

**Global education** - The process by which people acquire: the ability to conceptualize and understand the complexities of
the international system; a knowledge of world cultures and international events; and an appreciation of the diversity and commonalities of human values and interests.

**Global perspective** - Consists of the information, attitudes, awareness, and skills which taken together, can help individuals understand the world, how they affect others, and how others affect them.

**Human subjects committee review**

The Iowa State University Committee on the Use of Human Subjects in Research reviewed this project and concluded that the rights and welfare of the human subjects were adequately protected, that risks were outweighed by the potential benefits and expected value of the knowledge sought, that confidentiality of data was assured and that informed consent was obtained by appropriate procedures.

**Hypotheses**

**Hypothesis 1** Perspectives toward global education by home economics educators as measured by the Perspectives Toward Global Education instrument will be significantly correlated to practices in the area of global education as measured by the Global Education Practices in Home Economics instrument.

**Hypothesis 2** A positive relationship exists between attitudes toward global education and cross-cultural/international experiences of home economics teachers.
FINDINGS

The purpose in this study was to investigate Iowa home economics teachers' attitudes toward incorporating global education into the home economics curricula. Specifically, the purposes were (1) to explore the nature and range of attitudes toward global education held by Iowa home economics teachers; (2) to ascertain the extent to which Iowa home economics teachers are presently integrating global education into the home economics curricula; (3) to test for consistency of attitudes and practices in the area of global education; and (4) to determine the correlational relationships between attitudes and practices with the following variables: age, date degree was received, university/college attended, years of teaching experience, languages spoken, and international and cross-cultural experience.

To accomplish these purposes, two instruments were developed by the researcher. The questionnaire included a biographical data section and these two instruments: (1) Global Education Practices in Home Economics instrument and (2) Perspectives Toward Global Education in Home Economics instrument.

Collection of Data

Questionnaires were mailed to a randomly selected sample of 180 vocational home economics teachers in Iowa teaching at the secondary school level, grades 7-12. Three weeks later, a follow-up postcard was sent to nonrespondents. One hundred eight questionnaires (60%) were returned, all of which were valid for analysis.
Description of the Sample

The 108 subjects responding to the questionnaire represented a distribution of age range of 22-66 years, with the heaviest concentration (40.2%) in the 30-39 age range, followed by 24.3% in the 40-49 age range. More than half of the respondents (50.5%) had received their degrees prior to 1971 and a majority of the respondents (54.6%) had received their degrees from Iowa State University. The majority of the subjects (79.6%) attended a university/college within the state. The remainder of the respondents (20.4%) had attended university/college in other mid-western states: Illinois, Missouri, Nebraska, and South Dakota; with two exceptions being a graduate from California State and another from Pennsylvania State. A distribution of the number of years that the respondents had taught home economics ranged from 1-38 years, with the greatest concentration (44.3%) in the 1-9 year range, followed by 39.7% in the 10-19 year range. A more detailed profile of the sample is found in Table 1.

The researcher was interested in the ethnic make-up of the population studied and, therefore, included two items: one addressed the ethnic origin of the respondent and the other asked whether the respondent related to a specific ethnic group. All respondents described themselves as "White, not of Hispanic Origin" and 9 respondents (8.3%) listed an ethnic group in response to the following statement; "If you relate closely to a specific ethnic group, please name the group." Responses included: English/Irish, German, Norwegian, Dutch, and Black. All respondents were born in the United States.
TABLE 1. Statistical profile of sample

<table>
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<th>Biographic Variable</th>
<th>N</th>
<th>Frequency</th>
<th>Percentage</th>
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<tr>
<td>1966-1975</td>
<td>36</td>
<td>33.7</td>
<td></td>
</tr>
<tr>
<td>1956-1965</td>
<td>20</td>
<td>18.6</td>
<td></td>
</tr>
<tr>
<td>1941-1955</td>
<td>16</td>
<td>15.0</td>
<td></td>
</tr>
<tr>
<td>Location of University/College Attended</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-state</td>
<td>86</td>
<td>79.6</td>
<td></td>
</tr>
<tr>
<td>Out-of-state</td>
<td>22</td>
<td>20.4</td>
<td></td>
</tr>
<tr>
<td>Years Taught Home Economics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-9</td>
<td>47</td>
<td>44.3</td>
<td></td>
</tr>
<tr>
<td>10-19</td>
<td>42</td>
<td>39.7</td>
<td></td>
</tr>
<tr>
<td>20-29</td>
<td>12</td>
<td>11.3</td>
<td></td>
</tr>
<tr>
<td>30+</td>
<td>7</td>
<td>4.7</td>
<td></td>
</tr>
</tbody>
</table>

Language

Language data were compiled on the number of languages spoken. Most of the subjects (74.1%) reported not being able to speak any language other than English. Of the subjects responding, 22.2% indicated the ability to speak one additional language and 3 people (2.8%) reported facility in two languages in addition to their native tongue. See Table 2.
TABLE 2. Language

<table>
<thead>
<tr>
<th>Languages Spoken Other Than English</th>
<th>N</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages</td>
<td>108</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>81</td>
<td>75.0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>24</td>
<td>12.2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>2.8</td>
<td></td>
</tr>
</tbody>
</table>

International Experience

In an open-ended question, subjects were asked to indicate whether they had traveled outside of the United States and then to list each country they had lived in or visited, indicating how much time was spent in each country and how this time was spent (i.e., vacation, study, exchange, work, etc.). For purposes of this study, international experience was defined by the researcher as any experience that had taken place outside of the United States.

Responses were ordered according to the length of stay in the country/countries visited with the country in which the greatest length of time had been spent listed first. A series of six two-day stays in a country was not considered to be equivalent to an extended stay of twelve days. The total number of trips ranged from 0 to 7, with a mean score of 1.34. The greatest proportion of respondents (40.7%) reported no international experience, 39.9% reported from 1 to 2 international experiences, and 19.4% had greater than three international experiences.
Twenty four of the respondents (22.2%) had had their longest international experience in Europe. Canada ranked second with 20.3% followed by middle America (12%), the Caribbean (2.8%), Oceania (1.0%), and southwest Asia with 0.9%.

Upon analyzing international experiences reported, the decision was made to select one international experience as the primary one based on the nature and duration of experiences reported. The duration of the respondents primary international experience ranged from one day to one year. Twenty five percent of the respondents noted an experience of seven days or less. The time period of eight days to one month was indicated by 20.3% of the respondents. Twelve people (11.1%) had been abroad for a period of 32 days to three months and two individuals (1.9%) had had an international experience that was greater than three months in duration. Data are presented in detail in Table 3.

Cross-cultural Experience

A number of questions were asked to determine the number and nature of cross-cultural experiences the respondents had had within the United States. Such experiences included: hosting international visitors, living with a person from another country, teaching experience with students from other countries in class, and involving international visitors and/or students from other countries in internationally-oriented classroom activities.

The majority of the respondents had not hosted international visitors (78.7%) nor lived with a person from another country for longer
TABLE 3. International experience

<table>
<thead>
<tr>
<th>International Experience</th>
<th>N</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel Outside U.S.</td>
<td>108</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 trips</td>
<td>44</td>
<td>40.7</td>
<td></td>
</tr>
<tr>
<td>1-2 trips</td>
<td>43</td>
<td>39.9</td>
<td></td>
</tr>
<tr>
<td>3+ trips</td>
<td>21</td>
<td>19.4</td>
<td></td>
</tr>
<tr>
<td>Region Visited - Primary Trip</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Europe</td>
<td>24</td>
<td>22.2</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td>22</td>
<td>20.3</td>
<td></td>
</tr>
<tr>
<td>Middle America</td>
<td>12</td>
<td>11.1</td>
<td></td>
</tr>
<tr>
<td>Caribbean</td>
<td>3</td>
<td>2.8</td>
<td></td>
</tr>
<tr>
<td>Oceania</td>
<td>1</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>Southwest Asia</td>
<td>1</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>Duration of Primary Trip</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 day - 1 week</td>
<td>27</td>
<td>25.0</td>
<td></td>
</tr>
<tr>
<td>8 days - 1 month</td>
<td>22</td>
<td>20.3</td>
<td></td>
</tr>
<tr>
<td>32 days - 3 months</td>
<td>12</td>
<td>11.1</td>
<td></td>
</tr>
<tr>
<td>greater than 3 months</td>
<td>2</td>
<td>1.9</td>
<td></td>
</tr>
</tbody>
</table>

than one month (84.3%). In terms of classroom involvement with individuals from other countries, 27.8% of the respondents had had international students in their classes and 57.7% reported that they involve international visitors and or students from other countries in internationally-oriented classroom activities. Table 4 presents more complete information on cross-cultural experiences of subjects.

Item Analysis of Global Education Practices in Home Economics Instrument

Item analysis was completed for the instrument as a whole, plus the five subscales. (Appendix B)

1. Home Management and Family Economics
TABLE 4. Cross-cultural experience

<table>
<thead>
<tr>
<th>Cross-cultural Experience</th>
<th>N</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hosted International Visitor/s</td>
<td>108</td>
<td>23</td>
<td>21.3</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>23</td>
<td>21.3</td>
</tr>
<tr>
<td>No</td>
<td>85</td>
<td>85</td>
<td>78.7</td>
</tr>
<tr>
<td>Lived with International Person</td>
<td>105</td>
<td>14</td>
<td>13.0</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>14</td>
<td>13.0</td>
</tr>
<tr>
<td>No</td>
<td>91</td>
<td>91</td>
<td>84.3</td>
</tr>
<tr>
<td>International Students in Class</td>
<td>108</td>
<td>30</td>
<td>27.8</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>30</td>
<td>27.8</td>
</tr>
<tr>
<td>No</td>
<td>78</td>
<td>78</td>
<td>72.2</td>
</tr>
<tr>
<td>Involve International People in Class</td>
<td>97</td>
<td>41</td>
<td>42.3</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>41</td>
<td>42.3</td>
</tr>
<tr>
<td>1-2</td>
<td>39</td>
<td>39</td>
<td>40.2</td>
</tr>
<tr>
<td>3+</td>
<td>17</td>
<td>17</td>
<td>17.5</td>
</tr>
</tbody>
</table>

Items 1, 2, 3, 4, 5, 6

2. Foods and Nutrition
   Items 7, 8, 9, 10, 11, 12

3. Human Development and the Family
   Items 13, 14, 15, 16, 17, 18

4. Textiles and Clothing
   Items 19, 20, 21, 22, 23, 24

5. Housing
   Items 25, 26, 27, 28, 29, 30

A comparative summary of item analysis can be found in Table 5.

Item analysis (Likert) of data from the 108 respondents gave an alpha
index of reliability coefficient of .945 for the total 30-item section, .8080 for subscale 1, .8586 for subscale 2, .8985 for subscale 3, .9453 for subscale 4, and .9238 for subscale 5. Item mean scores ranged from 2.1277 to 3.9574. Scores for the instrument ranged from 34 to 139, a higher score indicating global education curriculum objectives were being addressed more regularly, than those who had a lower score. The average item mean was 2.8787 and the average inter-item correlation was .3672, with a standard deviation 23.296 (Table 5). The subscales in rank order by mean score from highest to lowest were foods and nutrition, textiles and clothing, human development and the family, housing, and home management and family economics.

Item Analysis of Perspective Toward Global Education in Home Economics Instrument

Item analysis was completed for the instrument as a whole, plus the five subscales. (Appendix B)

1. International Perspective in Iowa
   Items 1, 7, 10, 11, 16, 20, 31

2. Home Economics Curricula
   Items 2, 6, 13, 21, 25, 27, 32

3. Teacher Preparation
   Items 3, 8, 12, 17, 22

4. Individual Teacher Preparation
   Items 9, 14, 18, 23, 29

5. Total School Role
   Items 5, 15, 19, 26, 30, 34
TABLE 5. Global education practices in home economics instrument total scale and subscale data

<table>
<thead>
<tr>
<th></th>
<th>Number of Respondents</th>
<th>Number of Items</th>
<th>Possible Total Score</th>
<th>Scale Mean Score</th>
<th>Item Mean Score</th>
<th>Standard Deviation</th>
<th>Alpha Index Reliability</th>
<th>Average Inter-item Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Instrument</td>
<td>94</td>
<td>30</td>
<td>150</td>
<td>86.36</td>
<td>2.87</td>
<td>23.30</td>
<td>.9450</td>
<td>.3672</td>
</tr>
<tr>
<td>Subscales</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Home Management and Family Economics</td>
<td>94</td>
<td>6</td>
<td>30</td>
<td>15.32</td>
<td>2.55</td>
<td>4.68</td>
<td>.8080</td>
<td>.4159</td>
</tr>
<tr>
<td>2. Foods and Nutrition</td>
<td>94</td>
<td>6</td>
<td>30</td>
<td>18.84</td>
<td>3.14</td>
<td>5.45</td>
<td>.8586</td>
<td>.5035</td>
</tr>
<tr>
<td>3. Human Development and the Family</td>
<td>94</td>
<td>6</td>
<td>30</td>
<td>17.65</td>
<td>2.94</td>
<td>5.64</td>
<td>.8985</td>
<td>.5972</td>
</tr>
<tr>
<td>4. Textiles and Clothing</td>
<td>94</td>
<td>6</td>
<td>30</td>
<td>18.01</td>
<td>3.00</td>
<td>8.12</td>
<td>.9453</td>
<td>.7433</td>
</tr>
<tr>
<td>5. Housing</td>
<td>94</td>
<td>6</td>
<td>30</td>
<td>16.54</td>
<td>2.75</td>
<td>6.37</td>
<td>.9238</td>
<td>.6705</td>
</tr>
</tbody>
</table>

This instrument consisted of 34 items. Upon conducting the initial analysis to determine instrument reliability the decision was made to eliminate four of the items due to their low and/or negative correlation with the other 30 items of the instrument. The four items eliminated were: item 4, item 24, item 28, and item 33. An item analysis of the Perspectives Toward Global Education instrument based upon data from 94 subjects yielded an item-total correlation for the 30 statements which ranged from -.14 to .68. The inter-item correlation mean was .304. The average item mean was 4.01 and item mean scores ranged from 2.89 to 4.73.
with a range of 1.84 and variance of .14. A comparative summary of item analysis can be found in Table 6. The instrument had a reliability coefficient alpha of .9247 for the total 30-item instrument, .8309 for subscale 1, .7678 for subscale 2, .7609 for subscale 3, .5619 for subscale 4, and .5916 for subscale 5. Possible final scores could range from 30 to 150 with the higher number indicating agreement with global education. Scores on the Perspectives Toward Global Education Instrument ranged from 76 to 149. The mean score for the total sample was 4.01 with a standard deviation of 12.74.

TABLE 6. Perspectives toward global education in home economics instrument total scale and subscale data

<table>
<thead>
<tr>
<th>Subscales</th>
<th>Number of Respondents</th>
<th>Number of Items</th>
<th>Possible Total Score</th>
<th>Scale Mean Score</th>
<th>Item Mean Score</th>
<th>Standard Deviation</th>
<th>Alpha Index Reliability</th>
<th>Average Inter-item Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Instrument</td>
<td>94</td>
<td>30</td>
<td>150</td>
<td>120.15</td>
<td>4.01</td>
<td>12.74</td>
<td>.9247</td>
<td>.3042</td>
</tr>
<tr>
<td>1. International Perspectives in Iowa</td>
<td>94</td>
<td>7</td>
<td>35</td>
<td>29.30</td>
<td>4.19</td>
<td>3.35</td>
<td>.8309</td>
<td>.4232</td>
</tr>
<tr>
<td>2. Home Economics Curricula</td>
<td>94</td>
<td>7</td>
<td>35</td>
<td>25.97</td>
<td>3.71</td>
<td>3.93</td>
<td>.7678</td>
<td>.3259</td>
</tr>
<tr>
<td>3. Teacher Preparation</td>
<td>94</td>
<td>5</td>
<td>25</td>
<td>20.81</td>
<td>4.16</td>
<td>2.55</td>
<td>.7609</td>
<td>.3953</td>
</tr>
<tr>
<td>4. Individual Teacher Perspective</td>
<td>94</td>
<td>5</td>
<td>25</td>
<td>20.95</td>
<td>4.19</td>
<td>2.07</td>
<td>.5619</td>
<td>.2177</td>
</tr>
<tr>
<td>5. Total School Role</td>
<td>94</td>
<td>6</td>
<td>30</td>
<td>23.13</td>
<td>3.85</td>
<td>2.74</td>
<td>.5916</td>
<td>.2043</td>
</tr>
</tbody>
</table>
Findings and Hypotheses

Global education practices instrument

Of a possible score of 150 on the total instrument, the mean score was 86.36. For the five subscales each with a possible score of 30 the mean scores ranked from highest to lowest were as follows: Foods and Nutrition, 18.84; Textiles and Clothing, 18.01; Human Development and the Family, 17.65; Housing, 16.54; and Home Management and Family Economics, 15.32. The alpha index of reliability for this instrument was .9450.

Perspectives toward global education instrument

The mean score was 120.15 out of a possible score of 150 for the total instrument. This instrument also included five subscales: Individual Teacher Perspective with a mean score of 20.95 (possible score of 25); International Perspective in Iowa with a mean score of 29.30 (possible score of 35); Total School Role with a mean score of 23.13 (possible score of 30); and Home Economics Curricula with a mean score of 25.97 (possible score of 35).

Hypothesis 1

Perspectives toward global education by home economics educators as measured by the Perspectives Toward Global Education in Home Economics instrument will be significantly correlated to practices in the area of global education as measured by the Global Education Practices in Home Economics instrument.
The Pearson Product-Moment Coefficient was employed for this hypothesis. The correlation between the responses to the Perspectives Toward Global Education instrument and the Global Education Practices instrument was .3334, significant beyond the .01 level. Respondents' responses to items making up Part B of the questionnaire, the Global Education Practices in Home Economics instrument, are highly correlated with their responses to items of Part C, the Perspectives Toward Global Education in Home Economics instrument. See Table 7. That is, those who maintained a more positive perspective toward global education were also doing more in this area in the subject matter they taught; therefore, the hypothesis is accepted.

**Hypothesis 2**

There will be a significant difference between perspectives toward global education when respondents are grouped according to levels of cross-cultural and international experience.

Analysis of variance was conducted of the scores between respondents' perspectives toward global education when grouped by the following variables of cross-cultural/international experiences: travel outside the United States, hosting of individuals from other countries, a living experience with a person from another country, and having had students in class from other countries. According to this analysis of data there is no systematic relationship between levels of cross-cultural and international experiences and respondents' perspectives toward global education. The hypothesis, therefore, is rejected.
TABLE 7. Correlations of instruments and instrument subscales

<table>
<thead>
<tr>
<th></th>
<th>Part C</th>
<th>C1</th>
<th>C2</th>
<th>C3</th>
<th>C4</th>
<th>C5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part B</td>
<td>.3334***</td>
<td>.2306*</td>
<td>.3365***</td>
<td>.3662***</td>
<td>.3698***</td>
<td>.1404</td>
</tr>
<tr>
<td>B1</td>
<td>.2745**</td>
<td>.1803*</td>
<td>.2937***</td>
<td>.3098***</td>
<td>.2591**</td>
<td>.1220</td>
</tr>
<tr>
<td>B2</td>
<td>.3574***</td>
<td>.2787**</td>
<td>.3626***</td>
<td>.3725***</td>
<td>.4037***</td>
<td>.1595</td>
</tr>
<tr>
<td>B3</td>
<td>.2856**</td>
<td>.1760</td>
<td>.2829**</td>
<td>.2830**</td>
<td>.3161***</td>
<td>.1145</td>
</tr>
<tr>
<td>B4</td>
<td>.1856*</td>
<td>.1230</td>
<td>.1542</td>
<td>.1928*</td>
<td>.2724**</td>
<td>.0791</td>
</tr>
<tr>
<td>B5</td>
<td>.1812*</td>
<td>.1670*</td>
<td>.2313**</td>
<td>.2502**</td>
<td>.1724*</td>
<td>.0174</td>
</tr>
</tbody>
</table>

Key: Part B - Global Education Practices in Home Economics
     B1 - Home Management and Family Economics subscale
     B2 - Foods and Nutrition subscale
     B3 - Human Development and the Family subscale
     B4 - Textiles and Clothing subscale
     B5 - Housing subscale

Part C - Perspective Toward Global Education in Home Economics
     C1 - International Perspective in Iowa subscale
     C2 - Home Economics Curricula subscale
     C3 - Teacher Preparation subscale
     C4 - Individual Teacher Perspective subscale
     C5 - Total School Role subscale

* significance at .05 level
** significance at .01 level
*** significance at .001 level
Additional findings

Positive correlations were found among scores on the Perspectives Toward Global Education in Home Economics instrument (Part C) and the independent variables of age, date of graduation, and years of teaching experience. Using the Pearson Product-Moment Correlation Coefficient, no significant relationships were found to exist between the variables of age, date of graduation, and years of teaching experience with either the scores on the Global Education Practices in Home Economics instrument (Part B) or the summation of the respondents' scores on both instruments (Parts B & C). See Table 8. The coding for date of graduation and years taught was the reverse of the coding used for the age variable.

Summary of Findings

Teachers of vocational home economics at the secondary school level in the state of Iowa maintain a relatively favorable perspective toward global education. However, the extent to which they are integrating a global perspective into the home economics curricula they teach is of a lesser level than their perspectives.

A significant correlation was found to exist between perspectives toward global education and practices in the area of global education. Perspectives toward global education were not influenced by respondents' cross-cultural and international experiences.

Subjects' perspectives toward global education were influenced by age, date of graduation, and years of teaching experience. Those
TABLE 8. Correlations between perspectives toward global education and age, date of graduation, years of teaching experience

<table>
<thead>
<tr>
<th>Instrument Scores</th>
<th>Age</th>
<th>Date of Graduation</th>
<th>Years Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parts B &amp; C</td>
<td>.0776</td>
<td>-.0528</td>
<td>.0774</td>
</tr>
<tr>
<td>Part B</td>
<td>.0096</td>
<td>.0328</td>
<td>.0010</td>
</tr>
<tr>
<td>Part C</td>
<td>.1913*</td>
<td>-.2125*</td>
<td>.2053*</td>
</tr>
</tbody>
</table>

Key: Parts B & C - both instruments  
    Part B - Global Education Practices in Home Economics instrument  
    Part C - Perspectives Toward Global Education in Home Economics instrument

* Significance at .05 level.

respondents who were older, had graduated earlier and had more teaching experience held more positive perspectives.
SUMMARY AND CONCLUSIONS

International concerns and global awareness are not new for the profession of home economics. The profession has been involved in international issues that concern families from its inception and recognizes the diversity among families in various societies. The family is a universal social unit. A profession focused on the family is a profession whose relevance is not limited by cultural boundaries. Globalism is a relevant issue for home economics teachers.

The concept of globalism forms the basis for this study. The primary focus is on global education as it relates to home economics education. A concern for global education among educators is indicated in the current literature. The present state of global interdependence necessitates the education of students to assume the responsibilities of global citizenship. Home economics teachers can play an important role in this education process if they realize the opportunity and act upon it. This research was an attempt to explore Iowa home economics teachers perspectives toward global education as well as their current practices in the area of global education and to investigate factors that might influence the development of perspectives and practices.

The study focused on (1) determining Iowa home economics teachers perspectives toward incorporating global education into the home economics curricula; (2) determining the extent to which Iowa home economics teachers are currently integrating global education into the curricula they teach; and (3) exploring possible correlations between
perspectives and practices and the following demographic variables: age, university of graduation, date of graduation, length of teaching experience, type and length of international experience, domestic cross-cultural experience, and number of languages spoken.

Two instruments were developed, tested, and refined with two pilot groups. Each instrument contained five subscales. The Global Education Practices in Home Economics instrument measured practices in the following subscales: (1) home management and family economics, (2) foods and nutrition, (3) human development and the family, (4) textiles and clothing, and (5) housing. Practices were measured on a continuum ranging from 'objective never addressed' to 'objective regularly addressed.' A higher score on the total instrument indicated objectives with a global education focus were being addressed more regularly. The Perspectives Toward Global Education in Home Economics instrument measured attitudes in the following subscales: (1) teacher preparation in global education, (2) teacher's global perspective, (3) need for a global perspective in Iowa, (4) infusion of a global perspective into home economics curricula, and (5) administration acceptance and total school role. A biographic data section was also included in the questionnaire.

The questionnaire, along with a cover letter briefly explaining the study and assuring the respondents confidentiality and a prepaid return envelope were mailed to 180 vocational home economics teachers in Iowa teaching at the secondary school level in grades 7-12. A follow-up postcard was mailed three weeks later to nonrespondents.
Of the original 180 home economics teachers solicited, 108 (60%) responded, of which all were valid for analysis. The survey revealed that 64.5% of the sample were in the 30-49 year age range, 50.5% received their degrees prior to 1971, and 79.6% of the respondents had attended university/college within the state with 70.2% of this number of in-state degrees awarded from Iowa State University. Home economics teaching experience ranged from 1-38 years with the greatest concentration (44.3%) in the 1-9 year range. All respondents were born in the United States and described themselves as "White, not of Hispanic Origin." Most of the respondents (74.1%) spoke only the English language and 40.7% had had no international experience. In assessing cross-cultural experiences the majority (78.7%) had not hosted international visitors nor lived with a person from another country (84.3%).

Findings

On the basis of the instruments used, the data collected in this investigation of vocational home economics teachers at the secondary school level in Iowa, and in terms of the hypotheses, the following conclusions are drawn:

1. Home economics teachers maintain a positive perspective toward global education.

2. Among home economics teachers, levels of global education perspectives were unrelated to either international or cross-cultural experience. There is no significant difference in
perspectives toward global education between home economics teachers with international and/or cross-cultural experience and those without.

3. Home economics teachers' perspectives toward global education are related to the variables of age, date of graduation, and teaching experience. Home economics teachers who were older, had graduated earlier, and/or had more teaching experience held more positive global education perspectives.

4. Practices in the area of global education of home economics teachers were not systematically related to the variables of age, date of graduation, and teaching experience.

Discussion

While the study found no significant correlations between perspectives toward global education and cross-cultural and/or international experiences, other possible influences of selected demographic variables were found to exist among Iowa home economics teachers. Identifying such factors suggests direction for future research and education efforts.

The fact that statistical analysis yielded an absence of statistical differences between the respondents' scores on both instruments and the dependent variables of cross-cultural and/or international experience may be an indication that all individuals have the opportunity to develop a global perspective regardless of personal cross-cultural and/or international experiences. Therefore, an
international experience may not be a prerequisite for a global perspective. This finding has positive implications for teacher education. An academic understanding of cultural diversity may be sufficient to aid teachers' development of a global perspective. Nevertheless, international and/or cross-cultural experience does open doors to other experiences which may implement attitude change such as meeting other people, increased sensual perception of the environment, and providing a more total environment in which to learn.

Perhaps more attention needs to be paid to global education with new teachers, given the finding of a positive relationship among the demographic variables of age, date of graduation, and teaching experience and a global perspective. This study found that older teachers, teachers who had received their degrees earlier, and/or teachers with more teaching experience maintained more positive perspectives toward global education than younger teachers, teachers who had received their degrees more recently and/or teachers with less teaching experience. Those who have had a greater variety of professional experiences may have had a greater opportunity and more time to develop global awareness than younger teachers.

It would be possible to use the instruments developed for this study to identify teachers who had more positive attitudes and to examine how this perspective is reflected in their classroom performance. By comparison with those teachers who had a less positive perspective toward global education, different professional behavior could be studied.
This study indicated that more is being done in the areas of foods and nutrition and clothing and textiles than the other three subject matter areas. This finding is congruent with the researcher's expectations. Unfortunately, it is particularly easy to isolate and exploit the overt cultural expression, within the study of foods and textiles, through lessons on international foods and costumes. However, the content and context of home economics education offers a much broader scope by which to address global education. Perhaps the concentration of efforts in the foods and textiles areas is due to a lack of information and instructional resources on the applicability of global education to the other content areas. This would support the need for curriculum development directed in the other areas as well as training programs to aid in the development of global education instructional skills.

This research did document perspectives toward and practices of global education of vocational home economics teachers at the secondary school level in Iowa. The conclusions drawn from this study were based on intra-group correlations. Further research might focus on gathering comparative data for similar professional populations. Without comparative data, a value cannot be assigned to individual or group scores.

The results of this study indicated that those teachers with attitudes most positive toward global education are including it in the curriculum. Therefore, efforts should be directed toward the development of a positive global perspective among home economics
teachers. Pre-service and in-service training efforts to provide teachers with the opportunity to gain knowledge and skills in the area of global education may help to bring about positive attitude development.

Duplicating this study with other groups of educators or professionals would yield valuable comparative data. Do levels of global perspective vary among disciplines within a given cultural setting? Such data would be helpful in isolating factors that influence perspectives toward and practices of global education. It would be useful to know if home economics teachers differ from other subject area teachers in level of perspectives toward and practices of global education. If so, perhaps home economics as a professional focus enhances the development of a global perspective. If not, perhaps there are other factors about the profession of education that foster the development of global awareness. Further comparative study of these two groups may identify factors influencing perspectives toward and practices of global education despite the fact that statistical analysis using only high scoring and low scoring groups yielded no statistical differences. Further analysis of the subgroups falling at the extremes of the global perspective continuum may be productive in differentiating between influences fostering the development of either perspective.

Are the backgrounds of those who are drawn to a profession focused on the family substantially different from those of other educators? Does the concern for family issues have bearing on the development of global consciousness? If a relationship exists, what are the factors influencing its development? All are valid questions for investigation.
Teachers are a distinct group in society and they are an important group in political socialization. If a global awareness is desirable in society, this group will be an influential group in bringing it about. Home economics teachers can play a very important role in the development of a global perspective among the students they teach. More needs to be known about what teachers think and what influences them. They are respected thinkers in their communities, implementers and changers of the school curriculum, and adult models in the lives of their students. Any program to heighten global awareness needs to begin with the teacher.

Suggested Topics for Future Research

Based on the results of this investigation and the discussion on the findings and implications, the following topics are suggested for future research:

1. Impact of global education instruction on the perspectives, knowledge, and skills of students.
2. Identification of critical instructional skills for the teaching of global education.
3. A needs assessment ought to be conducted.
4. Guidelines for construction of a secondary home economics curriculum infusing global education and for instruction of pre-service teachers in teaching with a global perspective.
BIBLIOGRAPHY


Bingham, J. (1979). The acceptance of a global scale. (ERIC ED 180 857)


ACKNOWLEDGEMENTS

An academic undertaking such as this is not completed alone, but rather reflects the efforts and support of many, only a few of whom can be mentioned here. Many thanks and sincere appreciation are extended to Dr. Sally K. Williams for her continuous support and guidance during the development of this thesis. Appreciation is also extended to Dr. Irene Beavers and Dr. William Wolansky for their support as committee members.

Special thanks are reserved for Dr. Cheryl Hausafus for her constructive guidance in computer programming and data analysis.

I would like to thank my parents, John and Anita Babich, for the gift of a love of learning as well as continued support in every step of the process.
APPENDIX A: CORRESPONDENCE
Follow-up postcard

March 18, 1986

Can you help us?

Recently you were sent a questionnaire related to the integration of global education into the home economics curriculum. We have not yet received your response. We are particularly anxious that everyone participate.

If you have not completed the questionnaire, will you please do so today and mail it promptly? Thank you!

If you have already mailed your questionnaire, please accept our thanks. If you need another copy of the questionnaire, please call collect, (515) 294-1172.

Signatures have been redacted for privacy
Dear Home Economics Teacher:

Preparing students to live effectively and responsibly in their families, their communities, and their nation is a function of home economics teachers and the curriculum that they implement. In recent years, global education has been a topic of educational discussion with increasing regularity. The Department of Home Economics Education is conducting a study to determine the extent to which home economics teachers are now incorporating related concepts in their curriculum.

We are asking for your assistance. Please set aside approximately 30 minutes within the next seven days to complete the enclosed questionnaire. The information supplied by you will be treated in complete confidence; a number has been identified on the questionnaire only to verify who has responded.

We greatly appreciate your response! If you have any questions about this study, please call or write either of us. An addressed, postage-paid envelope is enclosed for return of your questionnaire. Please return the booklet by March 15, 1986.

Thank you in advance for your cooperation.
APPENDIX B: GLOBAL EDUCATION INSTRUMENT
GLOBAL EDUCATION QUESTIONNAIRE

Home Economics Education Department
College of Home Economics
Iowa State University
Ames, Iowa 50011
PART A
Directions: Please read each of the following questions carefully before responding. For each question, circle the letter of the response that best describes you or write the appropriate information on the line provided.

1. What is your age? _____

2. What year did you receive your bachelor's degree from college? _____

3. From what college or university did you receive your bachelor's degree?

4. How many years have you taught Home Economics? _____

5. How would you describe yourself?
   a. White, not of Hispanic Origin. Persons having origins in any of the original peoples of Europe.
   b. Black, not of Hispanic Origin. Persons having origins in any of the Black racial groups of Africa.
   c. Asian or Pacific Islander. Persons having origins in any of the original peoples of the Far East, Southeast Asia, Indian Sub-continent, or the Pacific Islands.
   d. American Indian or Alaskan Native. Persons having origins in any of the original peoples of North America.
   e. Hispanic. Persons of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

6. If you relate closely to a specific ethnic group, please name the group.

7. Were you born in the United States?
   a. Yes; proceed to question 10.
   b. No

8. If you were not born in the United States, please print the name of the country in which you were born.

9. If you were not born in the United States, please indicate how old you were when you first came to the United States.

10. Have you traveled to a country outside the United States?
    a. Yes
    b. No; proceed to question 12

11. In the space below, please list each country you have lived in or visited, and indicate how much time you spent in each country and how you spent the time (i.e. vacation, study, exchange, work, etc.)

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<th>Country</th>
<th>Length of Stay</th>
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12. Have you hosted exchange students and/or individuals from other countries in your home?
   a. Yes
   b. No; proceed to question 14

13. If you have hosted international visitors, indicate from where and the length of time that they stayed in your home.

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14. Have you lived with a person from another country for longer than one month?
   a. Yes
   b. No

15. If you have had students in your classes from other countries, please indicate from which countries and the length of time they were in class.

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<th>Name of Country</th>
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16. How many times per year do you involve international visitors and/or students from other countries in internationally-oriented classroom activities? ___________

17. How many languages do you speak other than English? ___________

18. What courses are you teaching this year?
   Please indicate the duration of each course. If it is a comprehensive home economics course, please list major home economics subject matter areas covered in the course.

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<th>Course</th>
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(please go on to Part B)
PART B

Directions: Please read each of the following objectives carefully. Use the 5-point scale below to indicate the degree to which each objective is addressed in your curriculum as it is now implemented. Record the number which corresponds with your assessment on the line provided.

- Record 5 if the objective is **regularly addressed**.
- Record 3 if the objective is **occasionally addressed**.
- Record 1 if the objective is **never addressed**.

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<th>Never Addressed</th>
<th>Occasionally Addressed</th>
<th>Regularly Addressed</th>
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1. Describe the impact of various consumer behaviors within a variety of cultures in relation to intended goals.

2. Describe the role played by consumers in creating demands and markets for goods that are detrimental to the environment and thus have an effect on the world ecosystem.

3. Compare families in the United States and families of other cultures as to the practice of resource management.

4. Examine the relationship between consumer and product disposal.

5. Analyze consumer behaviors in the United States for effects on people in other countries of the world.

6. Evaluate the impact that an increased demand for resources and a decreased supply of goods will have on the family unit in various societies.

7. Evaluate the adequacy of the world food supply in terms of its effect upon people everywhere.

8. Analyze how changes in agricultural practices and in technological developments affect per capita supply, distribution and consumption of food.

9. Examine ways that methods of food preparation vary among cultures.

10. Explain ways in which values are reflected by food preferences and/or choices.

11. Examine how basic nutrient needs are met in various cultures through the consumption of different foods.

12. Identify the global interdependencies that have developed as part of our food system.

13. Understand that different cultures have varying child-rearing practices.

14. Identify major value orientations of different cultural groups.

15. Explain ways cultures differ according to what is considered acceptable and normal behavior.

(please go on to next page)
16. Recognize that varying cultures have different types of predominant family structures.

17. Compare life styles of various societies in terms of how they meet basic human needs.

18. Explain the impact of social change resulting from technological advances, political strategy, and newly emerging or absorbed ideologies in various cultures on cohesion within and between families.

19. Describe the relationship between resources available in various societies for meeting clothing needs and clothing choices.

20. Analyze clothing choices of various cultures in terms of social, cultural, political and/or psychological factors.

21. Examine how the cultural background of the individual influences choices, means of acquisition and use of textiles and clothing.

22. Describe the historical origin of clothing worn by people in various cultures.

23. Recognize that clothing reflects social attitudes and values and is related to social change.

24. Analyze the environmental effects of clothing consumption habits.

25. Compare the use of living space by individuals from a variety of cultural groups.

26. Analyze how a society's values, patterns of living, and economic, technological and cultural developments are manifested in housing.

27. Explain that housing differs in various cultures according to resources available.

28. Analyze environmental factors which influence the form and use of housing within various cultures.

29. Appraise the impact of consumers' selections of housing, furnishings and equipment on marketing and production practices.

30. Investigate relationships between family structure and housing forms in varying cultures.

(please go on to Part C)
PART C

Directions: The following statements describe the role of education in helping people relate to the world around them. Please read each statement carefully and place a number from 1 to 5 in the blank following the statement indicating how much you agree or disagree with it. Use the following scale:

- Record 5 if you agree completely.
- Record 4 if you agree to some degree.
- Record 3 if you neither agree nor disagree.
- Record 2 if you disagree to some degree.
- Record 1 if you disagree completely.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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1. As citizens of the United States and of the world, Iowans have an obligation to improve their knowledge of other countries. 1. ___

2. Home economics curricula should provide students with the opportunity to develop a knowledge base about the dynamics and interdependencies of nations throughout the world. 2. ___

3. Home economics educators can enhance students' development of a sense of the world by helping them recognize the global nature of many issues that, in affecting their lives bind them to other nations, regions and peoples. 3. ___

4. Home economics teachers should not advocate the acceptance of alternative viewpoints as this can be dangerous to basic American institutions. 4. ___

5. The total school curricula should reflect a respect for and a knowledge of the global community. 5. ___

6. Culturally diverse content is not an important part of the home economics curricula. 6. ___

7. The citizens of Iowa should gain a greater awareness of interdependence among nations. 7. ___

8. Home economics teachers can encourage among their students an attitude of appreciation and understanding of their role as citizens of the world. 8. ___

9. Home economics teachers should critically examine their perceptions of the world and reflect on how they interpret and transmit these international dimensions, attitudes, views and values in the knowledge they select and disseminate to students. 9. ___

10. Given Iowa's participation in the world community, students should learn that the individual, family, local community, state, and country have tangible economic connections with other nations and peoples. 10. ___

11. The citizens of Iowa should 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. 11. ___

12. Home economics teachers can be helpful in the development of globally responsible lifestyles. 12. ___

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<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
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<tr>
<td>13.</td>
<td>Home economics curricula should promote the United States perspective rather than help students create lifestyles that would be compatible on a global scale.</td>
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<td>14.</td>
<td>A sense of global responsibility will not enable us as home economists to act in ways that contribute to solving world problems.</td>
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<td>15.</td>
<td>Through global education, schools can make a difference in helping shape the national destiny as well as in contributing to the survival of mankind.</td>
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<td>16.</td>
<td>In the context of Iowa's participation in the world community, it is not imperative to employ individuals with an international perspective.</td>
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<td>17.</td>
<td>Home economics teachers do not need background knowledge to help students create lifestyles that will be more compatible on a global scale.</td>
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<td>18.</td>
<td>A critically important function of home economics teachers and the curriculum which they implement is the preparation of students to live effectively and responsibly in their families, their communities, their nation and the world.</td>
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<td>19.</td>
<td>Opportunities to develop a knowledge base about the dynamics and interdependencies of nations throughout the world should be provided to students in curricula other than home economics.</td>
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<td>20.</td>
<td>Iowans, in order to accept their responsibilities as world citizens, need to develop an international perspective.</td>
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<td>21.</td>
<td>There is no need for continued effort in designing an international perspective in home economics curricula.</td>
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<td>22.</td>
<td>Future challenges of home economics teachers should not include improving knowledge and strategies to enhance abilities to conceptualize and understand the complexities of the international system.</td>
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<td>23.</td>
<td>Home economics teachers should perceive and identify the transnational consequences of one's personal decisions and of the collective actions of the group to which they belong.</td>
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<td>24.</td>
<td>The attitude of the school faculty is a limiting factor in trying to integrate global education into the home economics curricula.</td>
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<td>25.</td>
<td>Other curricula improvements should take priority over the infusion of a global perspective into the home economics curricula.</td>
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<td>26.</td>
<td>Global knowledge and perspective should be among the principal concerns of schools in every country, including the United States with its manifold involvement in the world.</td>
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<tr>
<td>27.</td>
<td>Home economics curricula should incorporate content that will help students create lifestyles that will be more compatible on a global scale.</td>
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28. Home economics teachers are inadequately prepared for the task of integrating global education into the home economics curricula.

29. Home economics teachers must develop an awareness of and respect for the ways of life in other cultures.

30. The total school curriculum should promote the United States perspective rather than help students create lifestyles that would be compatible on a global scale.

31. The citizens of Iowa should learn that there is no reason to concern oneself about the problems of the world because they are too great for them to have an influence.

32. Increasing Iowans' awareness of the state's involvement in international affairs is an important objective that should be integrated into the home economics curricula.

33. Home economics teachers should avoid thinking of the problems in other countries as "their" problems.

34. The school administration are supportive of the idea of integrating a global perspective into the home economics curricula.

THANK YOU FOR YOUR COOPERATION!