1999

# Georgia's Globally-Minded Principals: Backgrounds, Attitudes, and Perceptions

Catherine Cummings Wooddy

# GEORGIA'S GLOBALLY-MINDED PRINCIPALS: BACKGROUNDS, ATTITUDES, AND PERCEPTIONS

Catherine Cummings Wooddy

June 21, 1999

To the Graduate School:

This dissertation entitled "Georgia's Globally-minded Principals: Backgrounds, Attitudes, and Perceptions" and written by Catherine Cummings Wooddy is presented to the College of Graduate Studies of Georgia Southern University. I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education with a major in Educational Administration.

Supervising Committee Chair

We have reviewed this dissertation and recommend its acceptance:

Department Chair

Accepted for the College of Graduate Studies:

Dean, College of Graduate Studies

# GEORGIA'S GLOBALLY-MINDED PRINCIPALS: BACKGROUNDS, ATTITUDES, AND PERCEPTIONS

A Dissertation

Presented to

the College of Graduate Studies of

Georgia Southern University

---

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

in

Educational Administration

---

by

Catherine Cummings Wooddy

August 1999

DEDICATION

To my parents, **Grace and James Cummings**, who gave me the world full of experiences and encouraged me to explore and enjoy, and

In memory of my husband, **R. Lynn Wooddy**, who would have been so proud of this accomplishment.

## ACKNOWLEDGEMENTS

If ever there were a situation that proved that "no man is an island", the writing of a doctoral dissertation is such. To all those who gave me support and encouragement, to those who kept me pursuing the goal during the rough times, and to those who made me laugh at myself when relief was needed, thank you:

- To Dr. Michael D. Richardson, who has been a guide and friend throughout. Your expertise is inspiring. Your support and direction have been invaluable. Your friendship is treasured.
- To my dissertation committee, Dr. T. C. Chan, Dr. Fred Page, Dr. Susan Trimble, and Dr. Jarrold Weatherford, for the privilege of sharing my thoughts, feelings and findings with you. Each of you uniquely defines the essence of educator in its finest sense.
- To Charles and Barbara Warnock, dear friends and fellow educators, who have always been there for me with whatever was called for. Your support and love are such an important part of my life.
- To the family of Dr. Jane C. Hett for allowing me to use the instrument that she developed. What a positive way to honor her memory.

- To the members of Cohort IV who shared of themselves and their experiences as we progressed toward the common goal.
- To global friends, near and far, who believed in my quest.
- And especially to Marie C. Hooks and Dorothy H. Hardy, the other two thirds of the three musketeers, or the three stooges depending on who you asked. We have been friends for many years. If anything proved the depth of that friendship, these past three years have done so.

# VITA

Catherine C. Wooddy
P. O. Box 127
101 Kings Drive
Dublin, Georgia 31040
Home Telephone: 912-272-2713

---

## EXPERIENCE

1991-present — Dublin City Schools, Dublin, Georgia
Director of Secondary Instruction
Major responsibilities in the areas of Curriculum and Instruction, System Testing Coordinator, Gifted Coordinator, Title II and Title VI Coordinator, ESOL Coordinator, Grant writing

1989 - 91 — Central Elementary School, Dublin , Georgia
Principal: Grades 4-6. Oversaw state innovative grant program to improve climate of the school, in addition to all normal duties of an elementary school principal.

1978 - 89 — Moore Street Elementary School, Dublin, Georgia. Principal, grades 1-6.

1966- 78 — Dublin High School, Dublin, Georgia.
Teacher, Biology, Physical Science, and Social Studies.

## EDUCATION - EARNED DEGREES

EdD. in Educational Administration, Georgia Southern University, Statesboro, Georgia: 1999

EdS. in Educational Leadership, Georgia Southern University, Statesboro, Georgia: 1983

MAT in Sociology, University of North Carolina at Chapel Hill,

Chapel Hill, North Carolina: 1969

B.A. in Chemistry and Biology, The Woman's College of Georgia, Milledgeville, Georgia: 1963

Additional Study:

Boston University, 1959-60, undergraduate work
Georgia Southern University, 1978-80, administration add-on
Georgia Southern University, 1988-93, personal growth studying German

TEACHING CERTIFICATIONS (GEORGIA)

L-6, Educational Leadership
DT, Biology (7-12)
DT, Chemistry (7-12)
DT, Sociology (7-12)
DT, Social Science (7-12)

PROFESSIONAL AWARDS AND RECOGNITIONS

- Recognized in 1996 by Georgia Association of Educational Leaders (GAEL)as Outstanding Educator of the Year for Georgia Association of Curriculum and Instructional Supervisors (GACIS)
- Trained evaluator for the National Association of Secondary School Principals (NASSP) - Principal Identification Program.
- President of Heart of Georgia GACIS/ASCD, 1995-97
- GACIS, State Board of Directors, 1995-97
- Heart of Georgia GACIS Treasurer, 1998 - present
- Chairman of CATES Board of Directors, 1996- 1998
- Current evaluator of Pay for Performance Applications for Georgia State Department of Education
- 1985 Georgia School of Excellence for Moore Street Elementary School, Dublin Georgia

ABSTRACT

GEORGIA'S GLOBALLY-MINDED PRINCIPALS:

BACKGROUNDS, ATTITUDES, AND PERCEPTIONS

AUGUST 1999

CATHERINE CUMMINGS WOODDY

B.A. THE WOMAN'S COLLEGE OF GEORGIA

M.A.T. THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Ed.S. GEORGIA SOUTHERN UNIVERSITY

Ed.D. GEORGIA SOUTHERN UNIVERSITY

Directed by: Professor Michael D. Richardson

This study sought to provide information concerning the high school principal's global-mindedness and whether that global-mindedness had an effect on globally focused teaching and programming within that school. The study also attempted to identify demographic and background factors, beliefs, attitudes, and behaviors that have an association with the global-mindedness of the person. Underlying the study was the premise that today's students need to be prepared for the globalized world in which they will live, that their preparation will come primarily from school and home, that educators must understand the globalized world if they are to prepare students, and that the principal

plays a critical role in that process within the school, a role about which little has been written.

The self-reported study looked at 186 high school principals within the state of Georgia. They represented all regions of the state and all sizes of schools and communities. Their scores on the Global-mindedness Survey were compared to and correlated with the demographic and background information they provided. Their beliefs, attitudes, and behaviors were also compared to their global-mindedness. Also correlated were these scores with the amount and kinds of globally focused teaching and activities reported, to ascertain whether the principal's global-mindedness had an effect. Finally, from information provided by the principals, the researcher looked for other important factors in whether a global focus was occurring within a school.

There was a significant relationship between being male ($p \leq .05$) and being Caucasian ($p \leq .05$) and global-mindedness. Current global associations between principals and people from other cultures, and the type of global educational experiences that the principal had in college coursework were the most important background factors in determining global-mindedness. Most significant ($p \leq .01$) was the relationship between the principal's global-mindedness and the percentage of globalized teaching occurring within the school. Schools with a principal whose global-mindedness was high also had the most globally focused

teaching taking place. The study found need to further globalize the experiences for all educators, but especially principals.

TABLE OF CONTENTS

Table of Contents (continued)

Table of Contents (continued)

Table of Contents (continued)

Table of Contents (continued)

Table of Contents (continued)

Table of Contents (continued)

LIST OF TABLES

List of Tables (continued)

# Chapter I

## INTRODUCTION

### General Introduction

"No man is an island entire unto itself; every man is a piece of the continent, a part of the main" (Donne, 1623). When John Donne wrote his famous meditation 17 more than 350 years ago, he could not have known how prophetic or meaningful his words would be in the future, especially to the future of the United States. Yet now, Americans are part of a society that is growing ever more globalized and interdependent. America's once dominant world position is declining as other nations gain in political, economical, and cultural influence (Anderson, 1991). The nations of the world are becoming increasingly interdependent, a process called globalization. This globalization has accelerated during the last two decades (Ramler, 1991). The most obvious impact areas in the United States are the country's economy, politics, demography, and culture. In addition, globalization affects the educational system, as do all major social changes (Anderson, 1991).

America's past teaches us that education has been the institution which prepares the young to participate in the local and national communities of which they are a part. Some will serve in public roles but most will be the citizens upon whom America's strength rests,

citizens who must be informed in order to participate fully in society (Lamy, 1983a). It is the educational system that must respond to the needs of America's local, state, and national needs, for as Anderson (1991) writes, "education mirrors society in the sense that social change generates educational change"(p. 32). Quite simply, the globalization of the world is forcing this nation to rethink its position and purpose. Citizens are being asked to focus on this position, to ascertain whether schools are failing to prepare students properly if an international dimension is not included in the curriculum (Lamy, 1983b). "America is at a quite critical crossroads" (K. A. Tye, 1991, p. 1). If the issue just concerned education, the problem would be difficult enough, but the political dichotomy of today makes the situation even more complex (Tye & Tye, 1992).

Presently, American society is not united in its position on this issue and many others. Some citizens want to pretend that the country is not influenced by other nations and they do not want America's K-12 students to be globally educated (B. B. Tye, 1991). However, there are individual classrooms that are globally focused, and there are schools, communities, and even a few colleges and universities that have a global focus (Mahan & Stachowski, 1994; Schukar, 1993; Vestal, 1994). They exist because of individuals or groups who have become global thinkers (Tye & Tye, 1992). But they are small in number.

Historical Background of Global Education

The debate about global education is not a new one. Interest and debate over what historically was called international education have come and gone for almost as long as the United States has existed and have depended in large part on the politics of the day. Rather than the new field that many educators believe it to be, global education has a long heritage based in old ideas. Johnson (1993) finds its roots in the concept of liberalism which began, both here and abroad, nearly 300 years ago. He points to the writings of John Locke, Stuart Mill, and later John Dewey as helping to develop what he calls the liberal paradigm, a paradigm that he believes all students must understand. As he states,

> The primacy of law, the importance of economic factors such as wealth, ownership of property, trade, economic growth, and the marketplace, values that Americans often erroneously consider normative for all people, are unique cultural values of the modern West. The centrality of rational thought as the preferred method of making decisions and creating social policy is a key concept in the paradigm. A general belief in progress is also an important element of the liberal model. (Johnson, 1993, p. 5)

While its roots may have stemmed from the liberal tradition, the intense global education debate for the past 50 years evolved more from Max Weber's studies of bureaucracies and later from Talcot Parson's research on organizational functioning and goals. Parsons was "concerned with the linkages between organizations and the wider society" (Hall, 1996, p. 38). Combining the functionalism of Parsons with the older American idea that America was the end of a natural

evolutionary process made many feel that America was the model for the rest of the world, a view that is still held by many Americans. One look at the social studies textbooks used in most high schools in America today will convince anyone that this viewpoint is still very much alive and well. America is seen as the apex of the world's cultural and economic systems. It offers this society a haughty viewpoint of itself, one that says Americans are somehow better than the rest of the world. The ugly American of the 1950s and 1960s is still alive.

Another facet of the global education debate stems from the reconstructionist movement of the 1930s. Reconstructionists view schools as places where major societal ills could be corrected. Rather than education mirroring society, reconstructionists feel that schools should act as change agents, as transformers of contemporary social problems (Schukar, 1993).

## Education for a Global Perspective

While there are many definitions of global education (Ramler, 1991), it can best be defined simply as learning that deals with the interconnectedness of people and nations (K. A. Tye, 1991). According to Hanvey (1976), it is

> learning about those issues that cut across national boundaries and about the interconnectedness of systems, ecological, cultural, economic, political and technological. Global education involves perspective taking, seeing things through the eyes, minds, and hearts of others; and it means the realization that while

> individuals and groups may view life differently, they also have common needs and wants. (Hanvey, as cited in Ramler, 1991, p. 45)

Therefore, global education is not just about social studies. It is not just about another required course. It is a new, larger view of the world (K. A. Tye, 1991). Many would argue that such a goal can be accomplished through a national mandate or even by individual state curricula (Panetta, 1993). Indeed, since President Lyndon Johnson called on America to endeavor "...to take some giant steps toward bringing the world into U.S. education and U.S. education into the world through a combination of vision, Executive Order, and legislation" (Johnson as cited in Vestal, 1994, p. x), American government has had a host of programs, public and private. According to Panetta (1993), "these legislative initiatives have come about because Americans have shown greater interest in language and culture study" (p. 7.55). He further notes states that have created a variety of programs, and the many improvements that have come about through all these activities. However, the present reality is that

> we are still unable to keep pace with the rate of change in the world. Programs must be designed that will enable many in education, the professions, business, and all areas of public and professional life to take quantum leaps forward in developing the skills and understandings required if America is to keep up. (Panetta, 1993, p. 7.55)

The other argument comes from those who say that only people who fully understand and accept what a global perspective is, who share

the philosophy upon which this perspective is based, can educate children by infusing it into everything that is taught. They believe that while national programs and state mandates have encouraged global awareness, teaching from a global perspective occurs at the school and classroom level, and it is here that the significant changes can best be made. Global educators often speak of changing one school at a time, for, while there are commonalities, each situation is unique. In other words, there are no magic recipes for global education. However, Ramler (1991) points out some guiding principles developed by the ASCD International Global Education Commission:

- All teachers, as well as all students, should have opportunities to learn about and work with individuals whose ethnic and cultural backgrounds are different from their own.

- International/global studies should be viewed as cross-disciplinary, involving the arts, humanities, sciences, and mathematics, as well as foreign languages and social studies. And the global approach should start at the earliest levels of childhood.

- The impact on individuals and on society of the increase in transnational interactions should be included in the curriculum, reflecting interdependence with other nations and the role of the United States in a global economy.

- The changing role of nations in the world system should be explained throughout instructional materials, and the increasing number and importance of international organizations should be highlighted wherever appropriate.

- The changing and evolving role of the United States in world affairs should be included in the study of international trends and developments.

This position recognizes the new reality of the world today. Americans are living on a shrinking planet. Students today have the world at their fingertips and living beside them. The citizens being prepared today will be interconnected to the world as never before. Ramler (1991) speaks of the global linkages that reach every home and all people. He enumerates the many areas of life that are affected, such as fine arts, medicine, and sports and also includes the not so pleasant aspects such as drugs and diseases.

Students learn in individual classrooms and schools from teachers who greatly influence their lives. While they may ultimately benefit from federal and state programs, the reality is that the greatest impact comes from the relationships and the learning that occurs in each classroom and within each school. Schools need to capitalize upon the commonalities identified by the ASCD Commission (Ramler, 1991), but then must shape those commonalities to meet the needs of their particular students and situations.

No one in a school is in a better position to shape those commonalities and help teachers meet the needs of students than the principal. However, one factor that is almost never mentioned in the literature of global education is the role played by the school principal. Yet, much research documents what many already believed; schools and their programs are only as successful as their principals are (Block, 1987; Boston, 1991; Fullan & Stiegelbauer, 1991; Hansen & Smith,

1989; Lipham, 1977). Since research names the principal as a critical player in determining the success of any program within the school, certainly his or her role in initiating and/or sustaining a successful global focus within the school will be pivotal. What is there about the person's actions, characteristics, personal beliefs, and past experiences that accounts for this success? What are the person's personal and professional characteristics? How globally-minded is the person? Do certain demographic traits and a certain degree of global-mindedness correlate with an increased support of globally focused classrooms and programs? If these demographic traits and the degree of global-mindedness can be identified, then it might be possible, also, to identify individuals with like traits and experiences who would be better able to support a global education program. Ultimately, it might even be possible to provide similar experiences for all educators.

Therefore, the proposed research would be carried out in order to explore the factors in the principal's personal and professional life that shaped and are shaping their success as leaders of schools with a strong global education focus. The purpose of this study will be to look at the principal of a high school, what personal characteristics and background that person has, what professional training that person has which enables him or her to support global education within that school, and to ascertain whether and to what extent this global

background and mind-set translates into increased support of globally focused teaching and programing in their school.

## Statement of the Problem

American students need to be globally educated. Anderson (1991) states the immediacy of this need when he writes:

> Young American citizens inherit a society that is becoming progressively more involved in and dependent on a world that simultaneously is more interdependent, less dominated by one of many historic civilizations, and less subject to U.S. control. Given this historically determined fact, we have no choice but to press on with the task of globalizing American education. To do otherwise would be intellectually stupid and socially irresponsible because we would be putting at risk the children we love, the students we teach, and the nation we cherish. (Anderson, 1991, p. 33)

Unfortunately, the reality is that in more schools than not, global education is either not happening or, if it is occurring, it is being done haphazardly and not in an organized way throughout the school. Often this is due to lack of teacher training and/or experience with the global education concept. However, when teachers fully accept the concept and wish to teach from a global perspective, it still oftentimes does not happen. As Wimpelberg (1987) points out, "research on schools in the last couple of decades leads to the interpretation that schools can develop as places for excellent teaching and learning, but left to their own devices many of them will not" (p. 100). In other words, introducing a concept and the adoption of that concept by a teacher or a school is not usually going to occur all by itself. What Block (1987)

calls, "the process of translating intentions into reality" (p. 98) calls for leadership.

Principals are the driving force in initiating and/or sustaining any program in a school. "Nothing will happen without leadership. From someone--or someplace--energy needs to be created, released, channeled, or mobilized to get the ball rolling in the right direction" (Deal, 1990, p. 4). That person in a school is most often the principal. "Research has documented what common sense has long dictated: that school leaders do determine whether or not schools are successful" (Cawelti, 1987, p. 3).

> The principal is critical to a global education program.
>
> Much has been written about the key role of the principal in supporting school-site change. Nothing in my experience contradicts that notion. Indeed, I cannot think of a single, strong school-site program in global education that has not enjoyed the support of its principal. Conversely, I can tell too many stories of frustrated teachers demoralized by a perceived lack of support after countless hours of effort that have resulted in little, if any, progress toward a curriculum that included a global perspective. The principal has the power to facilitate or block change efforts. (Boston, 1991, p. 88)

The principal is a key factor, then, if a school is to focus on a global perspective. His or her understanding and support of the concept is pivotal if teachers are to successfully provide that perspective for students. However, the global education literature is virtually devoid of information about the principal. Nothing found in the literature looks at what prior knowledge and/or experiences make for an educator who is

globally-minded. Nothing found in the literature addresses the link between a globally-minded principal and programing in that principal's school. There is a need to explore the principal's background, attitudes, and perceptions in order to ascertain which of these impacts on the global focus and programing of the school. Only by adding this important element into the literature concerning global education will there be a more complete body of knowledge concerning global education from which to make further plans and to draw conclusions.

## Research Questions

The overarching research question is: Does the global-mindedness of the high school principal translate into greater global focus and programing within the school? The following subquestions will guide the research on the principal's role in initiating and/or sustaining global education:

1. Do demographic characteristics of principals make any difference in their global-mindedness?
2. What background experiences of principals contribute most to the principal's global-mindedness?
3. To what extent are the principal's attitudes, beliefs and behaviors associated with their global-mindedness?
4. What other factors, as perceived by high school principals, are important to the implementation of a global focus within a high school?

## Importance of the Study

Interest and debate over what historically has been called international education has come and gone for almost as long as America has existed, and has depended in large part on the politics of the day (Lamy, 1983a; Tye & Tye, 1992; Woyach, 1983). But, historically, one fact is different. America was isolated by distance from much of the world and the debate was more esoteric than practical. The reality of the world today presents an entirely new situation, for the reality is that Americans are living on a shrinking planet, and that students today have the world at their fingertips and living beside them (Goodlad, 1990). The ethnocentrism of the past is no longer tolerable, if it ever was. The realities that are influencing the world today and which will

> shape the world of the 21st century. . . .call for effective global education at all levels and in all disciplines. Global education is not a new concept; global awareness has long been a desirable outcome of student learning in a variety of subjects. However, as the old order crumbles, the need to provide school experiences with an international and global dimension acquires new urgency. (Ramler, 1991, p. 44)

### Void in the Literature

Much has been written about the importance of teaching global education, the need for teachers trained to teach from a global perspective, and even the commonalities of global education. In all the literature, however, there seems to be a missing component. Very little

addresses the pivotal position of the school principal. Boston (1991) writes about the importance of the principal in support of site-based changes. She also writes about the positive effect a supporting principal has in a global education school and the dire, demoralizing effect that the lack of principal support can have in such a school. Further, she also cites eight actions which principals take in schools with effective global education programs. But Boston seems to be one voice crying in the wilderness. The role of the principal, a role that is critical in most successful schools and their programming, is not given any attention in the writings about global education. Is it possible that the role of principal is not so pivotal in the area of global education? Are there other factors equally or more important?

While Boston's actions do tell us something about the person, nowhere in the literature is the specific role of the principal addressed, what there is about the person in this position that makes him or her initiate or sustain a global education focus in a school. Nothing has been written about the person, his or her background, training, and experience, and what effect those factors have on the supportive person he or she is. Boston (1991) emphasizes the critical role of the principal's communication of values and beliefs to others in the school. It is important that more research be conducted pertaining to the role of the principal.

Importance for the Profession

As stated earlier (Tye & Tye, 1991), America is at a critical crossroads; a new set of attitudes and behaviors is required of all citizens and leaders. Achieving those attitudes and behaviors may prove very difficult, however, in a country that stresses the individual and competitiveness as much as America does (Tye & Tye, 1991). Yet, if these authors are correct, this research has potentially far-reaching implications. For it is a truism that teachers teach what they are, and many teachers are not globally comfortable. Given the fact that principals come from the ranks of teachers, then the same truism applies to them.

According to Vestal (1994), less than 1% of American undergraduates study abroad for credit each year. The majority of students earn bachelor's degrees without taking any foreign language courses, and the majority of faculty members have no international exposure and little idea of what a globally sensitive professor would be.

While there are globally focused classrooms at all levels, and even a few globally focused schools, it is because of individuals or groups that have become global thinkers and that their orientation has provided a global focus for students. The implication for the education profession then is clear. In order to educate students in K-12 globally, universities and especially colleges of education must train educators to do so. They need to identify the traits, backgrounds, and experiences now held by

educators who support global education, and try to provide at least some of those features in the teacher training programs of the nation. For it is from those people that the principals will come who can initiate and/or sustain global education programs within our K-12 schools. The knowledge base in this area at present is almost non-existent.

Importance to the Researcher

This researcher is interested in the topic of global education for many reasons, both personal and professional. Professionally, as an educator for many years, the limited view of many educators about the rest of the world has been the cause of shortsighted decision-making that results in educating students for the present rather than for their future. Educators who see no value in travel beyond a limited range, who see no need to learn another language, and who do not see the richness in the diversity that is now the population of America, perpetuate the stereotyping and the ethnocentricity of the past. As Anderson (1991) points out, continuing this pattern would be devastating to America's students and the nation.

Personally, the researcher has experienced the great benefits of a global education, some provided by the home and some by the educational institutions she has attended. Foreign language study, travel, ethnic diversity, exchange opportunities, and family heritage have all contributed to a broad outlook and wonderful opportunities unlike any that could have been gained otherwise. Selfishly perhaps, the

idea of providing such knowledge and understanding of the world for other students would seem a wonderful one to emulate. To be able to enrich the lives of students, and ultimately the citizenry, with a better understanding of the world of which they are a part, would seem laudable, and attainable.

## Procedures

In order to explore the question of traits and attitudes that shape the principal, and whether those same traits and attitudes translate into greater global focus and programing within the school, the researcher focused on the public high schools within the state of Georgia. This involved schools in large urban areas and small rural settings. It involved schools with large minority and/or international populations as well as those which were still largely homogeneous in nature. A demographic survey was developed and sent to all Georgia high schools, asking the principal to complete and return it within a specified amount of time. It asked for both personal and professional data as well as data about his or her school and its programs. It also included an attitude survey designed to measure global-mindedness. Most of the information was analyzed quantitatively.

However, also included in the survey were open ended questions regarding other factors that could influence having globally focused programing in the school, what the principal thought were the important factors, and how the principal would prioritize those factors.

This information was analyzed qualitatively to support the survey information. It was important to this study that this qualitative information be gathered. While the quantitative information would answer the major research question, it was quite possible that even with an affirmative answer to the question that other important factors were vital for a complete picture to form.

## Limitations

There were limitations to this study, but none that were insurmountable. First, the demographic data and the global-mindedness data to be gathered were both self-reporting data. The second limitation was the proposed global-mindedness instrument. It had to be modified to meet the needs of adult administrators instead of being used on college students.

## Definition of Terms

The following definitions were used in this study.

Global Education refers to learning that deals with the interdependence and interconnectedness of people and nations. It is education designed to give students the knowledge, skills, and attitudes needed to live in such a world.

Global perspective is recognizing that other people and nations may view the world differently from oneself because of the differing experiences of each.

Ethnocentrism is the belief that a person's or nation's view of the world is central to and superior to other views of the world.

International Baccalaureate refers to a worldwide organization of member schools offering a rigorous and sanctioned curriculum whose diploma is recognized and accepted by universities around the world.

English for Speakers of Other Languages (ESOL) refers to a national program designed to teach students whose native language is not English the language and culture of the United States.

Global-mindedness refers to a state of mind of people who "... possess an ecological world view, believe in the unity of humankind and the interdependence of humanity, support universal human rights, have loyalties that extend beyond national borders, and are futurists" (Hett, p. 8).

Belief refers to a conviction of truth: an acceptance of something as true or real.

Attitude refers to a position or disposition indicating willingness to take an action, feeling, or mood.

Behavior refers to an activity or change in relation to environment.

## Summary

American students are inheriting a society that is changing. America is no longer the isolated world unto itself that it once was, or thought it could be. America and Americans are linked to the world and,

in part, dependent on that world as never before. Educators must recognize this fact and be prepared to give their students the tools and attitudes necessary to be successful in that world. In large part, that responsibility rests with the principal who leads the school. In order to accomplish the task, American educators must be trained for this new thinking, these new attitudes. However, first the personal and professional traits and values they need must be identified. Only then can others be trained and given the experiences that will make the difference. And any other factors beyond the principal that influence the provision of a globalized focus and programing must be identified. History has determined a globalized future for all students. We must know how to accomplish this important task.

# CHAPTER II

## REVIEW OF RESEARCH AND RELATED LITERATURE

### Introduction

> Young people around the world are growing up in polyethnic and multicultural nations. These nations find themselves functioning in an increasingly integrated global system. On the cusp of the 21st century, all citizens of Planet Earth find ourselves extensively involved in a global system that touches every aspect of our lives. The food we eat, the clothes we wear, and the people we meet reflect the interrelatedness of each facet of our lives. (Anderson, 1994, p. 3)

The world is indeed changing. The world of today's adults is very different from the world in which today's students will live. The education that met the needs of today's adults will not suffice in the globalized world of the future. To equip American children for their future will be the job of all facets of our society, but the primary responsibility will rest on the schools. For as Schukar (1993) states, students must be provided with a "... thoughtful, reflective balanced approach to controversial issues...to assist ... in the development of the skills, efficacy, and confidence necessary to successfully guide the United States in the future" (p. 57). This is the job of all teachers of global education in particular and all educators in general. It is an important task made even more challenging by the global realities of society, and as Rauhauser and McLennan (1995) rightly point out, "educators must focus on creating schools that prepare our youth for

their future. Schools, curricula, and classroom activities cannot prepare youth for tomorrow unless they look different than schools and classrooms of yesterday" (p. 30).

## Historical Background of Global Education

While the call for a more global focus for U. S. education may be forceful and poignant, it is not new. For at least a century there have been calls for internationalizing or globalizing the American education system, calls that, except for brief flurries, have gone largely unheeded. During that time, learning about other cultures has been primarily an exercise in *us* versus *them*, with *us* almost always being in the superior position. What Richards (1979) said in her dissertation almost 20 years ago is just as true today: "As a result, our schools have produced generations of citizens who have studied cultures in the context of "we" and "they". There was a lack of feeling of commonality with other members of the human race. There was no sense of global community" (p. 1).

The reasons for this apparent lack go far back in this nation's history. The very documents that created this nation speak of independence, of breaking bonds, of being separate. As Masolwa (1995) states, "America is a nation founded on independence, not interdependence. Separateness is a cultural norm for the U.S. The American economic system is based on individual enterprise, entrepreneurship, and competition" (p. 5).

The Liberal Tradition

And yet there have been voices calling for connectivity. The liberalism of Locke, Mills, and Smith that was the basis for so much of America's value system is still "the dominant paradigm of analysis in the discourse on global education within the American tradition" (Johnson, 1993, p. 5), especially during the 20th century. Writers for this model usually offer the viewpoint that the world is moving toward a unified culture, much like that found in the U.S. and western Europe. Anderson (1973) even posits that "Today most human beings live out their lives in a cocoon of culture whose circumference equals the circumference of the globe. In a word there is a global culture" (p. 84).

However, moving the U.S. beyond this position, and into education programs that advocate the position of interdependency and world systems has been at best fragmented, often influenced one way or other by the political realities of the day. This has been especially true since the 1950s, a period Schukar (1983) calls " the period of education for a world society, or more recently an education for a global perspective" (p. 92). This global perspective has its roots in the earlier progressive education movement of the 1930s, especially the liberal sector of that movement known as the reconstructionists, scholars such as George Counts.

> The reconstructionists believe that the purpose of schools is not social reproduction but social reconstruction. Schools are a means for correcting social ills and for developing a new social order. The

> curriculum, according to this view, must be geared to the transformation of the rising generation so that it may embrace the contemporary national and global problems of war, poverty amidst affluence, crime, racial conflict, political oppression, environmental pollution, disease, and hunger. (Tanner and Tanner (1980) as cited in Schukar, 1983, pp. 92-93)

Many of the studies conducted during the 1950s to 1970s are based in this liberal search for a global perspective, or what the literature of the time calls worldmindedness. Worldmindedness, a term which lacks clear definition, seems to be "...certain abilities,...a level of awareness,...a philosophy, and...an attitude" (Hett, 1993, p. 17). And, as Hett (1993) points out,

> almost every study since the mid 1950s has used some version of Sampson and Smith's Worldmindedness Scale, developed in 1957. The Worldmindedness Scale is limited by the values and concerns of the time. Several of its items refer to a world government or an international police force. When the United Nations was chartered in 1945 these were more prominent issues than they are today. (p. 20)

It is perhaps this emphasis on worldmindedness that has so incensed many in the U.S. who consider themselves patriots and nationalists. But, as Barnes and Curlette (1985) point out, having a global viewpoint and being a nationalist are not mutually exclusive. It is possible to be both. As Lamy (1983) stated,

> historically, opposition to international education programs has centered on ideological differences....Ideological opponents, concerned with the apparent decline of U.S. influence in world affairs, have described global education as naive, idealistic, anti-America, and generally antithetical to one of the fundamental purposes of education which is to build loyalty toward American political, economic, and sociocultural institutions and ideals. These opponents are not against all global education efforts. Most feel

> that global education is fine if its content and purpose is to introduce students to a realistic view of the world, a state-centric perspective which stresses the importance of this country's interests in international affairs. (p. 9)

Realism and Idealism

An interesting debate, occurring simultaneously to the liberal developments of the 20th century, and greatly affecting the discussion of global education, was that between those favoring realism and those advocating idealism. Realists were seen as those who believed in national power and considered that power "...essential to the maintenance of stability and peace in the international system" (Lamy, 1983, p. 11). This realistic viewpoint was blamed for encouraging, if not causing, World War I. And so between World War I and World War II there was a swing to the position called idealism. The idealists "...believed the United States should support the abandonment of force, encourage cross-cultural understanding and peaceful coexistence, and devote our leadership skills to the development of global institutions dedicated to resolving conflicts and disputes between nation-states" (Lamy, 1983, p. 11).

Programs and curriculum of the periods changed with the politics of the day: The realist position supported education which stressed the nation; the idealist position stressed the international and universal. However, after World War II neither position gained dominance but

neither were they rejected. Instead, they both became part of the new geopolitical world that subsequently emerged.

Global Education and Geopolitics

The story of education in the United States for the past 50 years has been ever changing. It has depended on the dominant political perspective of the time. As Masolwa (1995) states:

> The content and purpose of education is determined mostly by the political ideology that the nation operates on. If the nation operates according to realism, the content of its education system will tend to have a homogeneously local and national focus: consequently, its graduates will tend to have a homogeneously local and state-centered perspective. But if a nation operates according to idealism, its education system will tend to have a heterogeneously international and global focus; and as a result, graduates from such an education system are most likely to have [a] more heterogeneously global perspective. To have an effective education system that will foster global education, there is a need for a multi-and-interdisciplinary approach. (p. 64)

In the aftermath of World War II (1948), Public Law 80-402 was passed so that information , skills, and people could be shared between the U. S. and other countries. Known as the United States Information and Educational Exchange Act, it was to be the forerunner of many attempts to integrate the U. S. into the rest of the world. When, in 1957, Sputnik made the nation deal with the painful reality that its superiority was questionable, the national answer was the National Defense Education Act of 1958 (NDEA), with its emphasis on math, science, foreign language, and international studies (Lamy, 1983).

But the real impetus began in the 1960s when then President Lyndon B. Johnson and others in positions of leadership sought to unite American education with the world around it. At a celebration of the bicentennial of the Smithsonian in Washington, D. C. in 1965, President Johnson eloquently formed the base for what was to influence educational policy until the present. He spoke of Smithson's call to spread knowledge to all men everywhere and stated that the world of the present,

> makes that mandate much more urgent than it ever was. For we know today that certain truths are self-evident in every nation on this earth: that ideas, not armaments, will shape our lasting prospects for peace: that the conduct of our foreign policy will advance no faster than the curriculum of our classrooms; that the knowledge of our citizens is the one treasure which grows only when it is shared....Almost half the nations of this globe suffer from illiteracy among half or more of their people. And unless the world can find a way to extend the light, the force of that darkness may ultimately engulf us all. (Johnson as quoted in Vestal, 1994, pp.184-185)

What followed, ultimately became the International Education Act of 1966 (IEA) (Public Law 80-698), and a host of other activities designed to fulfill that mandate. Many thought that this act would be one of the greatest pieces of legislation ever passed by a congress. "The act authorized grants for international studies and research at both the undergraduate and graduate levels to improve the overall capability and versatility in global affairs of the country as a whole....Unfortunately, the IEA never received an appropriation - a victim of the Vietnam War" (Vestal, 1994, p. 5). But, in spite of its demise from lack of funding, it

set the stage for many activities and accomplishments that are still with us. The list is impressive and includes the Fulbright program, which provides study opportunities for high school and university level students wishing to learn abroad, and exchange teacher and administrator opportunities for educators to work for extended periods abroad; the Peace Corps, which still sends Americans abroad to share their skills and talents with those in need of them; and many other programs that provide vital links for America and Americans to the rest of the world. But the reality is that for the decades of the 1970s and 1980s very little was done to promote global education on any large scale. There were, and still are, fragmented programs that collectively represent a sizable investment in both time and programming. But the programs lack for the coordination that would provide a national focus (Vestal, 1994). Most of these programs are still based on the original IEA model, and as of 1991, "... such support as there was for international education came principally from the financially strapped budget of the ED (Department of Education). Federal programs in international education amounted to a woeful 0.13 percent of total U.S. education funding" (Vestal, 1994, p. 6).

Of course the National Commission on Excellence in Education's 1983 publication of A Nation at Risk indelibly connected education in general with the global economy with its well-known line, "If an unfriendly foreign power had attempted to impose on America the

mediocre educational performance that exists today, we might well have viewed it as an act of war" (p. 5). This report, however, did little to shape the global discussion in a positive way. Nor did the lesser known national reports, A Nation Prepared: Teachers for the 21st Century or America 2000: An Education Strategy. Both reinforced the position of U.S. education as largely a means to compete economically in the larger world and mentioned nothing about the other very strong reasons for globalizing the educational process in the U.S.

The decade of the 1990s has seen some indication at a national level that there is renewed interest and/or concern for international or global education. The IEA that lay dormant for so long was given new life when Senator David Boren and the Senate Intelligence Committee which he chaired, proposed the National Security Education Act of 1991(NSEA), "... a major international education initiative, to increase opportunities for undergraduates to study abroad and to support the training of more specialists in languages and area studies" (Vestal, 1994, p. 6). While this act is modest by today's standards, it represents a large increase in funding over the past two decades, and gives hope to those who are attempting to bring global education to the forefront again, not only in the nation's universities, but also in her K-12 institutions.

And so it would seem that there are two dominant viewpoints at work presently in the United States, trying to shape the future of global

education. Lamy (1983a) calls them the idealist and the realist geopolitical world views. Whatever they are called, the fact remains that there are two different and distinctive perspectives. However, Lamy points out that,

> the most appropriate world view would be one that emphasizes constructive cooperation among significant actors at the local, national, and international level. Global perspectives education encourages students to find workable solutions to socioeconomic, military-security, and ecological problems which challenge the leaders and citizens of this world....Global perspectives education, when done properly, is innovative - encouraging students to find solutions to new and challenging situations; anticipatory rather than reactive; and interdisciplinary, not limited to the social sciences. (p. 18)

## Current Reality and Global Education

If it is true that the best time to make change is when a society is in a period of transition, then America's K-12 education system is ready for a change. The national reports of the past two decades, such as A Nation at Risk, certainly call for drastic change. But even these reports have not unified all people toward change. Many people, including some educators, believe that the current system is basically sound and can be repaired with some attention. Joyce, Wolf, and Calhoun (1993) call attention to the widespread belief that things only need changing when they are in terrible condition, but as they state, "What we have often ignored in our restructuring efforts is that (1) the chief reason for seeking improvement is that the search enlivens the organization for adults and students alike and (2) improvement is

possible regardless of the current state of the organization. In other words, the best can always get better" (p. 5).

However, the call for change also comes from an even stronger source. It comes from the very world of which this nation is a part. The world of today is far different from what existed even 20 years ago. There have been massive changes in nations, changes that were unimaginable not long ago. The political changes in the world during the past 10 years have been overwhelming and have been watched as they unfolded, thanks to the telecommunication possibilities that are part of everyday life. People have watched and they have been affected (Anderson, 1990). As Panetta put it, "At no time in history have events in one country or on one continent had more pervasive and lasting impact on the rest of the world. Isolation and parochialism are no longer options, for countries or individuals as events increasingly have broad and lasting impact far beyond their immediate sphere of influence" (1993, p. 7.53).

It may seem strange that a nation that began as a haven for the world's immigrants and which for so long prided itself as being the melting pot of the world, would find it difficult to reach out to broaden ties to the rest of the world. But today the melting pot thinks of itself more as a tossed salad, a blend of flavors and tastes, together and yet distinct, each culture and group adding a distinctiveness to the mix. The physical blending is apparent. But the attitudinal blending will take

more time. But it too must change. For as Patterson (1993) noted,

> in the face of the uncertainty and ambiguity permeating much of our lives, one thing is for sure: the future is out there. It's waiting for us. We have first-hand experience proving that the future eventually becomes the present and then the past. We cannot skip the future, but we can decide how we will shape it. (p. 38)

The Current State of Global Education

> In the past two decades, we have been experiencing a fateful convergence of three profound historical changes in the world's social structure that began at different periods of time. The first change, which has been under way for the past half millennium, is the accelerating growth of global interdependence. The second, which dates to the first decades of the 20th century, is the erosion of Western Civilization's dominance of the rest of the world. The third change, which dates from the early 1970s is the decline of American hegemony in the world political economy. (Anderson, 1990, p. 14)

During these past 20 years, and to some extent even before that, more and more educators have become involved in a quiet move toward bringing more of the world into their classrooms. At the K-12 levels this movement has been called global education (Anderson, 1990). Their methods and subjects have been many, depending on their areas of interest, their backgrounds, and their situations. Those in the sciences often look at global problems such as pollution that affect not only their students but students in the rest of the world. Those in the fine arts attempt to broaden their students' exposure to the arts of many cultures. Teachers of foreign language emphasize communication, including trips to other countries and exposure to native speakers. The social studies seek to infuse a world view in the history, geography,

government, and economics they share with students. But as many have recognized, there is a need for more. The Association for Supervision and Curriculum Development (ASCD) recognized the need when they developed Global understandings: A framework for global education in 1994 . The rationale for this publication eloquently states the need:

> Most of us were educated into and have experienced throughout our lifetimes a world quite different from the one our children will know. Living in a world characterized by the increasing pluralism of localities operating within the context of global interdependence is a significantly different life experience from that of most adults on this planet. Our children will need new skills and attitudes to function productively in this different environment. They will need an understanding of and appreciation for the global nature of life in the future. (C. C. Anderson, 1994, p. 3)

The Current Challenges to Global Education

Faced with the world on the doorstep and the complexity facing all of that world, it might be assumed that the need for globalizing America's education system would be easy for all to see. But the reality is not so easy. For education at any level does not exist in a vacuum. It is just one aspect of the multifaceted society in which Americans live, and while major elements of that society recognize the need to be more globally aware, not all facets have developed that viewpoint. As Schukar (1983) notes, "the purpose and direction of formal education in every society is a function of the ideals, values, and behaviors that each society seeks to perpetuate. Schools serve as a means for social reproduction and the school curriculum is often no more than a

reflection of the dominant social, economic, and political value structure" (pp.91-92).

The deep structure debate.

Schools are not society's visionaries. Schools mirror a society and react to its changes, changes that often occur slowly (Schukar, 1983). According to B. B. Tye (1991), American society is in transition and the various segments are not all at the point where the "deep structure of schooling" (p. 35) has been affected. Some characteristics that were expected in schools of a century ago are not expected by society today. But those that are expected, are assumed to be right and are seldom questioned by society. They are often the things that cause people to say, "but that is the way it has always been." Such characteristics--beliefs--are pervasive and difficult to change, precisely because of that deep structuring. Compounding the situation is the fact that while this deep structuring is nationwide, it is not uniform. Each state, county, school district, and school has its own structure, personality, and climate. And the citizens that each serves have very differing expectations.

Specifically, Schukar (1983) cites the following specific reasons for global education not having had a stronger influence in American schools:

> 1) it does not reflect the dominant national social, economic, and political values of our time; 2) it is not a response to a unanimously perceived need from the public for educational change at this time; and, 3) it is sometimes considered to be a doctrine of the left-wing fringe and thus is seen as another attempt

> to undermine the power and influence of the United States in today's world. (p. 93)

To this list Masolwa (1995) adds the following "... negative global attitudes which hinder the development of global awareness...prejudices, ethnocentrism, fear, disrespect, stereotyping, ignorance, and indifference" (p. 48). Each of these negatives, even in small numbers, impedes the attempt to introduce more globalism in schools. Lamy (1983a) also introduces the always present limit of finite resources and points out that often all of these limitations reinforce one another and hinder progress toward globalization of schools. Further, Lamy (1983a)posits:

> In order to overcome these oppositions, a case has to be made for global education which includes a clear definitional statement and a list of educational objectives consistent with the priorities and values of a given community....Advocates of global education must convince policymakers and educational leaders that the content of global education is an essential ingredient in the preparation of young people for effective participation in their local, national, and global communities. (p. 10)

Indeed, advocates of global education must convince all of this nation, in order to give the kind of attention to the subject that is needed and so warranted. The pleas made two decades ago may have been eloquent but have been largely unheeded. A review of the literature shows little change during the past fifteen years. Some new voices have been added to those sounding the alarm, but no one seems to be listening to any greater degree. The need continues to grow but so far nothing has caused the kinds of changes that will have any large-scale impact.

University challenges.

While many would assume that America's colleges and universities might be leaders in practicing and promoting more globalization in classrooms and programs, that is not always a safe assumption. Universities and colleges, just like K-12 institutions, sometimes are reactive rather than being proactive concerning societal issues. They are confronted with problems such as narrow specializations, rivalries between departments, lack of administrative support, and the constant discrepancy between infinite needs and finite resources (Tucker, 1990). And yet in the area of globalization opportunities for students, there has been growth, even since Vestal's report of 1% of America's students studying abroad for credit each year (1994). For example, in a news article from the University of Georgia, the following facts were included:

- In his first state of the University address, President Michael Adams proposed as a goal that 10 percent of UGA students should be involved in international study before graduating.
- Chancellor Stephen Portch has set a goal of 2 percent of University System students participating annually in international education by 2000.
- In 1996-97, the number of UGA students participating in a study-abroad or exchange program was 629, about 3 percent of undergraduate enrollment. (Roberts, 1998, p. 4)

National statistics quoted in the same Dec. 12, 1997 article are not much better. "... Boston University had the greatest number of students in study-abroad programs at U.S. research universities in 1996-97: 1,416, or 4.8 percent of the student body. Cornell University was 15$^{th}$ on

the list, with 653 students, or 3.4 percent" (Roberts, 1998, p.4). And while many universities now have some international activities and/or courses available, generally it is the situation that, "efforts devoted to curriculum revision and to globally-oriented activities are...considered to be secondary to the basic goals of the institution"(Gilliom, 1993, p. 43). Certainly in some departments there is more global contact for students and faculty than in other departments. In many of the sciences, the arts, and especially in foreign languages, contacts are at least available. Also, most American universities have large numbers of exchange students on campus, enriching the learning environment and bringing foreign cultures into the classes of those institutions. And many professors now attend international conferences, and even take advantage of international travel experiences offered by professional groups or by the university itself. But, as Vestal (1994) notes, "Collectively, the international education activities of all U.S. colleges and universities represent a substantial investment and a sizable resource. Their impact is diminished both at the campus level and nationally, however, by their scattered, uncoordinated nature"(p. 4).

Preservice teacher training.

As for university schools of education, the situation is mixed. As Gilliom (1993) states, "Mobilizing preservice teacher educators, be they in colleges of education or in other departments, to support and carry out the goals of global education is no simple task" (p. 40). He

cites such causes as lack of interest by professors and lack of rewards for those who do get involved, but emphasizes the critical nature of faculty support for global education to be accepted (Gilliom, 1993). This viewpoint is shared by Henson, who Gilliom notes,

> points convincingly to the importance of faculty commitment to internationalizing curriculum and life on campus if universities are to adopt a global agenda. Likewise, undergraduate teacher education programs will not become "globalized" until professors of education themselves are motivated to implement the idea. (1993, p. 40).

As with most changes within educational institutions, administrative support is a critical factor. The best conceived program can die without the support. However, while "administrators in higher education increasingly are voicing a belief in the importance of internationalizing campuses, no amount of administrative fiat or public posturing will lead to real change if faculty members as well as administrators are not aboard from the beginning" (Gilliom, 1993, p. 41). The key is to work one professor at a time until there is a critical mass.

One facet of the nature of global education makes reaching the critical mass more realistic at the university level, and indeed at any level. "The interdisciplinary nature of global education gives it great resilience in the 'turf' conflicts that often arise when something new appears on the education scene" (Tucker, 1990, p. 113). Educators at all levels are being called on to collaborate, among and between each other

and with other agencies (Freeman, 1993). This collaboration, done between university departments and/or schools, produces exciting results. Professors from different departments can join forces and produce joint results that no one individual could achieve alone. For as Tucker (1990) says, "Global education is not a zero-sum game, where more for you is less for me, and vice-versa. Rather it represents an expanding continuum, where more for you is commonly more for all of us" (p. 113). University students in all departments will benefit from any professor who infuses a global focus into what is taught. They will benefit exponentially from professors who collaborate and make the cross-discipline connections come alive. This is especially true and critical in university teacher preservice programs where those who will teach in K-12 schools receive their training. Johnston and Ochoa (1993), in speaking about research done in the area of teacher pedagogical content knowledge, state:

> This area of research suggests that what teachers know from their academic studies and from their life experience influences how they construct learning for students. These studies make explicit the ways in which content knowledge and belief systems motivate one's conceptions of teaching and subject matter. (p. 67)

Teacher preservice programs cannot control the background and training that their students received prior to coming to the university. Therefore, it would be important that these preservice programs provide for a rich program of course work and opportunities to enhance the global experiences of their students, if the K-12 schools are to be fully

able to have teachers who are comfortable teaching from a global perspective. In fact, Johnston and Ochoa call for more research to be done in this area when they propose studying:

> 1. Teachers' subject matter background and how it influences curricular and instructional decision making in teaching for global perspectives.
> 2. How personal backgrounds, travel experiences, and teaching beliefs and attitudes influence their views of content in global education.
> 3. Teachers' stereotypes and understandings of other cultures as they influence their teaching for global perspectives. (p. 67)

At least some of these questions may be answered by this study since principals come from the ranks of teachers and have the same preservice training.

According to Gilliom (1993), however, this globalized preservice experience may not be happening in many universities. He states that:

> The majority of preservice education programs do little to prepare new teachers with the knowledge or motivation to teach from a global perspective. Since restructuring preservice programs lies at the heart of current efforts to reform teacher education, this appears to be a propitious time to reconceptualize preservice experiences from a global point of view. A vital step in this effort is introducing teacher educators themselves to global education and encouraging them to seek ways to prepare their students, in turn, to plan and teach from a global perspective. (p. 40)

On the other hand, there is notable progress being made in many places. Gilliom (1993) notes that global education is "making significant inroads in teacher education programs"(p. 45) such as the following:

> Chapman College
> New York University
> Florida International University
> Stanford

The University of Denver
Immaculate Heart College
The University of South Dakota
The University of Kentucky
The Ohio State University

These are only the more visible programs. The preparation that students receive in these programs will ultimately affect their teaching, and will in turn affect those who later become administrators in schools.

One of the exciting facets of many of these teacher preparation programs is the international study and teaching experiences that many students at these universities have. In defining global education, K. A. Tye (1990) said that it "involves perspective taking--seeing things through the eyes and minds of others--and it means the realization that while individuals and groups may view life differently, they also have common needs and wants" (p. 5). Perspective taking is just what international study and teaching experiences allow American students to do. Mahan and Stachowski (1994) describe the benefits of such exposure as follows:

> International teaching and study experiences are emerging as a viable means of developing a broader world perspective in preservice teachers. Such experiences serve to immerse novice educators in cultures outside the United States through classroom teaching practice, home living, required interviews with diverse foreign citizens, and community involvement. When these international experiences are prefaced by in-depth preparation for the host culture and education system and marked by continuing analysis and reflection, participants are likely to achieve personal and professional outcomes that could not be matched had they chosen to remain at home and complete conventional student teaching assignments. Documentation of these outcomes conveys to teacher educators nationwide that international experiences

> result in important new learnings, increased global understanding, and insight into ways that this knowledge can be incorporated into US elementary and secondary classrooms. (p. 15)

While much of what is cited as learnings by those who return from international experiences come from classroom teachers and university supervisors, Mahan and Stachowski (1994) note that much of the learning comes from non-educator sources. They provide the following statistics as seen in Table I:

TABLE I

Sources of Learning Identified by Overseas Student Teaching

| Source of Learning | % of Total Sources Cited (N = 2,459) |
|---|---|
| School professionals: supervising/other teachers, principals, central office staff | 38.6 |
| Community people: nonschool community people, host-nation family, nonteacher school staff, parents of students, host-nation celebrities/leaders | 34.4 |
| School children in own and other classrooms | 10.9 |
| Listening, reading, reflecting: media, host-nation authors, self, preparatory workshop consultants | 8.7 |
| Physical things: land/weather/geography, museums/works of art | 7.4 |

(Mahan & Stachowski, 1994, p. 21)

International teaching and study experiences are important then for both the learning that occurs within the school and for the learning that occurs within the larger culture. The international experience gives these preservice teachers insights and learning that traditional student teaching in their own country could not have provided. As Mahan and Stachowski (1994) conclude: "Student teachers also gain a broader perspective on the world, on other peoples who inhabit this planet, and on what it means to be teachers of elementary and secondary students who will be the custodians of our earth tomorrow" (p. 23).

Staff development in K-12 schools.

While the preservice preparation of teachers is a critical component in globalizing America's K-12 schools, the question of how to prepare those who are already in the K-12 classrooms needs to be addressed. While the media is full of the message that America is part of an interdependent world, that message seems to stop at the door in many, if not most, public schools. As Stirling (1993) writes, "It appears as though the public schools are preparing students to live in quite a different reality. It is this anomaly that creates the need to change our schools through global education" (p. 12).

Education today is being asked to change many things in answer to many challenges which are beyond the scope of this research. Whether that change is labeled restructuring or some of the other terms offered up to define the process, change has been mandated. Joyce, Wolf,

and Calhoun (1993) write about the research on change and state:

> The core of the messages from research on change is that those who believe that a life worth living is worth living well do some pretty remarkable things. The search for safe and easy plans for "restructuring" generate false gods, for such "easy" plans are built on the hope that we can discover a way of improving schools that simply rearranges the old elements--ourselves and our colleagues--in some way that magically increases the energy of the organization. In fact, the energy needed is that of human beings, and the major impediments we have to face are the ones we impose on ourselves. Relaxing into productive change is the key, rather than stiffening and bracing ourselves against the winds of change and hoping our role in the new era will be just a freshly painted version of our current, familiar role. (pp. viii-ix)

Change is often perceived as being called for because the present situation is untenable. But that should not be the case. Change can make good situations better. "We do not have to begin by asserting that the current state is dreadful" (Joyce, Wolf, & Calhoun, 1993, p. 5). Nor can we have a packaged approach, one size fits all schools. The culture of each school is different and their needs and responses will differ (Cunningham and Cresso, 1993). These differences are, in large part, why the top down mandates spoken of earlier (Panetta, 1993) are not likely to have the desired results. Certainly, "...as a shared vision, global education can help shape the culture of schools and of universities to meet this perceived national deficiency" (Tucker, 1993, p. 116). But each school and each teacher must come to that shared vision from their own background. Tye and Tye (1993) focus on this shared vision when they talk about why some schools and teachers are successful in introducing global perspectives and some are not. The focus on "...(a)

the problem of how the *meanings* that different teachers attribute to 'global education' affect their *behavior* in adapting to the change, and (b) the problem of competing demands on teachers' time. Since each of these areas is itself a topic for a dissertation, suffice it to say that teachers need the time to deal with the topic on their acceptance level at the same time they are involved in staff development to increase their knowledge and understanding and adapt teaching styles to best integrate the concepts into their repertoire (Tye & Tye, 1993).

The next step for those who are comfortable and interested in globalizing their curriculum is to deal with some basic questions such as those proposed by Schukar (1983):

> The response to these questions will determine the purpose and direction of the program:
> 1) Given the nature of the current direction of the world today, what do students need to know, believe, and be able to do in order successfully to confront the challenge that they will almost certainly face?
> 2) What curriculum models and structures would best accomplish the goals outlined above?
> 3) What resources are available to help accomplish the task? (p. 93)

Tye and Tye (1993) speak of teaching being an open-ended career, in the sense that there is no end to the training and preparation that are required as needs are identified and times change. Teachers who are successful are those who are always ready to grow. As Tye and Tye put it, "Attending staff development workshops, encountering new methods and materials, and adapting to various changes in curriculum,

instruction, and even, occasionally, organization structure are an integral part of any teacher's professional life" (1993. p. 58). What should that staff development include? Hadley, Webster, and Wood, cite three priorities that need attention: "(1) personal growth for teachers; (2) adapting the curriculum to include more international aspects; and (3) identifying resources for teachers and students" (1988, p. 19). For personal growth these authors suggest reading from many sources as well as the many other media sources readily available today. Attending workshops, and taking globalizing courses at universities, personal travel abroad to experience other cultures and more extensive contacts with people in the community who have experience in or who are from other cultures, also will help widen the individual's perspective and the meanings that he attaches to global education. All have the potential to change the behaviors within the classroom when teaching. Since globalization itself is a collaborative activity among nations, staff development needs to focus on teaching activities that stress joint planning between teachers and departments, and cooperative learning between students (Hadley, Webster, & Wood, 1988). These same authors also suggest a multitude of resources for identifying and finding resources and materials to help infuse a global perspective into their teaching. Most important to the integration of a global perspective into the curriculum "... is the desire and the commitment of teachers. Where interest exists, it should be encouraged and nourished. Where expertise

is lacking, it should be sought out and acquired" (Hadley, Webster, & Wood, 1988, p. 22). A well designed staff development program can do all of these things and will thereby encourage more of America's teachers to teach from a global perspective.

## Characteristics and Goals of Global Education

The interrelatedness of the world today intensifies the need for today's educational system to globalize the curriculum for America's students. To do so is not a matter of finding supporters (Kobus, 1983). There are many who see the need. "The major problem...is rather one of definition and conceptualization and of the implementation of effective programs based on this conceptualization. The issue of definition continues to baffle both the proponents of the field and the uninitiated alike, surfacing over and over again in surveys of the related literature" (Kobus, 1983, p. 21). Despite the 15 years since this statement, there has not been a fully acceptable definition. Some prominent conceptualizers, including Hanvey, support the view that "...What is needed is not so much to broaden knowledge but to reinterpret it through an understanding of global systems....Hanvey...asserts that interdependence is probably the most essential and basic concept within the structure of global education" (Kobus, 1983, p.22). The definition of global education used by the researcher for this study is based on Hanvey's definition.

However, it is not the definition of the term so much as the message that it conveys that is the important point and as Otero (1983) states:

> Global education does have a message: the core proposition is that the world is indeed a major context in our lives and , as such, requires knowing. Knowing about that world means a different way of learning, a different and new view of the educational process and different norms and practices in schools. For global educators, school improvement will mean a change in school culture, methods, norms, procedures, a change to reflection upon the meaning, use, and organization of information as a key learning process. (p. 99)

What a strong message that is and at the same time what a difficult one to deal with. It challenges teachers to reinvent themselves and their classrooms so that students can search for answers to major problems that affect not just the United States but the entire world. Therefore, as Lamy (1983a) offers:

> Global...education, when done properly, is innovative -- encouraging students to find creative solutions to new and challenging situations; anticipatory rather than reactive; and interdisciplinary, not limited to the social science. A global perspectives curriculum attempts to build an understanding and appreciation of public and private actions which recognize: 1) the linkages between state and non-state actors and the resulting interdependent or dependent relations; 2) the value and importance of cultural commonalities and differences; and 3) the necessity for foreign and domestic policies which minimize conflict behavior and reinforce cooperation and accommodation. (p. 18)

In 1990, a set of "General Principles for Global Education" was developed by a committee of the Association for Supervision and Curriculum Development (ASCD) and presented at the meeting of the

ASCD Global/International Education Commission. It put forth the guidelines previously cited in Chapter I. A similar summary of characteristics was provided by Hudock in 1990, one that also contains an emphasis on an often overlooked but important item, the methodology that needs to be included. She states:

> Global education is more than a content area involving international issues or area studies. As an *approach* to teaching and learning, lessons emphasize a very definite range of concepts and methods that, when taken together, provide a global perspective. A global perspective is not any one view of the world, but the *capacity* to view--analyze and understand--the world from a *variety* of perspectives. It is the richness of diverse historical, cultural, national, ideological and gender perspectives. In this sense, attaining a global perspective must involve exposure to a vast core of knowledge and mastery of a wide range of skills. As an educational agenda for citizenship on the 1990s and beyond, concepts and methods include:
>
> Core Methodology:
>
> - active and experiential learning
> - interdisciplinary teaching
> - comparative analysis
> - local-global connections
> - personal relevance
> - community service
> - citizen participation
>
> Core Concepts:
>
> - complex interdependence
> - diversity and pluralism
> - multiple perspectives
> - democratic participation
> - scarcity and distribution
> - equity and human rights
> - conflict and creative problem solving
>
> (Hudock, 1990, p. 7)

Finally, Hett (1993) categorized the literature in the field into the following eight "predominant themes" (p.30):

- lessen ethnocentrism
- foster identification with the human family
- promote support of universal human rights
- oppose prejudice and discrimination
- develop skills for democratic pluralism
- develop environmental awareness
- understand the impact of economic systems
- train educators (pp. 30-31)

Each of these groups or individuals has added to the understanding of what characteristics should be found in a global education. The latest, and perhaps the most complete because of its succinctness, is the perspective found in the ASCD Global Education Framework (C. C. Anderson, 1994). It simply states:

> The realities of a globally interrelated and culturally diverse world of the 21st century require an education for all students that will enable them to see themselves as
>
> HUMAN BEINGS
> whose home is
> PLANET EARTH
> who are citizens of
> A MULTICULTURAL SOCIETY
> living in an increasingly
> INTERRELATED WORLD
> and who
> LEARN, CARE, THINK, CHOOSE, and ACT
> to celebrate life on this planet
> and
> to meet the global challenges confronting
> humankind (p. 5)

Perhaps Otero (1983) synthesizes the goals best when he says:

> Helping schools improve will mean assisting the local school in responding to changes that have yet to occur. For global educators such a goal means a new definition of school improvement in that schools will understand the nature of change and utilize existing human resources to manage that change. Schools will come to know that improvement is not simply a matter of adding a new program or adopting a particular innovation. Rather, improvement is a process of becoming sensitive and responsive to the individual school's culture and condition. (p. 99)

## The Importance of Global Education

"A global perspective is not any one view of the world, but the capacity to analyze and to understand the world from a variety of perspectives" (Porter, 1994, p. 23). America is part of an ever more interdependent global relationship with the other nations of the world. Rather than just a new economic situation, the entire society and all parts of our culture are being affected. Tucker (1990) speaks about this pervasiveness when he states, "The idea that global education is for everyone involves an important corollary about innovative learning: individuals and societies must be prepared to act in concert in new situations, especially those created by the human mind and hand" (p.118).

However, global education is most important for today's students who will fully live in an interdependent world. To globally educate students, schools must become very special places that truly prepare students for a future that adults can only partially comprehend. Thomas J. Sergiovanni (1996) speaks about how schools are different from

organizations and corporations, a fact often overlooked in American society. He states:

> Schools should be treated as special cases because they serve as transitional places for children. They stand between the subjective and protected environment of the family, and the objective and exposed environment of the outside world. Relationships between educators and students are characterized as being *in loco parentis.* As this role is played out, teachers and administrators are brought together into a collective practice that resembles a shared stewardship. Schools are responsible for more than developing basic competence in students and passing on the culture of their society. They are also responsible for teaching habits of the mind and habits of the heart. Everything that happens in the schoolhouse has moral overtones that are virtually unmatched by other institutions in our society. (p.xii)

In the call to action based on the ASCD framework, Anderson (1994) speaks about students who "...must learn about, care about, think about, choose, and act on the messages" they receive (p. 6). In doing so they will show that they are ready to be fully functioning citizens in the next millennium. What an awesome and exciting opportunity for them and for the educators who must teach them.

## The Principal's Leadership and Global Education

> Tomorrow's leaders will see things differently. Tomorrow will not be simply an extension of the past and the present. The exponential explosion of knowledge, technology, and other factors contributing to the rapids of change destroy any remaining hope and security that tomorrow will be a faster paced version of today. Tomorrow will not be pushed by the past; tomorrow will be pulled by the future. (Patterson, 1993, p. 38)

Schools of today are being pulled into the future. The world is growing ever more closely interconnected and the students of today must be prepared to understand this interconnectedness and to live in

it. To help them be prepared is the job of the schools, schools that must have strong leadership and a shared vision. Sergiovanni (1994) described that leadership when he wrote, "... the wit and will, principle and passion, time and talent, and purpose and power in a way that allows the group to increase the likelihood that shared goals will be accomplished" (p. 170). Manasse (1986) calls this ability vision. It will be the leaders who will provide the context, who will have the visions, and who will provide the skills to make the visions become realities (Boston, 1990). "Underlying each vision is a clear rationale for why things need to be different and some strategies for closing the gap between what exists and what might be" (Boston, 1990, p. 87). In most schools that leadership comes primarily from the principal.

The Effective Principal-Leader

In 1983, a seminar led by Phi Delta Kappa's Center on Evaluation, Development, Research(CEDR) had the following to say about the school principal:

> At different times a school principal must be a tough boss and a sympathetic colleague. He or she must be a financial whizz who can balance budgets, order supplies, and see that the bills get paid; manage a plant that houses hundreds--sometimes thousands--of people at work; negotiate skillfully and mediate crises. Occasionally the principal must be a police officer. But most of all, principals must make sure their students learn. The skills and traits needed for the job sound almost like a description of Wonder Woman or Superman. Yet many real-life principals are effective. They manage their schools well and produce top-scoring students. (p. 5)

In the last 50 years, the role of the principal has changed, often and sometimes dramatically (Sergiovanni, 1991). During this period principals have been managers, then human relations specialists, and then instructional leaders. They next were asked to assume the role of visionary leaders and now are being asked to become cultural leaders (Rauhauser & McLennan, 1994). All of these changes were made in the belief that schools and administrators would be stronger for the transition, improved in some way. But with each change there have been impediments making the changes more difficult. Lambert (1998) cites the following obstacles familiar to many American high school principals:

> Traditionally, high schools contend with a number of elements that mitigate against systemic improvement. These mitigating elements include organizational structure, size, athletic programs, and the narrow professional preparation of high school teachers. The structure is compartmentalized and organized around a hierarchical authority arrangement. Large school size means that relationships are difficult to attend to. The demands of athletic programs drain attention and energy away from important issues of teaching and learning. Teachers are prepared to teach disciplines, not students. (p. 74)

Patterson (1993) says that leadership is an "elusive concept" to most people (p. 2). It varies--in people, in organizations, and in time--and often people mistake *bossing* and *managing* for it. Bossing is largely a concept of the industrial organization and its primary authority comes from power and control. The process of managing seeks efficient handling of people and resources but, while leaders may manage, that is

not the essence of leading (Patterson, 1993). In a comparative study of some world wide education systems, McAdams (1993) speaks of the disadvantage that managing causes for American administrators.

> In America, administrators are considered to be an entirely different class of professional than the classroom teacher. In the other countries...school principals are often considered to be the *head teacher* rather than as management or administrative personnel. The emphasis on the management side of school administration in the United States encourages a greater professional distance between teachers and administrators than is found in other countries. (p. 51)

Patterson (1993) asks then the rhetorical question, "If bossing is not leading, and if managing is not leading, then what are we talking about here? In the organization of tomorrow, leading is defined as the process of influencing others to achieve mutually agreed upon purposes for the organization" (p. 3). To influence others in the true sense of this leadership, the leader must possess admirable traits and be able to positively relate to people in a way that has all of them, leader and follower, working on mutual goals. The principal, then, who is a leader in this sense has a very difficult job. As Lambert (1998) says, "...the work is much more complex than we thought it was; it demands a more complicated set of skills and understandings than ever before" (p. 24). Patterson (1993) says that these skills and understandings are based on a secure foundation, what he calls "core values" (p. 39). With these core values in place, leaders--principals--can begin helping a school toward their mutual goals.

Vision.

In a recent article about the spirituality of education, Palmer (1998) says that, "The most important step toward evoking the spirit in public education is to bring teachers together to talk not about curriculum, technique, budget, or politics, but about the deepest questions of our teaching lives" (p. 11). For many years, Americans have been looking for quick fix innovations that will magically cure what they perceive of as the ills of the schools. What Palmer is referring to is somewhat akin to what Patterson (1993) talks about when he states that, "Tomorrow's organizations will reject the event-driven philosophy and substitute a value-driven approach to creating a preferred future. The core organizational values become the pull to the future, leading the organization toward a vision of excitement and energy"(p. 39). More often than not, in schools that vision begins with an effective principal. For many years, studies have been conducted to see what factors distinguish the leadership provided by exemplary principals from others. No matter what the focus of the study, one item was found almost universally - a sense of vision provided by the educational leaders that provides a widely shared sense of purpose for the group. (Manasse, 1986; Bennis, 1990; Nanus, 1992). These leaders know what goal they want to reach and they are able to motivate the staff to work toward that goal.

Behaviors, Characteristics, and Tasks.

If the leader's vision is the common bond in leadership studies, there are other factors which also are important. If, as McCall (1994) asserts, most schools have far too little leadership and far too much management, what other factors are needed to improve the leadership situation? Much of the research done on principal's effectiveness has centered on behaviors. The report of a subcommittee of the Delphi Analysis of the Instructionally Effective Principal, reported by Mann and Lawrence in 1983, is representative of such research. Strother (1983) summarized the list of behaviors found by this study:

> Principals in effective schools:
>
> - emphasize student achievement as the primary outcome of schooling,
> - emphasize student achievement in basic skills as the primary program outcome,
> - monitor and evaluate student progress,
> - communicate organizational goals clearly,
> - emphasize acquisition of basic skills as the central instructional goal of the school,
> - establish high standards of performance for students and teachers,
> - hold high expectations for student behavior and achievement, and
> - hold (and convey) high expectations for teachers' performance in the classroom (p. 14)

In a similar review of more than 75 research studies, but one which did not focus on academic achievement alone, Persell and Cookson (1982), identified nine recurrent behaviors that good principals display. These are:

1. Demonstrating a commitment to academic goals
2. Creating a climate of high expectations
3. Functioning as an instructional leader
4. Being a forceful and dynamic leader
5. Consulting effectively with others
6. Creating order and discipline
7. Marshaling resources
8. Using time well
9. Evaluating results (p. 17)

More recently, the focus on school leadership has turned from what principals do to the broad area of restructuring and the principal's role in schools that are making major changes. Corbett (1990) says roles, relationships, and rules are involved in these systemic changes, changes that need to be made. He and others would argue that there is no need to improve what is already being done; rather, something different needs to be done (Corbett, 1990; Schlechty and Cole, 1991; Cuban, 1988). The studies agree that to make these complex changes, leaders are necessary. Murphy (1991) calls leadership "the coin of the realm in virtually all reform reports" (p. 54). Lambert (1998) writes:

> Principals' leadership is crucial because they are uniquely situated to exercise some special skills of initiation, support, and visioning. Among the more important tasks for the principal is to establish collegial relationships in an environment that may previously have fostered dependency relationships....Breaking through this
>
> "codependency" arrangement requires staff to develop adult-to-adult relationships with each other. (pp. 24-25)

Citing the work of Newmann and Wehlage (1995, 1996), Lambert (1998) says that some consistent habits are found in leaders who have successfully restructured schools. Such phrases as "collective focus on

student learning,... expressing the norms and values defining the school's vision...initiated conversations,... create time for reflective inquiry...staff development...shared power" were used (p. 26). And, "In a critically important role, they were conflict managers and politicians in the best sense, often seeking waivers, resources, and policies to support the restructuring work" ( Lambert, 1998, p. 26).

A fairly recent group of researchers would also suggest an altered perspective as being crucial to the restructuring. The term used to describe this altered perspective is transformational leadership. Reavis and Griffith (1992) see this leader as a developer of human talent rather than a director of tasks, a person committed to everyone in the organization and not just a few. There is also an element of high moral values in this type of leadership, what Sergiovanni (1991) describes as value-added leadership, leadership that enables people rather than manipulating them, leadership that is both ahead of the group pulling it forward and behind it pushing it toward a goal that they mutually share. Rauhauser and McLennan (1994) describe the role of this type of leader:

- Understand what causes success. The most successful principal is the principal who has the highest percentage of successful teachers. The most successful teacher is the teacher that has the highest percentage of successful students. A successful student has three attributes: high achievement, positive self esteem and zest for learning. A principal's role is to create a work force of learners. Today, leadership is the development of people, enabling them to

help all students learn, feel good about themselves and love to learn.

- Be a visionary. Develop vision of what your school will look like when you have accomplished your school's mission. Know it, live it, and motivate others to move toward it.

- Collect and analyze data. Develop multi-year profiles of school data including test data, affective data, survey data, parent/community involvement data, and staff development data. Analyze these data to identify strengths and areas of concern that are consistent over time and establish processes to address them.

- Keep others on the process of improvement. Recognize the worthiness of the staff's work. Verify, through the use of data profiles and monitoring reports, school improvement. Knock down barriers for the early adopters.

- Insure that goals are well written. Goals statements include who will do what and when they will do it. The statement describes attributes which are observable, measurable, attainable, and a challenge. Goals must include a rationale, expected outcomes, monitoring procedures and documentation procedures to use on completion.
(pp. 53-54)

Sergiovanni (1996) takes the moral leadership role one step further when he says that,

> at the root of the principal's role responsibilities we find the roots of school leadership--a commitment to administer to the needs of the school as an institution by serving its purposes, by serving those who struggle to embody those purposes, and by acting as a guardian to protect the institutional integrity of the school (p. 88)

He cites nine tasks that this kind of principal probably would perform:

- *Purposing*–bringing together shared visions into a covenant that speaks compellingly to principals, teachers, parents, and students with a moral voice.

- *Maintaining harmony*--building a consensual understanding of school purposes, of how the school should function, and of the moral connections between roles and responsibilities while respecting individual conscience and individual style differences.

- *Institutionalizing values*--translating the school's covenant into a workable set of procedures and structures that facilitates the accomplishment of school purposes, and that provides norm systems for directing and guiding behavior.

- *Motivating*--providing for the basic psychological needs of members on the one hand, and for the basic cultural needs of members to experience sensible and meaningful school lives on the other.

- *Managing*--ensuring the necessary day-to-day support (planning, organizing, agenda setting, mobilizing resources, providing procedures, record keeping, and so on) that keeps the school running effectively and efficiently.

- *Explaining*--giving reasons for asking members to do certain things, and giving explanations that link what members are doing to the larger picture.

- *Enabling*--removing obstacles that prevent members from meeting their commitments on the one hand, and providing resources and support to help members to meet their commitments on the other.

- *Modeling*--accepting responsibility as head follower of the school's covenant by modeling purposes and values in thought, word, and action.

- *Supervising*--providing the necessary oversight to ensure the school is meeting its commitments, and when it is not, to find out why, and to help everyone do something about it. (pp. 88-89)

Seen from this vantage point, the principal is a caretaker, a steward of the school, one who ministers to and for the school. There is a pastoral, a religious tone to this type of leadership.

Let it be noted, however, that the entire area of restructuring and transformational leadership is not without its critics. They point to a lack of empirical evidence, or no evidence of need, or the scarcity of successful models concerning the value of restructuring (Fullan, 1991; Gabbett, 1991; Hallinger and Edwards, 1992). While their concerns are important and valuable to the literature on leadership, they are not, however, the majority opinions. And perhaps the most critical source of all comes not from the researchers in academia but from one who went to sources outside the American system in order to derive a fresh perspective:

> The principalship in the United States is characterized by action rather than reflection. The principal is far more likely to be a manager than a leader. Interpersonal skills, common sense, and courage are the major attributes of a successful principal. Few principals have either the time, ability, or inclination to provide the leadership necessary to produce substantive improvements in the educational program. The high school principalship, in particular, is a difficult job that must be performed under difficult circumstances. (McAdam, 1993, p. 56)

Principals and Other Leaders

Murphy (1988) once wrote that a leader's vision is "the grain of sand in the oyster, not the pearl" (p. 650). In the school, the principal is the one who implants the grain of sand but alone he or she cannot produce the pearl. The pearl comes as a result of change and change occurs over time and in a predictable way, not as a quick fix (Hall, Wallace, & Dossett, 1973). Leaders have influence with other people,

others who are necessary if change is to occur. As Patterson (1993) says,

> The emphasis shifts away from the individual and toward the interaction patterns among individuals. Although leading may involve persuasion, it does not involve coercion or bossing. Moreover, the direction and amount of influence are determined not by a person's place on the organizational chart, but by the expertise a person brings to the issue at hand (p. 3).

It is easy to see that for change to occur there must be an effective school leader. But also critical to successful change is the quality of the teaching population. As Newmann and Wehlage (1997) state: "In schools with stronger professional communities, we found that principals and staff enhanced their resources by reinforcing a climate of support and respect for teacher's work and by pursuing a continuous cycle of innovation, feedback, and redesign in curriculum, instruction, and assessment." (p. 38). Put another way, "Leadership is effective when it unleashes the energy of those within the organization and facilitates this ability to achieve the objectives and goals that they can believe in and support" (Cunningham & Gresso, 1993, p. 27)

In this context there are many potential leaders and many potential followers. And the roles change depending on the expertise needed, or as Sergiovanni (1990) says,

> the successful leader...is one who builds up the leadership of others and who strives to become a leader of leaders. The successful leader is also a good follower, one who is committed to ideas, values, and beliefs. When followership is established, bureaucratic authority and psychological authority are transcended by moral authority. (p. 27)

The research consistently shows that schools are good only when their principals are good (Stover, 1990). That has not changed. But today's teachers are being encouraged by good principals to become leaders, too. These principals "... provide the context for people to create a compelling future" (Patterson, 1993, p. 39). Will this be an easy process? No, it will not. Perhaps Poplin (1992) stated it well when she said:

> Administrators concerned about growth are always in the midst of the fray, in the process of change with both feet. While our new role of administrator/servant places leaders at both the top and the bottom of the hierarchy, administrators of the future who can tolerate the ambiguity of the role will spark the change that can only happen inside institutions where everyone is growing. And we will no longer be ignoring the very people who can make a school great, or not--the teachers. (p. 11)

Leaders in Global Education Schools

What is the relationship of these changing leadership roles within a school that emphasizes global education? Is the principal in these schools also the crucial factor as in other situations? Here the research is much more limited. Stirling (1993), in her qualitative study of a limited number of elite schools in the Chicago area, focused specifically on the principal's role as it related to staff development for global education. She notes: "For principals to transfer their ideas into opportunities for teachers; for teachers, in turn, to transfer their ideas to students will require a major change in the concept of "teacher". The principals in this study who were making it possible for teachers to

educate themselves were in the schools where the most global education is occurring" (p. 129). In her conclusion she notes that while most of the eighteen principals knew the term global education and spoke of their support, they viewed it in a local context. She states that "...global education that transcends national boundaries was a priority for only three of the principals" (p. 135). Urso (1990) speaks about the success of a global awareness education project sponsored by the Center for Human Interdependence at Chapman College in California during the period of 1985-89. She cites "...a significant contribution to the vitality with which teachers approached their work" (p. 107), but makes no mention of any leadership participation or even awareness. Tucker (1990), looking at school/university partnerships, speaks about leadership playing a vital role in global education, but does not seem to be addressing the role of the principal specifically. Rather, Tucker seems to be using the more generic term implicit in the wider view of leadership earlier reviewed.

The only author who specifically addresses the relationship of the principal and global education is Boston (1990). She speaks of the "...clear visions for their organizations and...skills to actualize those visions" (p. 87) found in effective school leaders. She speaks specifically of the role of the principal in global education and says:

> The principal has the power to facilitate or block change efforts. The messages he sends formally and informally about what is important have profound effects on the school's culture, climate,

> programs, and people. As Sergiovanni (1987) and others have pointed out, the ability of leaders to communicate their values and beliefs to others in a way that provides context and meaning is highly significant in the life of a school. (p. 88)

How does a principal do this in schools that have effective programs of global education? Boston says the principal acts as an enabler, acting on beliefs and behaviors in the following ways:

- Communicate the importance of a global education and articulate its rationale in ways that create shared meaning with others in the school.
- Demonstrate trust in the ability of teachers to make professionally responsible decisions about curriculum and their own professional development.
- Participate actively with the staff on matters of importance (e.g., setting goals for a global education program).
- Organize school resources and structures so that they support and facilitate work toward agreed-on goals (e.g., use of faculty meeting time, discretionary budget, scheduling that allows for collaborative planning and peer coaching).
- Identify outside resources that support work toward the school's goals and facilitate their use.
- Provide information that increases the staff's ability to mediate and integrate the multiple demands on their time, attention, and resources, allowing continued focus on shared goals.
- Encourage and facilitate the leadership of others.
- Support a school culture that acknowledges the need for recognition, risk taking, and regular reflection. (p. 89)

While it is important to know what a globally focused principal does to provide leadership, it is equally important to know what the leadership is like in a school that fails to support a global focus. Boston

(1990) provides such information as well:

- They use a centralized leadership model with little formal involvement of teachers in goal setting and decision making. There is little evidence of shared goals.

- They give verbal support for programs but are not actively involved in ways that demonstrate to the faculty the importance of the program.

- They do little to facilitate teacher's use of resources and time in working toward goals.

- They are unable to clearly articulate a vision of a school with a global perspective and communicate its rationale.

- They make little attempt to facilitate integration among various program elements and resources.

- They focus on logistical management of programs rather than their design, content, and follow-up.

- They give little attention to rewarding teachers and actively developing the school culture.

- They are not perceived as learners who are interested in acquiring and integrating new knowledge into their own practice.

- They do not reflect much on ongoing programs.

- They depend on others--co-administrators, department heads, or teacher "volunteers"--to carry the global education program. (p. 90)

If the lists show a relationship to the earlier discussed research on restructuring and the studies on what makes schools effective, the author means that to be the case. Boston says that the principals of schools having strong global education programs often connect that

global education program to their wider concept of what a good school is. They see direct relationships between global education and the skills that they encourage in all faculty (and all student) interactions. As she states, "The collaborative nature of many global education projects helps establish and reinforce norms of professional interaction and sharing. The interdisciplinary nature of global education content can help unify traditionally fragmented departments, grade levels, and programs around a common purpose" (p. 92).

Boston reiterates that much of what is occurring in the United States in the globalizing of American classrooms is coming from teacher leadership. And that teacher-leadership is an important factor, but not the main focus of this researcher's study. Teacher-leadership is, however, a part of the overall study of leadership and school culture. And Boston cites the need to expand the knowledge base of leadership and school culture when she says:

- Principals must communicate to others their strong belief in the importance of global education and support that assertion by providing resources and time for teachers to design, implement, and assess curriculum and teaching practice, as well as upgrade their own knowledge and skills.

- Norms of the school culture must support change efforts, collegial interaction, and respect for teachers as professionals.

- Teacher leaders must share a strong vision of global education with others in their school and direct their change efforts toward that vision. They must recognize their own accountability to the larger context of their school, district and community.

- Outside agencies supporting school change in global education must ensure that their efforts are built around a clear vision that is held by school leadership--principal and teachers. If such a vision does not exist, the agency should assist the school in developing and clarifying a vision before engaging in random program activities. The focus of an outside agency should always be on helping the school achieve the vision of its leadership. Initiative should clearly rest in the hands of those for whom the program must hold meaning if it is to succeed. (pp. 97-98)

## Globally-minded People

A significant emphasis has been placed on globalizing the American curriculum over the past 50 years. However, little attention has been paid to what a globally-minded person would look like. In fact, Hett (1993) says that, "Global-mindedness is not a term generally found in the literature" (p. 9). Her research reviewed the following related terms and areas: " Worldmindedness, international understanding and internationalism; feminist scholarship; global perspectives curricula, international exchanges, and cross-cultural contact; the communal spirit as an answer to the individualistic ethic of American society; and finally, futurism" (p. 16) in order to develop the Global-mindedness Scale that is the basis of this researcher's study.

It is not the intent of this study to replicate Hett's research done with college students, but instead, to use her findings and to explore the relationships of beliefs, attitudes, and behaviors, and later demographic information, with regard to a different group of people, specifically, high school principals.

Beliefs, Attitudes, and Behaviors

To explore the first area of beliefs, attitudes, and behaviors, Hett interviewed adults whose personal and professional lives evidenced an understanding of global-mindedness. The eleven dimensions and associated characteristics that she identified as a result of these interviews are as follows:

- Possess Certain Personal Attributes. Tend to be inquisitive, flexible, tolerant of ambiguity, and openminded; seek opportunities for hearing "the other" and for learning about those different from themselves.

- Believe in the Unity of Humanity. Have looked within and, in that self-reflection, have found their own connection to the larger world community; are aware of the common thread that links them to other people everywhere; and feel a sense of global belonging.

- Are Cultural Pluralists. Understand culture and how it influences worldview and behavior and, more than this, find great pleasure in the diversity and challenge that cross-cultural experiences have brought into their lives.

- Oppose Prejudice. Reject all forms of prejudice, including ethnocentrism, chauvinism, and racial prejudice because they see beyond the superficialities of culture, color, religion, etc., to the essence of a shared human experience on earth.

- Are Activists. Live their vision by acting; have a sense of empowerment; believe in the importance of doing something, whether in one's own community or on a global level; possess a sense that they can make a difference.

- Exhibit Environmental Concern. Are concerned for the well-being of the planet.

- Understand the Interconnectedness of the Global Community. Feel a sense of kinship and connectedness with the human family and see the benefits of this growing interconnection for their own culture or nation.

- Have a Sense of Responsibility and Care. Are aware of having a role within an extended community; feel a sense of responsibility towards others in the global community.

- Possess Additional Language Ability. Believe that second language ability is important in order to be able to make switches internally to other frames of reference or worldviews.

- Seek to Learn.
  Are active seekers of information about the global arena through reading, meeting people from other countries, and taking classes which have an international focus.

- Possess a Futurist Perspective. Have a long-term perspective and try to be cognizant of the ramifications of current events and behaviors. (pp. 144-146)

The Relationship of Beliefs, Attitudes, and Behaviors to the Effective Principal

Even a cursory reading of these global-mindedness characteristics quickly reveals several obvious points of similarity to strengths cited in the principal-leader literature. Certainly there seems to be a strong relationship between Boston's (1990) principal of a globally focused school, the principal who enables, and almost all of Hett's (1993) dimensions of global-mindedness. That comes as no surprise. However, these same dimensions seem to relate to much of the literature cited concerning effective principals in general.

The personal attributes mentioned in the global-mindedness characteristics are also found in the work by Patterson (1993), Lambert

(1988), Newmann and Wehlage (1997), and especially Sergiovanni (1994). Palmer (1998) and Sergiovanni (1994) both speak of a vision in effective principals that closely relates to Hett's belief in unity of humanity. There certainly is a touch of cultural pluralist found in the writings about effective school principals done by Rauhauser and McLennan (1994) and especially Sergiovanni (1991). These principals do indeed find pleasure in diversity and have an understanding of the larger culture beyond their school. The writings of Reavis and Griffith (1992) and of Sergiovanni (1991) certainly imply an opposition to all forms of prejudice. These leaders are inclusive. The characteristic of activism certainly was discussed in the cited literature. Poplin's (1992) administrator in the middle of the fray, Palmer's (1998) visionary, Sergiovanni's (1996) principal who models, and Cunningham and Gresso's (1993) unleashers of energy all address the topic. Exhibiting environmental concern, while not specifically dealt with, certainly is akin to the stewardship that Sergiovanni (1996) mentions. The same can be said for the understanding of the interconnectedness of global community. The sense of responsibility and care can be likened to what Palmer's (1998) vision and Patterson's (1993) core values are speaking about. Additional language ability is not addressed in the effective principal literature because it presently is not vital to that leadership. It may be one day soon, given the changing demographics of the nation. But it may be found to be a factor in the present study, when completed.

Seeking to learn certainly is a characteristic found in the literature, although it does not specifically address the global arena. Common sense does tell us however, that people who are life-long learners often want to learn all sorts of things. Their learning is not usually specific: They are voracious learners and want to learn in all areas. Finally, the possession of a futurist perspective is a factor addressed in the writings of Manasse (1983), Bennis (1990), and Nanus (1992). It would seem therefore that there is a close relationship between global-mindedness and the beliefs, attitudes, and behaviors also found in effective school principals.

Demographics of Global-minded People

While much of the research done in the area of global education has been done about K-12 students, some research has been done with college students and educators as the focus. Therefore, the research on demographic information is a bit more plentiful.

The areas of interest for this study are those broad categories that are contained in the demographic portion of the researcher's instrument. They fall into the following groups:

- Personal information
- Family background
- Language background
- Travel background
- Educational background
- Global Associations

Two other areas contained in the instrument vary slightly in the fact that they look at the respondent's school and programming and the opinion the respondent has about factors influencing a global program. These two parts are:

- Global programming
- Personal opinions

Personal information.

While there was limited information available, one study (Drake, 1984) did suggest that age in college students did have some effect on the knowledge of and concern for people in the Third World. Age 20 was the point at which the differentiation occurred. However, Hett's (1993) findings with college students found no significant difference. Wolfer (1990), in his study of Arkansas teachers of varying ages also found no significant difference.

The sex of the respondents proves more interesting. Hett (1993) cites a previous source (McHale and Choong, 1989) which talks about the "softer, caring approach...inherent in human nature, but...practiced in the main by women" (p. 26). Huston (1989) specifies that, "The time of either/or is past. Survival will necessitate adopting the feminist traits of collaboration, arbitration, solidarity and caring--the and/and" (p. 45).

Hett further cites several writers from the feminist ideology whose philosophies speak to differences between men and women concerning many aspects of global-mindedness. Hett's study did find that women

scored significantly higher on the Global-mindedness Survey than did men. In Wolfer's (1990) study, however, the opposite was true. The male teachers were significantly more global-minded that the female teachers.

With regard to college major, only Hett's (1993) study looked at that factor and she found no significant difference based on major areas of study. No study has been found to see if adult educators would be any different. And finally, no significant difference was found regarding ethnicity in Hett's (1993) study with college students, the only research found on the topic.

Family background.

Information concerning country of birth is not a topic of much research with regard to global-mindedness. Hett's (1993) study showed no significant relationship between the two factors. As for cultural heritage within the family home, no research has been found that addresses the issue.

Language background.

One would assume that foreign language fluency would have a strong relationship to global-mindedness. Hett (1993) cites an earlier study and says that, "The researchers were disappointed to find that there was no appreciable relationship between global knowledge and either foreign language proficiency or extent of formal or informal language study" (p. 32). Her own study bore this out, finding a

significant relationship only when those with no ability in any foreign language were compared to those who were completely fluent in another language. Wolfer (1990) however, found that speaking another language was significant in global-mindedness scoring.

Travel background.

Wheeler (1987), in looking at the experience of living abroad, cites as advantages, making participants more tolerant of other peoples, and more internationally participatory, both qualitites of global-mindedness. Wolfer (1990) "confirmed a relationship between world travel and public school teachers' global-mindedness" (p. 86). Tims and Miller (1986) also speak about the positive relationship between study abroad and attitudes about other countries. Hett's study showed significant differences in Global-mindedness scores for students with different amounts of international travel/study experience. The longer the experience, the higher the scores.

Educational background.

There is general support in the research that a positive relationship exists between global-mindedness and educational experiences (Barnes and Curlette, 1985). With college students however, Hett (1993) found no significant difference between the various majors, although she did find a significant correlation between the number of college courses dealing with global studies and the global-mindedness of the students. Wolfer (1990) found that staff development

courses which focused on global-mindedness seemed not to influence global-mindedness scores.

Global associations.

Wheeler's (1987) study indicates that to have globally-minded educators, study/living abroad experiences are needed because they result in educators who are more accepting of pluralism and are more tolerant. But this does not get to the real intent of this area of study. Hett (1993) however, addresses several areas of interest. She cites earlier studies that indicate strong relationships between reading international news, and having contact with foreign students studying in America. Her own findings showed no relationship between global-mindedness scores and reading the international news, but did find a significant relationship between having friends from other cultures and the global-mindedness scores.

Global programming and personal opinions.

Apparently no studies directly relating to the amount of global programming or global focus within schools has been done. The personal opinions asked for in the instrument will yield their own information and suggest suitable conclusions.

Relationship of Demographics to Principal's Traits

So far as this researcher has been able to ascertain, there have been no studies done concerning the principal and global education. There is no body of research with which to compare. And, as can be seen

from the studies sighted in this chapter, very little has been done concerning educators at all. While the researcher could suggest some suspected relationships, that is not the intent of this review of literature. For now, any relationships will remain to be seen.

## The Influence of Other Factors on Global Education

In 1989, the National Governors Association proposed a national renewal agenda that focused primarily on United States economics as it related to the world. However, they also saw the importance of education to accomplish their goals--a global education. They stated:

> We must make international education a priority in this country....Just how important is it to our country? As important as economic prosperity, national security, and world stability....International education must be an integral part of the education of every student....Our task is...to develop a comprehensive statewide strategy for international education that reaches all agencies, all levels of education, and even into the private sector. Critical to our success will be involvement of a broad coalition--teachers, school administrators and board members, legislators, university presidents, college faculty, and the business community--in developing this comprehensive plan. (NGA as cited in Tucker, 1990, p. 111)

For all the reasons cited previously, global education has not become a mainstay in school curricula, just because it became a national priority. But it is gaining converts at the local schools where it has been tried. In fact Tucker (1990), referring to a statement made by Lee Anderson in 1979, says that he "...argued that global education...has been more like a grassroots, bottom up social movement...rather than a specific curriculum domain" (p. 112). And given the buffeting of the

ever changing political winds that constantly influence education, this is rather an expected situation. For global education is so interdisciplinary, so inclusive of everyone and every subject, that it is most successful when all facets of the community are involved (Tucker, 1990; C. C. Anderson, 1990). Because global education is part of all subject areas, and requires a focus on the world outside of the school and the community, communities must share a common vision of the schools they want to prepare their students (Kniep & Martin-Kniep, 1995). Does this mean that individual teachers could not globalize? No, it does not. But the sense of community experienced when others--teachers and community--are involved, increases the benefits for the teachers and students exponentially. Does this diminish the principal's vision? No. On the contrary: When the community shares the same vision, the rewards should be even greater. However, it is the principal's vision that is the closer point of support for the teacher who wishes to globalize. So if the research is correct, the principal should be the greater influence (Boston, 1990).

Population of the School

Change does not occur in a vacuum (Sergiovanni, 1994). Any change in a school affects all facets of the operation of the school and all the people in the school. This review of literature has already focused on the teachers and the students with regard to the need for globalization. But for students, there is an additional factor that needs to be

considered which impacts both the school and them. That factor is the parent. In order to change schools, parents must be convinced that the many traditional beliefs they hold need to be altered for their child's sake (Deal, 1990). These traditional beliefs are part of what was earlier reviewed as the deep structure of schooling. Most people want their children educated for their future. But oftentimes they want education to look and feel like what it did when they were students. Globalized classrooms. however, are not like what parents experienced. Therefore, parents who have been involved in any schooling discussions, who have had a chance to understand what globalization is about, are likely to be more supportive of changes, even if they themselves have had little or no global experience. And they can provide ideas and a needed positive connection to the larger community (Henderson, Marburger, & Ooms, 1986).

Compounding the challenge to involve parents in the globalization discussion are some of the social conditions that plague the United States. McAdams (1993) cites the following disturbing statistics:

> Several social conditions have conspired to create the conditions leading to childhood poverty. First among these has been the dramatic breakdown in the proportion of children living in stable families. Within the past thirty years, divorce rates have more than doubled, accompanied by a dramatic increase in single parent households, headed almost exclusively by women. The proportion of children born to unwed mothers has also increased from 11 percent in 1970 to 26 percent in 1988. In 1988, 58 percent of children in poverty lived in female-headed families. The proportion of children under the age of eighteen living with both parents declined from 85 percent in 1970 to 67 percent in 1989. Children

> are increasingly likely to be growing up in home environments that do not provide the material and emotional support associated with good academic performance by children.
> (pp. 58-59)

It will be critical that these children be provided the knowledge to allow them to fully understand and function successfully in their future world. It will be a challenge to involve their parents in the choices needed if the school is to provide that globalized curriculum for them.

McAdams (1993) also talks about another problem that faces schools as they help parents and others understand the need to globalize education for students. He speaks of the lack of parental support for homework, the high percentage of students who work long hours, and the large amount of television programming that is viewed by children. He calls all of these "counterproductive to the development of attitudes and habits of mind conducive to work and learning" (p. 60). Convincing parents that our globalized world demands more of their children will not be an easy task, for globally focused schools and all other schools as well. However, as Newmann and Wehlage (1997) note, the results can be worth any trouble caused:

> Parent involvement contributed most to a school when it reflected consensus between parents and staff over the school's mission. If there was general agreement about the school's mission, then parent involvement provided important help and reinforced collective responsibility for student success. Such consensus affirmed respect for the professionalism of the staff and promoted a strong effort on behalf of student learning. (p. 49)

Community Influences

Business and industry within communities often see the need for the globalization of education, although their perspective is usually because of the economic need, as illustrated in Odend'hal's (1998) statement:

> No one can deny that the world is becoming so interconnected that events on one side of the globe can have immediate effects on the other side. Our welfare is part of this interconnectedness whether we like it or not. Better to do business and interact with those of other cultures out of understanding and knowledge than ignorance and suspicion. (1998, p. 4)

These same business people see that for this nation to be competitive in the global economy, the type of education needed demands a change (Hanson & Liftin, 1991). Their input, however, is needed and can be very important to making globalization important. Most business people are well aware of the demands that globalization place upon their businesses. They are also aware of studies in business that suggest that "the consistent high performance of excellent companies is due in large part to their focus on people, not structure" (Cunningham & Gresso, 1993, p. 28). While business may want the efficiency of a production line instead of the individualness of the school's student/product, they do understand why a global focus will help prepare students for their future.

The criticism of America's perceived superior attitude is still a valid one, mostly stemming from business relationships. In spite of

their dependency on the more globalized economy, many Americans expect those from other countries to speak English, but see no need for them to do likewise. And Joy (1987) points out that they do this in spite of rising trade deficits and the ever-increasing foreign competition in the American marketplace. They understand the economics but they often do not understand the cultural and personal implications. Having a business presence in school globalization discussions will help not just the school, but also will communicate some important lessons to businesses as well. Their support, because of their importance within a community, is quite important and beneficial.

There are others in the community who exert pressure on schools in order to see that their specific cause is satisfied by the schools or that what the school does fits their limited view of what should be done (Cuban, 1990). That is not to imply that their causes are not worthwhile or unimportant. Many of them are. But all of them need to see that as important as their cause is to them, the school's need for support for programming is even more vital. Community members need to be active partners with schools, not adversaries (Deal, 1990).

Involving community groups as well as parents in discussions about global education is therefore important. It provides a way of gaining support from those who represent the community. But just as important may be the opportunity it affords to teach the adults of the

community some of the important global lessons that they and their children need to know.

Legal Entities

This review of literature contains many references to federal programs, laws, and regulations, all intended to help increase the ability of America and Americans to function well in a globalized society. The literature points to the fact that globalization is best arrived at from the bottom up, one classroom at a time, rather than by national rules and regulations.

State departments of education have also been involved, but more successfully. "Many...have supported the development and distribution of extensive units on the state's international links and activities" (C. C. Anderson, 1990, p. 128). The National Governors Association report referred to earlier, asked each state to act to increase its global programming and many have done so (Becker, 1990). Many states have in fact "passed resolutions, created positions, and appropriated money for global/international education" (Becker, 1990, p. 72). And all of this is important because it demonstrates:

> a shift in the 'deep structure' of schooling. State control of teacher training and certification, student testing, and curriculum content influences school practice. However, as many past state-initiated efforts have demonstrated, unless state leadership succeeds in mobilizing local efforts, these highly visible measures have limited influence. Enacting reforms is easier than improving school performance. The success of reform efforts ultimately depends on the improvements made at the school level.(Becker, 1990, p. 74)

Kniep and Martin-Kniep (1995) assert, however, that communities receive conflicting messages from both the state and national levels. Government says that the new goals, based on subject areas, are to make world-class students who meet world-class standards. They also encourage schools to get out of the box, to redesign themselves. Kniep and Martin-Kniep state however, that "the apparent message--'Create a new kind of school around an improved version of the subject-centered curriculum now in place'--is incompatible with local systemic design efforts based on students' needs and is frustrating to the development of new curricular models" (p. 100).

In spite of the conflicting messages, there are systems and schools which are globalized and which have the support of local boards of education. However, many do not have that support. McAdams (1993) says that,

> The local school boards in most localities show little enthusiasm for launching ambitious school improvement efforts. Such governing bodies concentrate on labor relations, personnel, school facility, and school funding issues. Public involvement in policy issues is typically restricted to tax increases, teacher strikes, and occasional controversial issues such as sex education, prayer at graduation, or drug abuse at the high school. There is virtually no constituency for school reform at the local level anywhere in the United States. (p. 61)

## Summary

The global realities of today's world call for American education to provide all its students learning that is broader, more integrated and more comprehensive than ever before: a globally focused education. To

provide this will take teachers who are well versed in the reasons for such an education and who can help students understand that they are part of an interdependent and interrelated world, that they must care for that world and for the diverse humans who inhabit it, and work with all humans to provide a quality environment for all. For teachers to be able to do this will call for leadership that supports and encourages global education, especially a globally-minded principal.

This review of the literature looked at the historical roots of global education which came from the liberal tradition and also at the spirit of independence grounded in traditions which worked against the liberal belief of interdependence. This review also looked at the realism/idealism debate which occurred during the 20th century and still influences education discussions concerned with global education. A review of the concept of geopolitics covered the period from 1950 to the present and reviewed many of the federal laws, programs, and executive orders which shaped the global education program of the period, especially at the university level.

In examining the literature to see what was occurring presently, four areas were covered: (1) The deep structure of schooling that makes educational beliefs difficult to change because they are such deeply imbedded practices; (2) the challenges faced by universities as they seek to globalize their students; (3) the preservice teacher training programs which must train new teachers to teach from a global perspective and

must provide opportunities for their students to broaden their own global experiences; and (4) the process of providing staff development experiences for teachers already in the field so that they may more effectively begin to teach from a global perspective.

The review of literature next looked at the person who, findings would indicate, is crucial to the success of any school program--the principal. The sources all indicate that the effective principal has a vision for where the school is going and how it will get there. That vision is shared with all stakeholders and may even have been developed in concert with them. The review looked at several studies to ascertain the behaviors, characteristics, and tasks commonly found in principals who were effective, and also looked at how principals share leadership with others who share the vision. The study of the principal concluded by looking at the beliefs, attitudes, and behaviors of globally-minded people and compared these factors with the effective principal traits; and then by looking at those demographic areas to be tested by the study and comparing them with the effective principal traits.

Finally, a review of other factors, besides the principal, which might have some effect on the global focus of a school were reviewed. Specifically, the review covered the areas of 1) population of the school, including teachers and students, but also parents; 2) community influences such as business and industry and interest groups; and

3) legal entities such as the federal and state governments or boards of education, as well as the local board of education.

America's students are part of an increasingly more interrelated world, a world full of global challenges. They must be given the basic knowledge and skills that will equip them to survive and meet those challenges. They must also be helped to develop the caring qualities that will allow them to see themselves as fellow members of the human society, interconnected and interdependent as never before in history. Not to do so is to put them at a disadvantage in the immediate future and ultimately in peril. Today's students are a link to the future, a future for which they must be prepared.

# Chapter III

## RESEARCH METHODOLOGY

### Introduction

To say that the world which will be inherited by today's students will be markedly different from the world of today is not to exaggerate. For as Anderson (1994) states,

> living in a world characterized by the increasing pluralism of localities operating within the context of global interdependence is a significantly different life experience from that of most adults on this planet. Our children will need new skills and attitudes to function productively in this different environment. They will need an understanding of and appreciation for the global nature of life in the future. (p. 3)

In order to prepare these children for their future, educators who have experienced and understand the challenges presented by this larger, globalized world will be vital. And, while classroom teachers will be entrusted with the job of sharing this new knowledge with their students, principals will also have a vital role. Principals today are called upon to be the change agents, to provide the leadership and vision for instructional change within the school. (Duttweiler & Hord, 1987). The global-mindedness of the principal will be a critical factor in determining any global focus that is initiated or sustained within the school. It is with these factors in mind that the research study was designed.

## Research Design

The intent of this chapter of the study was to consider the overall design of the study, with attention focused on the population that was involved, the instrument that was utilized, the method that was employed to collect the data, and the way the data were analyzed. Specifically, the quantitative research presented was that called ex-post-facto research since there was no manipulation of any variable. This type of research is widely used in the fields of social science and education and was certainly appropriate for this particular study. As Sprinthall (1994) says,

> .... the researcher does not manipulate the independent variable. Rather, the independent variable is *assigned*. That is, the subjects are measured on some trait *they already possess* and then are *assigned to categories on the basis of that trait*. These trait differences (independent variable) are then compared with measures that the researcher takes on some other dimension (dependent variable). p. 247

While this type of research does not yield information from which can be inferred a cause-and-effect relationship, looking at the correlational information that was gained from the data could give some basis for "... better than chance predictions" (Sprinthall, 1994, p. 247). In this research, by gathering data concerning the principal's global-mindedness and comparing it to the demographic data provided, the researcher was able to draw conclusions germane to the subject of the research.

Quantitative research was not the only method to be used however. A portion of the research was qualitative in nature because of the more holistic dimension it added to the study in its entirety, that could not have been discovered by means of a quantitative instrument. Specifically, qualitative research allowed the researcher to see things in context. Context is what shapes beliefs, attitudes, and the behavior of people and their experiences. As Sherman and Webb (1995) state, "...educational research today requires a more comprehensive perspective in which the considerations that qualitative researchers raise, and the questions about worth and intent posed by philosophy, are as much a part of the discussion as are measurement and analysis" (p. 11). Certainly the topic of this research is a complex area of study, one that demands a wide focus if it is to be fully understood. Thus, by using the focus provided by the area of qualitative research, a greater understanding of the many forces impacting the implementation of a global focus within schools would emerge.

## Research Questions

The controlling question guiding the research was: Does the global -mindedness of the high school principal translate into greater global focus and programming within the school?

The following subquestions further defined the research:

1. Do demographic characteristics of principals make any difference in their global-mindedness?

2. What background experiences of principals contribute most to the principal's global-mindedness?
3. To what extent are the principal's beliefs, attitudes, and behaviors associated with their global-mindedness?
4. What other factors, as perceived by high school principals, are important to the implementation of a global focus within a high school?

## Instrumentation

### The Global-Mindedness Scale

The instrument used in this study was developed by Dr. E. Jane Hett in 1993 for her dissertation entitled The Development of an Instrument to Measure Global-mindedness (See Appendix A). Called the Global-Mindedness Scale (GMS), it consists of 30 questions that focus on five factors: responsibility, cultural pluralism, efficacy, globalcentrism, and interconnectedness (See Table II for definitions). The development of this instrument drew from earlier work done in the field and is meant to ascertain the extent of global-mindedness of the subject. " The Global-Mindedness Scale is grounded in research from a variety of areas which identify attitudes, beliefs, and behaviors associated with being global-minded" (Hett, 1993, p. 16). Hett began with interviews to ascertain what global-mindedness was. The phrases and words used often were grouped into various categories, reduced as the process continued, and further defined as a review of the literature proceeded. Finally, two

TABLE II

Revised Theoretical Definition of Global-Mindedness and Its Dimensions

---

Global-mindedness is a world view in which one sees oneself as connected to the world community and feels a sense of responsibility for its members. This commitment is reflected in attitudes, beliefs, and behaviors.

---

Dimensions of Global-Mindedness

Responsibility: A deep personal concern for people in all parts of the world which surfaces as a sense of moral responsibility to try and improve conditions in some way.

Cultural Pluralism: An appreciation of the diversity of cultures in the world and a belief that all have something of value to offer. This is accompanied by taking pleasure in exploring and trying to understand other cultural frameworks.

Efficacy: A belief that an individual's actions can make a difference and that involvement in national and international issues is important.

Globalcentrism: Thinking in terms of what is good for the global community, not just what will benefit one's own country. A willingness to make judgements based on global, not ethnocentric, standards.

Interconnectedness: An awareness and appreciation of the interrelatedness of all peoples and nations which results in a sense of global belonging or kinship with the "human family."

(Hett, 1993, p. 143)

---

persons thoroughly versed in the field of global education reviewed the survey to assure that what developed in the final product were "... categories of data which appeared to be both internally consistent and distinct from one another" (Hett, p. 88). The final version of the Global-Mindedness Survey with its 30 questions contains the following make-up: Responsibility - 7 items, Cultural pluralism - 8 items, Efficacy - 5 items, Globalcentrism - 5 items, and Interconnectedness - 5 items (Hett, p. 112). While the instrument was used with college students in the original study, with the exception of one question regarding career choice in the future, all questions were useable and appropriate for adults. Changing the verb tense in the one question was all that was needed to have a totally useable instrument (See Appendix B).

Validity and Reliability of the GMS

Shavelson (1996) defines validity as, "... the extent to which the interpretation of the results of the study follows from the study itself and the extent to which the results may be generalized to other situations with other people" (p. 19). The Global-Mindedness Scale met the criteria generally established for the validity of such an instrument. The content validity for the GMS was .88, "...well above the suggested level of .80" (Hett, 1993, p. 94).

The reliability for the Global-Mindedness Scale likewise exceeded the generally established levels for measurement. "The standardized

item alpha, or Cronbach's alpha for the overall tool is .90. Each of the five factors demonstrate acceptable levels of reliability, ranging from .65 to .85" (Hett, 1993, p. 150) (See Table III).

For the purposes of this study the 30 questions on the Global-mindedness Scale (GMS) were grouped into 3 categories - beliefs, attitudes, and behaviors - by using a panel of judges (See p. 18 for definitions of terms). The 19 judges came from the ranks of university professors (8) and school administrators (9) not directly involved in the research (See Appendix C). Each judge was asked to read each statement and to identify which category it best fell into - a belief, an attitude, or a behavior. They were asked to focus only on the category, and not on whether they agreed or disagreed with the statement. The results of their categorization were as follows:

13 Belief statements - Questions 3, 5, 8, 9, 10, 16, 17, 19, 20, 21, 24, 28, 30
13 Attitude statements - Questions 1, 2, 4, 7, 11, 12, 14, 18, 22, 23, 25, 27, 29
4 Behavior statements - Questions 6, 13, 15, 26

By having the three categories identified, it was possible to compare the demographic characteristics of principals to their score on the GMS.

Other Instrumentation

In order to uncover factors that related significantly to the principal's global-mindedness score on the GMS, a principal's background survey sheet was used to collect the needed data (See Appendix B). Specifically, these background data of the school

TABLE III

Reliability Analysis of the Global-Mindedness Scale

| Subscale | Number Of Items | Standardized Item Alpha | Corrected Inter-item Correlation Range |
|---|---|---|---|
| Factor 1: Responsibility | 7 | .80 | .42 - .70 |
| Factor 2: Cultural Pluralism | 8 | .75 | .37 - .57 |
| Factor 3: Efficacy | 5 | .72 | .36 - .56 |
| Factor 4: Globalcentrism | 5 | .65 | .57 - .62 |
| Factor 5: Interconnectedness | 5 | .70 | .61 - .72 |
| TOTAL TOOL | 30 | .90 | .36 - .72 |

(Hett, 1993, p. 117)

principals fell into the following general categories:

1. Family background
2. Language background
3. Travel Experience
4. Educational Background
5. Global association background

Also included were questions asking personal information, and several questions that pertained to the programming and school focus. Finally, there were three questions asking for a written response and examples, and subjective ranking by principals in the following areas:

1. Their perception of encouragement of global experiences for their staff and students.
2. Other support factors for globalizing the school programming.

By including these questions, the principal was able to respond with examples not specifically cited in the survey. Of particular importance to the study was what other factors they perceived, beyond themselves, that had or could have an impact on the globally focused nature of their school's programing.

## Methodology

### Population

The population chosen for this study was high school principals of public schools within the state of Georgia (Georgia Department of

Education, 1997). The reasons for this choice came from two different directions. First, "latest counts show that Georgia has one of the fastest growing language minority populations in the nation" (Georgia Department of Education, 1996, p. 1.1). This is in part due to the fact that,

> The number of people migrating to Georgia from other countries -- particularly Mexico and other Latin American countries-- continues to grow. Last year, 10 percent of Georgia's total population growth was accounted for by *international net migration*, which is determined by subtracting the number of Georgia residents who migrate to foreign countries from the number of migrants from foreign countries who move to Georgia. Last year, Georgia's net gain from international migration was 14,434--which was the tenth highest in the nation. (Jackson, 1997, p.4)

The number of school age K-12 students is impacting a sizable number of Georgia school systems (Georgia Department of Education, 1995). Many school systems find themselves with a vast array of nationalities within their student population.

> The May 1995 count of language minority students indicates that 180 school systems, the Georgia School for the Deaf, and the Department of Children and Youth Services enrolled 30,680 language minority (LM) students from over 90 different language backgrounds ....Of these language minority students, 12,726 were determined by their school systems to be of limited English proficiency (LEP); that is, their English language skills are not sufficient to permit their full classroom participation. (Georgia Department of Education, 1995, p. 4)

The once fairly stable student population within the state is now a microcosm of the world's diversity. The second direction for the choice of high schools rather than any other level was that high schools have the greatest variety of possible programming in general for students and

because high school teachers, from whose ranks virtually all high school principals come, have less of a prescribed education department program of study than do elementary or middle school teachers, and therefore are likely to have a greater chance to have been educationally involved in the types of activities looked for by the demographic needs of the study. No special entity schools such as evening schools or alternative schools were included because of the very different programming needs of their students. Only schools which included some combination of grades 9 - 12 were used.

Procedures

In February 1999, all high school principals in the state of Georgia, except for three urban systems requiring prior approval, were sent the Bibliographic Background Survey and the Global- mindedness Scale (GMS), accompanied by a cover letter asking for their participation in the study and a self addressed stamped return envelope (See Appendix D). These principals were asked to return the completed Background Survey and the GMS within thirty (30) days. Particular attention was paid to making the instruments and the letter look professional and attractive, knowing that these were factors that "... have some positive effect on response rates" (Fowler, 1988, p. 54), as is likewise true of the instrument's ease of completion (Fowler).

Two weeks later, a postcard was sent to those who had not yet responded, reminding them that the study was important and that a

high rate of response was also important (See Appendix E). This was done because, as Fowler suggests, "... there is no question that the most important difference between good mail surveys and poor mail surveys is the extent to which researchers make contact with nonrespondents"(p. 54).

Finally, in late March, a second mail out of the Background Survey, the GMS, a reminder letter, and another self addressed stamped envelope were sent to those not having responded (See Appendix F). At this time, approval was received from two of the three urban systems and original mailings were sent to those schools.

The use of mail procedures was based on the following advantages suggested by Fowler (1988):

1. Relatively low cost.
2. Can be accomplished with minimal staff and facilities.
3. Provide access to widely dispersed samples that are difficult to reach by telephone or in person for other reasons.
4. Respondents have time to give thoughtful answers, to look up records, or consult with others. (p. 71)

Of most concern to the researcher was the third advantage. The size of the state of Georgia, and the wide dispersement of the nearly 300 principals in the population was overwhelming. Even more difficult would have been the difficulty of reaching the principals by some other means. High School principals do not spend much time in their offices

or on telephones. Mail was a far better way to reach them and have them respond.

The disadvantages of mail surveys cited by Fowler (1988) were minimized by the following factors:

1. Well educated people tend to respond better than less educated people.
2. Follow up procedures were in place.
3. Accurate mailing addresses were available.

Treatment of the Data

The data generated by the study were coded and analyzed using a software package called Statistical Package for Social Sciences (SPSS) (Norusis, 1997). First, measures of frequency and central tendency were determined for all questions on the Background Survey. These allowed the researcher to find any general trends in the data. The research questions required more in-depth statistical procedures.

Subquestion #1 - Do demographic characteristics of principals make any difference in their global-mindedness? - was answered by performing a series of Analyses of Variance (ANOVAs). ANOVAs are "... designed to establish whether a significant (nonchance) difference exists among several sample means" ( Sprinthall, 1994, p. 487). In this research, ANOVAs were used to ascertain whether there was a difference in the GMS between the classifications of each of the demographic factors.

Subquestion #2 - What background experiences of principals contribute most to the principal's global-mindedness? - was answered by analyzing the data with the multiple regression method. The multiple regression technique allows a researcher to make " ...predictions of one variable given measures on two or more others" (Sprinthall, 1994, p. 493). The five background factors (family, language, travel, education, and global association) from the demographic information were used. The criterion variable was the Global-mindedness scores (GMS). The analysis showed how much of an impact each of the weighted background scores had on the global-mindedness score, or which background factor(s) most influences a high school principal's global-mindedness.

Subquestion #3 - To what extent are the principal's beliefs, attitudes, and behaviors associated with their global-mindedness? - called for analysis based on classifying the GMS into these three categories: Beliefs, Attitude, and Behaviors. The categorization had already been performed by the panel of judges, using a four point scale. First, each question was tallied and then a composite score was computed for each category. By focusing on the questions and categories with the highest scores, viable conclusions were drawn regarding those beliefs, attitudes, and behaviors most associated with the global-mindedness of principals.

Subquestion #4 - What other factors, as perceived by high school principals, are important to the implementation of a global focus within a high school? - was more qualitative in nature. While some specific possible factors were listed, principals were called upon to consider not just their own role in global education, but those factors that might also be an influence in high schools with a global focus. Whether or not the principal himself/herself was particularly globally-minded did not necessarily color the answer to the question. Every community could have a variety of factors that might or might not influence the answer, just as each principal might have particular factors that he or she thinks would be important. The researcher analyzed the data by looking for patterns or similarities in the responses.

The major research question - Does the global-mindedness of the high school principal translate into greater global focus and programming within the school? - was answered by using simple correlation statistics between the school focused programming information and the GMS. Specifically, correlations were calculated to show what relationship existed between global-mindedness and the number of programs and activities found in the school, between global-mindedness and the percent of teacher involvement in globally focused teaching, and between global-mindedness and the number of staff development activities that had been conducted.

## Summary

This study analyzed the global focus and programing found in the principal's high school and their relationship to the global-mindedness of the principal. The global-mindedness of the principal was determined by means of an instrument called the Global-Mindedness Scale, developed in 1993 and designed to measure the extent of a subject's global-mindedness. It also analyzed the relationship of the demographics and the many backgrounds of the principals as determined by survey, with the global-mindedness of the principal. As a factor of these data, principals were asked to respond to whether or not they saw themselves as encouraging global experiences for their staff and students, and what other factors they thought were important in globalizing a school's programing.

The study involved the entire population of high school principals within the state of Georgia (295 people). This population was chosen because of the sizable increase in international migration impacting the state's high schools, because of the variety of programing at the high school level, and the likelihood of high school principals having had more variety of experiences than would K-8 principals have had.

The data were collected by means of a self-reported survey sent to all high school principals. Data were analyzed by the Statistical Package for Social Sciences (SPSS) in order to answer the research questions posed.

If today's students are to be fully prepared for the world in which they will live, it will take the involvement of all facets of society to provide the experiences they will need. That is especially true of those who provide their formal preparation, their administrators and teachers in this nation's schools. While teachers have the daily and direct contact, it is the principal's leadership and vision that provides the impetus and focus for those teachers.

# CHAPTER IV

## REPORT OF DATA AND DATA ANALYSIS

### Introduction

The intent of this research was to learn more about the global-mindedness of Georgia's high school principals and to learn if their global-mindedness translated into a greater global focus and programing within the principal's school. Also studied were demographics about the principals and the several factors influencing their backgrounds in order to see what relationship this information had to their global-mindedness.

High school principals were the focus because of the wider variety of experiences they were likely to have had, particularly those related to their pedagogical training, and because of the greater variety of programing possible at the high school level. All data collected were self-reported by the principals.

### Research Questions

The controlling question upon which the research was based was as follows: Does the global-mindedness of the high school principal translate into greater global focus and programing within the school? Further defining the research were the following subquestions:

1. Do demographic characteristics of principals make any difference in their global-mindedness?
2. What background experiences of principals contribute most to the principal's global-mindedness?
3. To what extent are the principal's beliefs, attitudes, and behaviors associated with their global-mindedness?
4. What other factors, as perceived by high school principals, are important to the implementation of a global focus within a high school?

The analysis of data concerning respondents was based on the following information. A total of 295 surveys were sent out to high schools representing every county in Georgia except one large metropolitan system where no permission to survey (required) was received (n=18). One other metropolitan county (n=14) limited contact to specific schools, eliminating six more high schools. Permission to survey in this county and one other metropolitan county (n=13) was late in coming and therefore limited somewhat the participation of those two counties. However, in both instances, participation was at an acceptable level.

Since Georgia is divided into regional service areas (RESAs) and since most school systems participate in those RESAs, returns were categorized into 17 areas, 16 RESAs and 1 for non-RESA systems. Returns for each group were tallied and showed that of the 295 surveys

sent to principals, 189 or 64.1 percent responded. The respondents represented all areas of the state, a variety of sized systems, and all geographic types - urban, suburban, and rural (See Table IV). Of the 189 responses, 186 were usable.

Because the findings and discussion for each Subquestion would lead to a more complete answer of the major research question, the Subquestions were looked at first rather than the order that is more customary. This development of findings and the discussion of those findings lent themselves to a fuller understanding of the topic.

Subquestion 1. Do demographic characteristics of principals make any difference in their global-mindedness?

Findings

Gender, Age, Experience, Race, and Teaching Field Demographics. Analysis of the descriptive demographics revealed more information about the 186 respondent principals. The majority, 149 or 80.1 percent, were male while 37 or 19.9 percent were female. The vast majority of the principals were between 45-54 (62.9 percent) and more than half (n=97) of all respondents had been high school principals for no more than five years. The racial composition of the respondents was 86.0 percent Caucasian, 13.4 percent Black, and 0.5 percent Hispanic (See Table V). Prior teaching field can be found in Table VI.

As part of the overall survey, each respondent completed 30 questions called the Global-mindedness Survey. This series of statements

TABLE IV

Survey Returns from RESAs of Georgia

| RESA | Descriptive Makeup of School Systems * | Surveys Sent | Surveys Returned | Percent Returned |
|---|---|---|---|---|
| 1 | S/R and M/S | 14 | 9 | 64.3 |
| 2 | S/R | 10 | 7 | 70.0 |
| 3 | S/R and M/S | 11 | 8 | 72.7 |
| 4 | S/R and M/S | 21 | 17 | 80.9 |
| 5 | M/S | 15 | 10 | 66.7 |
| 6 | S/R | 11 | 9 | 81.8 |
| 7 | L/U and M/S | 57 | 29 | 50.9 |
| 8 | L/U and M/S | 14 | 9 | 64.3 |
| 9 | S/R and M/S | 11 | 8 | 72.7 |
| 10 | S/R and M/S | 15 | 9 | 60.0 |
| 11 | S/R and M/S | 24 | 15 | 62.5 |
| 12 | S/R | 7 | 5 | 71.4 |
| 13 | S/R | 8 | 6 | 75.0 |
| 14 | S/R and M/S | 19 | 13 | 68.4 |
| 15 | S/R | 14 | 14 | 100.0 |
| 16 | S/R | 16 | 6 | 37.5 |
| 17 | L/U and M/S | 28 | 15 | 53.6 |
| TOTAL | | 292** | 186** | 64.1 |

* - S/R = Small/Rural systems are those with less than 6,000 students.

- M/S = Medium/Suburban systems are those with between 6000 and 10,000 students.

- L/U = Large/Urban systems are those with more than 10,000 students.

** Does not include the 3 returns that were not usable.

TABLE V

Distribution of Gender, Age, Experience, and Race

| Variables | Frequency of Responses N | % |
|---|---|---|
| Gender | | |
| Male | 149 | 80.1 |
| Female | 37 | 19.9 |
| Age | | |
| 25 - 34 | 3 | 1.6 |
| 35 - 44 | 31 | 16.7 |
| 45 - 54 | 117 | 62.9 |
| 55 - 64 | 35 | 18.8 |
| 65+ | 0 | 0.0 |
| Years as a high school principal | | |
| 1 - 5 | 97 | 52.2 |
| 6 - 10 | 41 | 22.0 |
| 11 - 15 | 27 | 14.5 |
| 16 - 20 | 9 | 4.8 |
| 21+ | 12 | 6.5 |
| Race | | |
| Caucasian | 160 | 86.0 |
| Black | 25 | 13.4 |
| Hispanic | 1 | 0.5 |
| Asian | 0 | 0.0 |
| Native American | 0 | 0.0 |
| Other | 0 | 0.0 |

TABLE VI

Teaching Fields Prior to Becoming Principal

| Teaching Field | Frequency of Responses N | % |
|---|---|---|
| Language Arts | 18 | 9.7 |
| Mathematics | 14 | 7.5 |
| Physical Education | 23 | 12.4 |
| Social Studies | 43 | 23.1 |
| Science | 18 | 9.7 |
| Vocational Education | 19 | 10.2 |
| Foreign Language | 1 | 0.5 |
| Fine Arts | 1 | 0.5 |
| Special Education | 8 | 4.3 |
| Other | 41 | 22.0 |

totaled for each respondent so that a Global-mindedness score (GMS) could be obtained. These GMS scores were then used to perform a series of ANOVAs to ascertain whether there was a difference in the GMS between the classifications (groups) for each of the five demographic factors - sex, age, years of experience, race, and prior teaching field. The results of these one-way ANOVAs are seen in Table VII and indicate that the global-mindedness scores differed greatly at the .05 level of significance between the sexes ($p = .017$), and between races ($p = .036$). Differences were not significant for age ($p = .115$), years of experience ($p = .221$), or for prior teaching field ($p = .221$).

Discussion

When looked at with regard to previous studies cited in the review of literature, these demographic statistics proved quite interesting. The ANOVA on sex showed a significant difference in global-mindedness between males and females in this study. However, here, we found that it was the male who was the more globally-minded. This finding did not concur with Hett's (1993), the author of the Global-Mindedness Survey, who found that female college students scored significantly higher on the Survey than did males. It did, however, agree with Wolfer's (1990) findings with teachers.

The significance of race also contradicted Hett's (1993) findings among college students and indicated a need for further investigation. The current findings indicated that Caucasians were more globally-

TABLE VII

Analyses of Variance of GMS by Demographic Data

Gender

| | Sum of Squares | df | Mean Square | F | *P* |
|---|---|---|---|---|---|
| Between Groups | 898.586 | 1 | 898.586 | 5.835 | .017 |
| Within Groups | 28334.409 | 184 | 153.991 | | |
| Total | 29232.995 | 185 | | | |

Age 33333

| | Sum of Squares | df | Mean Square | F | *P* |
|---|---|---|---|---|---|
| Between Groups | 934.245 | 1 | 311.415 | 2.003 | .115 |
| Within Groups | 28298.750 | 182 | 155.488 | | |
| Total | 29232.995 | 185 | | | |

Experience as Principal

| | Sum of Squares | df | Mean Square | F | *P* |
|---|---|---|---|---|---|
| Between Groups | 904.076 | 4 | 226.019 | 1.444 | .221 |
| Within Groups | 28328.919 | 181 | 156.513 | | |
| Total | 29232.995 | 185 | | | |

Race

| | Sum of Squares | df | Mean Square | F | *p* |
|---|---|---|---|---|---|
| Between Groups | 1039.961 | 2 | 519.980 | 3.375 | .036 |
| Within Groups | 28193.034 | 183 | 154.060 | | |
| Total | 2923.995 | 185 | | | |

Teaching Field

| | Sum of Squares | df | Mean Square | F | *P* |
|---|---|---|---|---|---|
| Between Groups | 1869.330 | 9 | 207.703 | 1.336 | .221 |
| Within Groups | 27363.664 | 176 | 155.475 | | |
| Total | 29232.995 | 185 | | | |

*$p \leq .05$

minded than other races. It would seem reasonable to speculate on the influence of the age factor and the regional history of Hett's California student population of the 1990s and the adult southern educators in this research. The racial factors affecting the southern educators during their past 30 years were quite different from those of today's college population in any area of the United States, and especially in the South.

No direct comparison could be made regarding age since few studies found in the literature dealt with the subject. Only Wolfer (1990) dealt with adult age and he also had no significant findings. Since no studies were found that dealt with administrators, the finding of no significance in the number of years experience stood alone. The finding did seem reasonable however.

Finally, the finding of no significance of prior teaching fields was consistent with Hett's findings dealing with college students major areas of study. These results seemed to indicate that adult educators were no different from their subject matter counterparts among today's college students.

Subquestion 2. What background experiences of principals contribute most to the principal's global-mindedness?

Findings

Background information solicited from the high school principals was arranged into five categories: family background, language background, travel background, educational background, and global

association background. Each category was looked at descriptively to begin with and provided interesting information about the participants.

Family background.

All but one participant answered the question that asked where they were born. Of the 185 who answered, 182 were born in the United States, 97.8 percent. The vast majority of these principals (58.1 percent) grew up in rural communities (n=108), with only 25 principals reporting that they grew up in urban areas (13.4 percent). When asked if there was some other culture that was important in their childhood family, 86.6 percent answered negatively (n=161). Of the 12.4 percent who answered affirmatively, there was a wide cultural diversity named (Irish, Ukranian, Native America, German, Polish, English, Greek, Italian, African, Turkish, Hispanic, Scottish), some by 3 and 4 people (See Table VIII).

Language background.

Since acquisition of other languages is stressed so greatly today, principals were asked to answer four questions that dealt with this topic. Their answers provided interesting food for thought in what they said, and in what they didn't say. English was the first language of every respondent. However, 77.4 percent had studied another language (n=144) to some degree. When asked how long they had studied that other language, more than half (51.6 percent) had studied for only the traditional 1-2 years. Only 36 respondents (19.4 percent) had studied

TABLE VIII

Distributions of Family Backgrounds

| Variables | Frequency of Responses N | % |
|---|---|---|
| Country of Birth | | |
| United States | 182 | 97.8 |
| Other Countries | 3 | 1.6 |
| Type of Community in which raised | | |
| Urban | 25 | 13.4 |
| Suburban | 52 | 28.0 |
| Rural | 108 | 58.1 |
| Other Cultural Heritage in Family | | |
| Yes | 23 | 12.4 |
| No | 161 | 86.6 |

for three or more years and 45 (24.2 percent) had never studied another language or had less than one year of study. When asked how fluent they were in the other language, the vast majority said, "I don't remember much" (86, or 46.2 percent) or "I could survive, but barely" (37, or 19.9 percent). Only 18 people felt capable of any degree of fluency (See Table IX).

Travel background.

The next background area considered was travel. (See Table X). While the vast majority, 95.7 percent, had never studied abroad (n=178), seven (3.8 percent) had studied in Mexico, Germany or the United Kingdom. Many more had done some traveling outside the United States however, including 46 (24.7 percent) who had made one or two week long trips, 22 (11.8 percent) who had made more extensive trips, and 23 (12.4 percent) who had actually lived abroad. Still 30.6 percent (n=57) had only traveled within the United States.

Education Background.

Two questions comprised the education background. The questions specifically asked for courses in the principal's college career dealing with global issues or other countries. The vast majority indicated having either 1-2 courses (n=68) or 3-4 courses (49). As for their participation in globalizing activities in high school or college 72.6 percent had not participated in any such activities (See Table XI).

TABLE IX

Distributions of Language Backgrounds

| Variable | Frequency of Responses N | % |
|---|---|---|
| First Language | | |
| English | 186 | 100.00 |
| Other | - | - |
| Studied Another Language | | |
| Yes | 144 | 77.4 |
| No | 41 | 22.0 |
| Length of Study | | |
| Never | 34 | 18.3 |
| Less than one year | 11 | 5.9 |
| 1 - 2 years | 96 | 51.6 |
| 3+ years | 36 | 19.4 |
| no formal study | 9 | 4.8 |
| Fluency in Other Language | | |
| I don't know another language | 45 | 24.2 |
| I don't remember much | 86 | 46.2 |
| I could survive, but barely | 37 | 19.9 |
| I could carry on a controlled conversation | 15 | 8.1 |
| I could converse in normal situations | 1 | 0.5 |
| I could study at a university comfortably | 2 | 1.1 |

TABLE X

Distributions of Travel Backgrounds

| Variable | Frequency of Responses N | % |
|---|---|---|
| Studied abroad | | |
| Yes | 7 | 3.8 |
| No | 178 | 95.7 |
| Travel Experience | | |
| Traveled only within the US | 57 | 30.6 |
| Made only one or two weekend trips outside the US | 38 | 20.4 |
| Made one or two trips outside the US for a week or two | 46 | 24.7 |
| Traveled outside the US for 3-9 weeks at least once or twice | 22 | 11.8 |
| Lived in a community outside the US for more than 9 weeks | 23 | 12.4 |
| Total length of time outside the US | | |
| Never | 63 | 33.9 |
| Less than one month | 71 | 38.2 |
| 1 - 6 months | 21 | 11.3 |
| 7 - 12 months | 9 | 4.8 |
| 1 year + | 21 | 11.3 |

TABLE XI

Distribution of Education Backgrounds

| Variables | Frequency of Responses N | % |
|---|---|---|
| Number of Courses | | |
| None | 7 | 9.1 |
| 1 - 2 | 68 | 36.6 |
| 3 - 4 | 49 | 26.3 |
| 5 - 6 | 28 | 15.1 |
| 7 - 8 | 8 | 4.3 |
| 8+ | 14 | 7.5 |
| Globalizing Activities | | |
| None | 135 | 72.6 |
| 1 | 39 | 21.0 |
| 2 | 9 | 4.8 |
| 3 | 2 | 1.1 |
| 4 | 1 | 0.5 |

Global Associations.

The final background area dealt with present day activities and associations with global ties. The first question asked for activities they had attended in the last year that focused in some way on another culture. Examples given were political speakers, dance or art performances from abroad, or foreign films. While 37.6 percent (n=70) attended nothing of this kind, more than 60 percent did attend such activities on one or more occasion. When asked how well informed they considered themselves to be about international news and events, 78 percent considered themselves either reasonably informed or well informed (n=145). The principals also reported their frequency of discussions about international politics. While 29 (15.6 percent) reported almost never discussing such, more than one quarter of them (25.9 percent) reported discussions several times a week or nearly every day. Finally, nearly one third (32.8 percent) reported having at least two or three friends (not just acquaintances) who came from cultures other than their own (See Table XII).

In order to answer Subquestion 2 concerning these five background factors, the multiple regression analysis was used in identifying which factors were most important. The results, shown in Table XIII, indicated that while none of the factors were significant at the .05 level, two factors clearly were stronger than the other three. Most significant were the global associations reported by the principals

TABLE XII

Distributions of Global Associations

| Variables | Frequency of Responses N | % |
|---|---|---|
| Events attended from another culture | | |
| None | 70 | 37.6 |
| 1 | 39 | 21.0 |
| 2 | 44 | 23.7 |
| 3 | 13 | 7.0 |
| 4 | 20 | 10.7 |
| Informed about international news and events | | |
| Very poorly informed | 8 | 4.3 |
| Have some limited information | 33 | 17.7 |
| Try to stay reasonably informed | 117 | 62.9 |
| Stay well informed | 28 | 15.1 |
| Talk about international politics with others | | |
| Almost never | 29 | 15.6 |
| From time to time | 79 | 42.5 |
| About once a week | 30 | 16.1 |
| Several times a week | 44 | 23.7 |
| Nearly every day | 4 | 2.2 |
| Friends from other cultures or countries | | |
| None | 46 | 24.7 |
| One or two acquaintances | 72 | 38.7 |
| One friend | 7 | 3.8 |
| Two or three friends | 30 | 16.1 |
| More than three friends | 31 | 16.7 |

TABLE XIII

Correlations Between Backgrounds of Principals

| | Unstandardized Coefficients | | Standardized Coefficients | t | *p* |
|---|---|---|---|---|---|
| Variables | B | Std. Error | Beta | | |
| (Constant) | 75.088 | 8.136 | | 9.229 | .000 |
| GLOBAL | .505 | .309 | .130 | 1.637 | .103 |
| EDUCATION | .978 | .647 | .120 | 1.512 | .132 |
| TRAVEL | .268 | .371 | .054 | .724 | .470 |
| LANGUAGE | 5.715E-02 | .616 | .007 | .093 | .926 |
| FAMILY | .418 | 1.021 | -.031 | -.409 | .683 |

($p = .103$). The factor of educational courses and activities was nearly as strong ($p = .132$).

Discussion

By far the strongest contributing factors to the principals' global-mindedness were their present day associations - friends, activities, news gathering and discussions - followed closely by educational opportunities in high school and college that exposed them to course work emphasizing a more global focus. This seemed quite reasonable when looked at in light of the other factors available. The description of the average person's background was one who came from a rural setting, not having much diversity of culture around, who took only the minimum amount of foreign language, usually in high school because few majored (or at least taught) in a field that required foreign language at the college level. The lack of courses and/or activities was probably a function of the times when the person was in school and not a real lack of interest. Since most of these principals were 45-54 years old, they were growing up in the late 1950s and early 1960s. The cold war of the times made many in the United States distrustful of the outside world, very isolationist. And if this was true of the United States in general, it certainly was true of the rural South where the majority of these principals were, in all likelihood, raised.

The area of travel may also be a function of age. It would be reasonable to surmise that most of these principals were also parents

and might not have been able to do the amount of far-ranging travel they would like to do. Given the high school principal's year-round contractual obligation, perhaps the principals were quite well traveled.

The factor that overrode all others was the present amount of global associations. In spite of their lack of family diversity, their rural upbringing and their limited foreign language and activity background, they presently were quite global in many ways, a factor seen in their global-mindedness survey results.

Subquestion 3. To what extent are the principal's beliefs, attitudes, and behaviors associated with their global-mindedness?

Findings

This Subquestion was a bit more illusive to analyze because of the nature of the terms and what they imply. The panel which labeled these areas of the GMS instrument was not in agreement on many of the statements in spite of having concrete definitions to use. But to the extent that their categorizations were illustrative of statements of beliefs, attitudes, and behaviors the results of the principals' surveys proved interesting. The rater panel labeled 13 statements as beliefs, 13 statements as attitudes, and four as behaviors. The instrument placed a value of 0 on any unsure statement and so all other statements had a value placed on them by the respondents: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree. The higher the score, the more globally-minded the respondent reported himself/herself. Seen

from the perspective of the mean score for each person on each question (2.5), then a mean score for a person on the entire instrument would be 75 - an overall neutral score, not agreeing or disagreeing. The average score for each of the respondents however, was 83, on the more globally-minded side: Beliefs = 35.4, Attitudes = 35.3, and Behaviors = 12.3 (See Table XIV).

Discussion

While the figures in Table XIV showed a mildly globally-minded principal, they implied much more. When looked at closely, they showed principals whose beliefs and attitudes indicated a minor degree of global-mindedness but whose behaviors were indicative of an even greater degree of global-mindedness. These were people whose actions were more global than their beliefs and attitudes. While it is impossible to know what motivated these actions, it would be reasonable to surmise that their beliefs and attitudes represented long held positions that were being tested and revisited in light of the more global reality of today's society, and that the actions taken on today's reality would in time change those deeply imbedded beliefs and attitudes to an even stronger position of global-mindedness.

Subquestion 4: What other factors, as perceived by high school principals, are important to the implementation of a global focus within a high school?

TABLE XIV

Summary of Principals' Beliefs, Attitudes, and Behaviors

| Variables | Sum | Total Avg. | Possible Values per Person Max. | Min. | Mean | Mean Per Participant |
|---|---|---|---|---|---|---|
| Beliefs | 6586.00 | 506.62 | 52 | 13 | 32.5 | 35.4 |
| Attitudes | 6562.00 | 504.77 | 52 | 13 | 32.5 | 35.3 |
| Behaviors | 2289.00 | 572.25 | 16 | 4 | 10.0 | 12.3 |
| | | TOTALS | 120 | 30 | 75.0 | 83.0 |

Findings

To answer this, two questions were posed to the principals on the survey. The first, "What factors would most determine whether a school is to have a global focus?", asked that they check all that they thought would have a major impact. While a few people checked only one or two factors, most checked several and some checked all and wrote in others. The factors listed and the tally for each are included in Table XV. Teachers who want to teach from a global perspective were judged as having the most impact (n=137), followed by a school district's emphasis on globalization (n=131) and having a principal supportive of globalized teaching (n=125). All other factors were far less often mentioned. This was especially true of the factor citing federal or state emphasis on globalizing the curriculum.

The second question asked the principals to use the same list of factors and to rank them as they judged the importance of the factor's impact (See Table XV). The researcher was particularly interested in how the principals would rank their own position in this listing. Of the 175 who did the ranking, more than half (55 percent) ranked the principal in the top 3 factors. Specifically, 29 rated the principal as most important and 46 rated the principal second. When they ranked themselves as second, the majority of the time they rated teachers first. Interestingly, at the other end of the spectrum, 17 principals did not

TABLE XV

Factors Named by Principals as Determining whether a School Will Have a Global Focus

| Factors | Frequency |
|---|---|
| School district emphasis on globalization | 131 |
| Parental desire for globalization | 113 |
| Industry that encourages a global focus | 94 |
| Student requests for a global focus | 97 |
| A principal supportive of globalized teaching | 125 |
| Federal or state emphasis on globalizing the curriculum | 73 |
| Teachers who want to teach from a global perspective | 137 |
| Others named: Money, culturally diverse community, where the test and money support it, funding, programs of study | |

place the principal into the rankings at all and 36 placed them in the bottom of the ranking.

Discussion

While the finding on the first question validated most of the global education literature, in this day of federal and state standards initiatives and mandates it was a bit noticeable for its lack of support. However, since principals are the people who most often have to implement new standards and mandates, it was not unexpected.

As for the rankings, two things seemed evident. The majority of principals saw themselves as a crucial element in the process of globalizing a school's teaching focus and programming. Their belief is consistent with the effective schools' research concerning the principal's indispensable role in successful schools. But there were many principals still with us who did not see themselves as important forces in the focus and programming of their schools.

The researcher chose to conclude with the main research question because its findings could be more fully understood when the Subquestion findings were already known. The research question was:

> Does the global-mindedness of the high school principal translate into greater global focus and programming within the school?

Findings

To answer this question a series of correlations were performed. Each question dealing with the school's programming was dealt with individually and then all were dealt with as a group. Specifically, Pearson's correlation was used to examine the correlation between the principal's global-mindedness score and each of the school's programming areas.

The first question listed a group of activities which provides students with a globalized focus. There were nine specific examples given and the opportunity to write in others. Principals checked those opportunities and /or activities provided at their school. Of the 186 respondents, 8 provided no information or offered no programs. But a wealth of information came from those who did respond. (See Table XVI). Some 152 (81.7 percent) had foreign language clubs for students, not surprising to note. But many statistics were worthy of note. For example, 138 schools had exchange students attending them, and many took groups of students to other countries on trips (105) or on group exchanges (27). Looking at Table XVII it can be seen that for many schools there was a good availability of international opportunities offered. The most common group of opportunities seemed to be foreign language clubs, trips to other countries, and exchange students. But many schools provided much more. The mean score from number of activities was 3.61. However, when the correlation testing was

TABLE XVI

Globally Focused Activities in the High School

| Number of Activities Offered for Students | Frequency | % |
|---|---|---|
| None | 8 | 4.3 |
| 1 | 14 | 7.5 |
| 2 | 39 | 21.0 |
| 3 | 37 | 19.9 |
| 4 | 33 | 17.7 |
| 5 | 25 | 13.4 |
| 6 | 11 | 5.9 |
| 7 | 12 | 6.5 |
| 8 | 3 | 1.6 |
| 9 | 3 | 1.6 |
| 10 | 1 | 0.5 |

TABLE XVII

Types of Activities Offered to Students

| Activity | Frequency |
|---|---|
| International Baccalaureate | 8 |
| English for Speakers of Other Languages | 88 |
| Model United Nations | 62 |
| Foreign Language Clubs | 152 |
| International Relations Clubs | 15 |
| Group trips to other countries | 105 |
| Group exchanges from other countries | 55 |
| Exchange students attending school | 138 |
| Group student exchanges to other countries | 27 |
| None | 7 |

Other Activities : Model Arab League, Exchange teachers, Achievers Intl., Import/Export Business, Japanese citizen employed in school, Intercultural Club, Amnesty Intl., Cultural Issue Club, Int'l. Roundtable, Free Tibet Club, Rotary Exchange Student

Correlation Between GMS and Student Activities

| Variables | | GMS r | Student Activities r |
|---|---|---|---|
| GMS | Pearson Correlation | 1.000 | -.016 |
| | Sig. (2-tailed) | | .823 |
| | N | 186 | 186 |
| Student Activities | Pearson Correlation | -.016 | 1.000 |
| | Sig. (2-tailed) | .823 | |
| | N | 186 | 186 |

performed, no significance was found in the relationship of global-mindedness and number of activities offered (p = .823). It would appear then that activities for students were not dependent upon or associated with whether the principal was globally-minded.

The next question in this area was concerned with the number of staff development activities held in the past two years which encouraged teaching from a global perspective. (See Table XVIII). The mean score on this question would indicate that the average school had offered one such activity. Looking at the correlation of Staff Development Activities and Global-mindedness result of the analysis yielded a significance of .246, which was not significant at the .05 level (See Table XVIII). Again, the principal's global-mindedness did not affect the staff development availability.

Principals were next asked to estimate the percent of the teachers in the school who emphasized a global or worldwide perspective in their teaching. Again, these were self-reported data, but nevertheless were important. The mean score (2.91) indicated that approximately 10-15 percent of the average faculty was teaching from a global perspective. When correlated with the global-mindedness score of the principal. a significance of .044 was found, a significant relationship. (See Table XIX).

The final question simply asked if the principal encouraged global experiences for the staff and students. Some 110, or 59.1 percent they

TABLE XVIII

Globally Focused Staff Development Courses Offered to Teachers

| Number of Courses Offered | Frequency | % |
|---|---|---|
| None | 88 | 47.3 |
| 1 or 2 | 74 | 39.8 |
| 3 or 4 | 15 | 8.1 |
| 5 or more | 5 | 2.7 |

Correlation Between GMS and Staff Development Activities

| Variables | | GMS | Staff Development Activities |
|---|---|---|---|
| | | r | r |
| GMS | Pearson Correlation | 1.000 | .086 |
| | Sig. (2-tailed) | | .246 |
| | N | 186 | 186 |
| Staff Development Activities | Pearson Correlation | .086 | 1.000 |
| | Sig. (2-tailed) | .246 | |
| | N | 186 | 186 |

TABLE XIX

Global Focused Teaching Within High Schools

| Percentage of Teachers Teaching Globally | Frequency | % |
|---|---|---|
| None | 3 | 1.6 |
| 1-10% | 66 | 35.5 |
| 11-25% | 74 | 39.8 |
| 26-50% | 31 | 16.7 |
| 51-75% | 11 | 5.9 |
| 76-100% | 1 | 0.5 |

Correlation Between GMS and Globally Focused Teaching

| Variables | | GMS | Globally Focused Teaching |
|---|---|---|---|
| | | r | r |
| GMS | Pearson Correlation | 1.000 | .148* |
| | Sig. (2-tailed) | | .044 |
| | N | 186 | 186 |
| Globally Focused Teaching | Pearson Correlation | .148* | 1.000 |
| | Sig. (2-tailed) | .044 | |
| | N | 186 | 186 |

encouraged global experiences were not necessarily those who answered yes and 72, or 38.7 percent said no. When correlated with the global-mindedness score, the results were significant at .001, but the relationship was slightly negative. In other words, those who thought scored higher on the global-mindedness survey. The correlation was -.239, low, but showing a definite relationship.(See Table XX).

When these questions were considered in totality there was no correlation. Taken as a whole, no significance emerged. (p = .840) (See Table XXI).

Discussion

While the total group of questions showed no significance, that did not diminish the significance that did emerge. While no cause and effect relationship could be drawn from these findings, as cited earlier by Sprinthall (1994), it gave some basis for "better than chance prediction" (p. 247). There would seem to be a better than likely chance then that the more globally-minded the principal, the greater the percentage of faculty who taught with a global focus. However, the same principal, it would seem, was less likely to encourage global experiences for staff and students. While at first that would seem to be quite contradictory, perhaps it is not. Many of the principals were relatively new to administration and might be in high schools with an established list of programming activities for students. Principals, whether global-minded or not, tend to support the activities within their school. The

TABLE XX

Principal's Encouragement of Global Teaching and Programming

| Variables | Frequency | % |
|---|---|---|
| Yes | 110 | 59.1 |
| No | 72 | 38.7 |

Correlation Between GMS and Global Teaching and Programming

| Variable | | GMS r | Global Teaching And Programming r |
|---|---|---|---|
| GMS | Pearson Correlation | 1.000 | -.239** |
| | Sig. (2-tailed) | | .001 |
| | N | 186 | 186 |
| Global Teaching And Programming | Pearson Correlation | -.239** | 1.000 |
| | Sig. (2-tailed) | | .001 |
| | N | 186 | 186 |

TABLE XXI

Correlation Between GMS and All Programming Factors

| Variables | | GMS | Programming |
|---|---|---|---|
| GMS | Pearson Correlation | 1.000 | .015 |
| | Sig. (2-tailed) | | .840 |
| | N | 186 | 186 |
| Program-ming | Pearson Correlation | .015 | 1.000 |
| | Sig. (2-tailed) | | .840 |
| | N | 186 | 186 |

responses would suggest that many thought of themselves as supportive even though they were not as globally-minded as many others. The findings suggest that if a globally focused principal supported globally focused teaching, then more of it would occur. These principals could have an immediate impact on teaching . And even their less globally-minded peers apparently had an impact on the opportunities for global experiences.

## Summary

The data gathered and analyzed in this chapter were studied to determine whether the principal's global-mindedness translated into greater programming and global focus within the school. Further, it sought a better understanding of the relationship of the demographics and the backgrounds of the principal to the global-mindedness of that administrator. It also looked at the beliefs, attitudes and behaviors of the principal to see how they related to the global-mindedness of that person. It finally looked at what other factors might influence whether a school had a global focus and programming available to its students.

The findings indicated that males were more globally-minded than females, and that racially, Caucasians were more globally-minded than were other races. There was no significant difference in global-mindedness by age, years of experience, and previous teaching fields.

In analyzing the various backgrounds of these principals, the strongest relationship to global-mindedness was that of present-day associations, and educational backgrounds. While statistically not significant, these two areas showed much stronger relationships with global-mindedness than did the backgrounds of family, travel, and language.

Looking at the relationship of the principal's beliefs, attitudes, and behaviors to global-mindedness, the survey showed that the average principal was moderately global-minded, but that actions that indicated global-mindedness were stronger than the beliefs and attitudes held by the person.

Two other factors cited by principals as having a great influence on a school's global focus were (1) teachers who wanted to teach from a global perspective and (2) the school district's emphasis on such a global focus. However, principals saw themselves as playing a crucial role in supporting globally focused teaching. When asked to rate the factors, they rated themselves as most important or second most important, second only to teachers who wanted to teach from a global perspective.

The overall question guiding the study focused on whether the global-mindedness of the principal translated into a more globalized teaching focus and more globalized programming. The findings indicated that there was no correlation between global-mindedness and

student activities programming or between staff development activities. There was, however, a significant relationship between global-mindedness and the percentage of teachers teaching from a global focus. Finally, there was a low but definite negative relationship between the principal's global-mindedness and whether the person considered himself or herself to be supportive of such a focus and programming.

The relationship of principal and global education is one that has received almost no attention. Perhaps these findings will provide a basis from which further studies can begin. They certainly provide food for thought on the subject.

# CHAPTER V

# SUMMARY, CONCLUSIONS, AND IMPLICATIONS

## Summary

American society is more global and more interdependent than ever before and growing more so with a rapidity never before experienced. The world that today's students will inherit will be vastly different from what this nation's adults have known. It was the intent of this research to focus on the high school in order to look at the globalization process from a different vantage point from that found in any of the previous global education literature. Previous research had often focused on students at both the K-12 level and the university level, often to ascertain the degree of student global-mindedness. Some studies have focused on teachers, their university programs of study in preservice training, their global-mindedness, their attitudes, or their staff development needs. But none found by this researcher focused on the administrator. This study was undertaken in order to add this vital link into the literature of global education. Specifically, the focus was on the high school principal, to learn if their global-mindedness translated into a greater global focus and programing within that principal's school.

The study was done in the state of Georgia. The participants were high school principals in the state who administered in a traditional school setting. No special entity facility administrators were included because of the non-traditional programing in those facilities. Georgia's rapid globalization as a state made it a good setting for the research.

A self-reporting survey was sent to administrators which included questions regarding their backgrounds and their school's programing, as well as an instrument to measure their global-mindedness. The survey was designed to help answer the following controlling question: Does the global-mindedness of the high school principal translate into greater global focus and programing within the school? Subquestions addressed were as follows:

1. Do demographic characteristics of principals make any difference in their global-mindedness?
2. What background experiences of principals contribute most to the principal's global-mindedness?
3. To what extent are the principal's beliefs, attitudes, and behaviors associated with their global-mindedness?
4. What other factors, as perceived by high school principals, are important to the implementation of a global focus within a high school?

The survey was sent to 295 principals from whom 189 responses were received (64.1%). The analysis of quantitative data was done using the Statistical Package for the Social Sciences. The statistical procedures used for calculation included frequencies, means, correlations, multiple regression, and ANOVAs. Some questions were qualitative in nature and demanded the researcher's analytic thoughts.

## Discussion of Research Findings

This discussion will be ordered as the data were presented in Chapter IV, with the discussion of the Subquestion findings preceding the discussion of the controlling question, and relating all discussion to the original literature found in Chapter II.

### Subquestion 1. Do demographic characteristics of principals make any difference in their global-mindedness?

#### Discussion

The demographic characteristics analyzed were gender, age, experience as a high school principal, race, and previous teaching field.

Gender. As with previous studies cited (Hett, 1993; Wolfer, 1990), gender did make a difference in global-mindedness. But unlike Hett, whose results with college students found females to be more globally-minded, this study found, like Wolfer (1990), that the males were more globally minded. Since Hett's study was done with college students and Wolfer's and the current study involved adults educators, perhaps there is a need for further analysis on more adult educators.

Age. The factor of age did not appear to be significant in this study as was also the case in most studies cited in the review of literature, whether involving college students (Hett, 1993) or adults (Wolfer, 1990). Only Drake (1984) found a difference but that difference stopped at age 20. This would suggest that our beliefs and attitudes are set early in life and while they can change, that change occurs slowly through time and experiences, and not often dramatically nor quickly.

Experience. No previous study had been done regarding the high school principal or the years of experience in that position. The finding of no significance with regard to global-mindedness is not surprising, however.

Race. No previous study addressed the area of race as a factor. This study stands alone in that regard. It found that race did make a difference. Since all but one respondent was either Caucasian or Black, the comparison was between these two groups. In this study, Caucasians were more likely to be more globally-minded. However, given the fact that the average respondent was 45-54 years old and probably experienced the significant differences that growing up in the south of 30-40 years ago offered, this perhaps comes as no real surprise. As a younger group of administrators takes its place, it will be interesting to see if race continues to be a significant difference.

Previous teaching field. The limited previous research (Hett, 1993) regarding college majors making no difference in global-

mindedness mirrors the current finding that previous teaching field of high school administrators makes no significant difference.

Subquestion 2. What background experiences of principals contribute most to the principal's global-mindedness?

Discussion

The background experiences on which this study focused were family, language, travel, education, and global associations. Analysis of the data showed that present day global associations and the educational backgrounds were the two most influential factors of the group.

Global associations. The global association finding of a strong relationship between a principal's global-mindedness and the amount of the person's associations with people and happenings of a global nature concurs with Hett's (1993) findings that having friends from other cultures significantly relates to global-mindedness.

Educational background. As for educational experiences, the finding here of the relationship between the principal's global-mindedness and the number of courses emphasizing the global supports Barnes and Curlette's (1985) assertion that educational experiences and global-mindedness are positively related but like Hett (1993), the correlation was not significant statistically.

Family background. There was no previous research done regarding family background except for country of birth. Since the incidence of that in this study was so slight, it is impossible to place any

impact on the lack of significance. It would be interesting to see what impact this would have in other areas of the country where there are more foreign born principals and families with greater cultural diversity in backgrounds than has traditionally been true in the south.

Language background. As for language background, only Wolfer (1990) found a significant relationship of it to global-mindedness. Hett (1993) found no significant relationship except comparing language extremes, a disappointing finding borne out in the present study. As stated in Chapter IV, this might be a function of the times in which these principals grew up and the lacking language requirements of those times.

Travel. As for travel, that too may be a function of those times. Unlike most previous studies (Wheeler, 1987; Wolfer, 1990; Tims and Miller, 1986; Hett, 1993), this study showed no significant relationship between travel and global-mindedness. However, most respondents had no extensive travel experiences outside the US. Those who did were positive about the experience. Since students today have more opportunities for travel, in time perhaps the administrators-to-be among them will show more of a significant relationship.

Subquestion 3. To what extent are the principal's beliefs, attitudes, and behaviors associated with their global-mindedness?

Discussion

Chapter II pointed out the similarities between Boston's (1990)

globally focused principal and Hett's (1993) characteristics of global-mindedness, and related both to the research on the effective school leader (Lambert, 1998: Manasse, 1996: Rauhauser & McLennan, 1994: Sergiovanni, 1994). The analysis of the data in this study revealed principals whose willingness to act globally was stronger than the beliefs and attitudes that supported those actions. If it is reasonable to assume that those actions will in time serve to alter some long held beliefs and attitudes, then even stronger global-mindedness could be the result and more globally focused principals for the country. This becomes important in light of the findings of the controlling question.

Subquestion 4. What other factors, as perceived by high school principals, are important to the implementation of a global focus within a high school?

Discussion

The review of literature cited several factors that often influence or are suggested as influences in globalizing a high school's focus and programming. All were included in the instrument so that this research could learn which factors, according to the respondents, were most influential. From national and state prods and/or mandates, parents, students, teachers, industry, to local school boards, all were cited in the literature and listed in the instrument. The factors having the most influence fell close to home. It was not the federal mandates or state standards that were most often cited. On the contrary, it was the local

school district's desire to globalize, the teachers wanting to teach from a global perspective, and having a principal supportive of doing so that were most often cited. As to how these principals ranked themselves in importance, the majority did see themselves as a critical element, second only to teachers who want to globalize. These findings confirm the literature which points to the fact that globalization best begins at the bottom with teachers and principals and works up ( Hadley, Webster, & Wood, 1988: Otero, 1983: Schukar, 1983: Tye & Tye, 1993); it begins in the classroom.

Controlling Question: Does the global-mindedness of the high school principal translate into greater focus and programing within the school?

Discussion

The effective schools' literature cited in Chapter II speaks of a leader with vision (Bennis, 1990: Manasse, 1986: Nanus, 1992), a person who initiates and supports (Lambert, 1998), and a developer of human talent (Griffith, 1992). This study's controlling question sought to find if that was true in the context of global education, an area with no previous research. In other words, is there a greater global focus in the classrooms and in the programing of a high school whose principal is globally-minded?

Taken as a whole, the answer is no. The correlation between the GMS and all areas of the school's global focus and programing indicates

no significant relationship. Specifically, the number of globally focused activities provided for students was not dependent on the global-mindedness of the principal. These activities were present in schools regardless of the principal's global-mindedness. Likewise the amount of globally focused staff development did not depend on the principal's propensity for it. Also, a slightly negative but significant relationship was found between principals who perceived themselves to be supportive/encouraging of global experiences for teachers and students and whether they were in fact more globally minded. What did prove to be significant and positively related was the percentage of faculty teaching from a global perspective. More globally focused teaching did in fact occur in schools where the principal was more globally-minded. As the literature pointed out, teachers can make changes if they want to, but often the changes do not occur when the support of a principal is not available. Principals are the people whose support for change is often the deciding factor. In this current research, the finding suggests that more globally focused teaching occurs when principals are more global-minded.

## Conclusions

Using the data, the following conclusions can be drawn:

1. Male Caucasians are more likely to be globally-minded than are other high school principals.
2. Strong association with people and activities representing other

cultures, staying well informed about and having frequent discussions about global news and issues contribute most to high school principals being globally-minded.

3. Educational course work in high school and college which emphasizes a global focus has a positive impact on the global-mindedness of a principal.
4. Global behaviors and actions taken in response to the present day realities of today's world can indicate a more globally-minded position than a person's beliefs and attitudes would indicate would be the case.
5. Globalizing high schools is more likely to occur because of grassroots felt needs by teachers, principals, and school districts rather than top down mandates from a federal or state level.
6. Principals see themselves as playing a major role in determining a global focus for a high school.
7. Global programing activities for students are not dependent upon whether the principal is globally-minded or not.
8. The more globally minded the principal, the greater the percentage of faculty who will teach from a global perspective.

## Implications

Implicit in all research is the hope that what is learned as a result will make a contribution to or improve the practice of the field of work.

So it is with this research. Three points strongly present themselves as cogent and germane:

1. More opportunities need to be provided and or engaged in by both educators and students to form lasting associations with people from other cultures. At the K-12 level, students most often learn only superficially about other cultures. Rarely do they form associations with lasting effects. Students and their teachers need to take part in more globalizing activities in their own communities and states. University students and professors could greatly benefit from the same exposure. This may be difficult in some states, as it is in Georgia, because of the distances involved, but developing international acquaintances and friends and engaging in international activities help to broaden one's perspective. Schools at all levels ought to include more understanding of and discussion about international news and politics.

2. More educational experiences abroad, for students and educators, are needed. Students need to be taken on trips to other cultures for more than sight-seeing expeditions. Implied within this suggestion is more and earlier foreign language learning opportunities so that real communication can occur. Greater emphasis should be placed on being and hosting exchange students. Far too few US students spend any time studying abroad, at either high school or university levels. Educators should be encouraged too, to go abroad, either for study or to be exchange teachers.

3. Most important is the need for a wider type of training for pre-service educators at colleges and universities. Opportunities for study abroad, for doing a practicum or student teaching abroad, need to be provided for all teachers in training. Those who have knowledge of the larger world can teach about it more effectively. If teachers are to prepare students for the global world, they must be part of it themselves. And if there are to be globally-minded principals it is from the ranks of globally-minded teachers they will come.

Educational leaders and organizations must begin to focus on globalization in a new and more meaningful way. They must reach beyond provincialism, beyond the competitive drive to be the best in the world or in their state, and seek to be the best they can be as part of the world. Given this nation's history and the politics of the day, that will be a mammoth task, but a needed one for all levels.

These same leaders and organizations, at all levels, need to reach out to the other facets of society - parents, industries, and institutions of society - so that all influences that come to bear on students' lives are focused on the goal of preparing students for their futures within the global community and their local community. For it is the future generations who will benefit from this. Theirs will be a better society if they are prepared adequately for it.

## Dissemination

There are two appropriate groups that come to mind when thinking about the need for the results of this study. The first is the Georgia Department of Education. Much has been learned about the state's principals as regards their demographic information and their schools' programing. Those in charge of the Instructional Department should be contacted so that important findings can be shared with the appropriate personnel. For example, no count is ever taken of the number of schools which regularly host exchange students, where they come from, and how many there are. A beginning could be made in finding out this information that so greatly enriches the lives of Georgia's students.

A second group with which sharing this information would be appropriate would be the state and national Association for Supervision and Curriculum Development (ASCD). So much of what is already known comes from this organization, it would be more than appropriate to add to the knowledge of the field by sharing findings concerning administrators. This could be done by workshop or article or both.

## Recommendations

Based on the findings, conclusions, and implications of this study, the following recommendations are submitted:

1. Because this study was limited in scope to just one state, another study should be conducted to include high school principals in

other areas of the nation, particularly in areas with a broader mix of cultural backgrounds in the total population and one where backgrounds would include more urban populations. Perhaps because of the times in which they were raised, Georgia's population of high school principals was somewhat homogeneous in upbringing and more limited in their experiences than other regions of the nation might be. A broader scope might yield interesting results.

2. Because teachers and principals are the means by which a major portion of the young learns what it needs in order to be fully capable of functioning in their world, more and broader research needs to be done on all phases of the global-mindedness of adult educators. At present, most of the knowledge available is from studies of students, both K-12 and university levels, and those studies concerning adults are limited in number and in scope to areas such as staff development and teacher preparation programs. Replication of these studies and many more which are broader in nature are needed to add valuable information to what is already known.

3. Because the backgrounds from which pre-service teachers come are often limited in experience that would better prepare them to think more globally, colleges and universities need to broaden their programs of teacher education so that all students can be prepared and given opportunities to have experiences in other cultures. Thought should be given to requiring a practicum in another culture, to requiring foreign

language and/or cultural issues courses so that pre-service teachers are more knowledgeable about and familiar with the issues facing and opportunities available in the larger world. Thought needs to be given to broadening other programs as well so that all university students have similar exposure. They will be the parents and citizens whose children are touched by educators.

This research has attempted to study the global-mindedness of and the effect that high school principals have on globalized teaching and programing in their schools. It is only a beginning, a limited beginning, but it points to the need for principals to be globally-minded so that a global view is included in the vision that the principal provides for the staff and the school. When that vision is present, it encourages teachers to teach from a global perspective. And since administrators come from the ranks of teachers, all educators need to be global-minded. It is primarily on them that the responsibility of preparing the young of this nation for their world will rest. Their world is increasingly globalized. They must be prepared to meet the challenges and opportunities of that globalized world. What was true 350 years ago for Donne is even more true today. "No man is an island entire unto itself; every man is a piece of the continent, a part of the main"(Donne, 1623).

References

Anderson, C. C. (1990). Global education and the community. In K. A. Tye (Ed.), Global Education from Thought to Action, (pp. 125-141). Alexandria, VA: Association for Supervision and Curriculum Development.

Anderson, C. C. (1994). Global understandings: A framework for teaching and learning. Alexandria, VA: Association for Supervision and Curriculum Development.

Anderson, L. F. (1973). Schooling and citizenship in a global age. Evanston, IL: Northwestern University.

Anderson, L. F. (1990). A rationale for global education. In K. A. Tye (Ed.), Global education: From thought to action (pp. 13-34). Alexandria, VA: Association for Supervision and Curriculum Development.

Barnes, R. & Curlette, W. (1985). Effects of instruction on teachers' global mindedness and patriotism. Theory and Research in Social Education, 13(1), 43-49.

Becker, J. (1990). Curriculum considerations in global studies. In K. A. Tye (Ed.), Global Education: From thought to action (pp. 67-85).

Bennis, W. (1990). Managing the dream: Leadership in the 21st century. Training: The Magazine of Human Resource Development, 27(5), 44-46.

Block, P. (1987). The empowered manager: Positive political skills at work. San Francisco: Jossey Bass.

Boston, J. A. (1990). School leadership and global education. In K. A. Tye (Ed.), Global education: From thought to action (pp.86-99). Alexandria, VA: Association for Supervision and Curriculum Development.

Cawelti, G. (1987). Why instructional leaders are so scarce. Educational Leadership, 45(1), 3.

Center on Evaluation, Development and Research. (1983-1984). The Role of the Principal. (Phi Delta Kappa Hot Topics Series). Bloomington, IN: Phi Delta Kappa.

Corbett, H. D. (1990). On the meaning of restructuring. Philadephia: Research for Better Schools.

Cuban, L. (1988). A fundamental puzzle of school reform. Phi Delta Kappan, 69(5), 341-344.

Cuban, L. (1990). Reforming again, again, and again. Educational Researcher, 19(1), 10-21.

Cunningham, W. C. & Gresso, D. W. (1993). Cultural leadership: The culture of excellence in education. Needham, MA: Allyn and Bacon.

Deal, T. E. (1990) Foreword. In T. Sergiovanni, Value-added leadership: How to get extraordinary performance in schools (pp. v-ix). Orlando, FL: Harcourt Brace Jovanovich.

Drake, C. (1984). The challenge to promote understanding of and change attitudes toward the Third World. (Report No. SO016101. Toronto, Ontario, Canada: Paper presented at the Annual Meeting of the National Council for Geographic Education. (ERIC Document Reproduction Service No. ED 251 392)

Fowler, F., Jr. (1988). Survey researcher methods (Rev. ed.). Newbury Park, CA: Sage.

Freeman, R. E. (1993). Collaboration, global perspectives, and teacher education. Theory into Practice, 32(1), 33-39.

Fullan, M. G., & Stiegelbauer, S. M. (1991)., The new meaning of educational change. New York: Teachers College Press.

Gabbett, P. (1991, September 24). US education OK, Scandia Lab report says. Albuquerque Journal, p. A1.

Georgia Department of Education (1996) Georgia ESOL resource guide (3rd ed.). Atlanta, GA: The Author.

Georgia Department of Education (1998). 1999 Georgia public education directory. Atlanta, GA: The Author.

Gilliom, M. E. (1993). Mobilizing teacher educators to support global education in preservice programs. Theory into Practice, 32(1), 40-46.

Goodlad, J. (1990). Introduction. In K. A. Tye (Ed.), Global education school-based strategies (p. 1). Orange, CA: Interdependence Press.

Hadley, M. B., Webster, L., & Wood, R. W. (1988). Teachers: The critical factor in global education. The Delta Kappa Gamma Bulletin, 54 (2), 18-22, 27.

Hall, G. E., Wallace, R. C. & Dossett, W. A. (1973). A developmental conceptualization of the adoption process within educational institutions. Austin, TX: The University of Texas, Research, and Development Center for Teacher Education.

Hall, R. H. (1996). Organizations: Structures, processes, and outcomes (6th ed.). Englewood Cliffs, NJ: Prentice Hall.

Hallinger, P. & Edwards, M. A. (1992). The paradox of superintendent leadership in school restructuring. School Effectiveness and School Improvement, 3(2), 131-149.

Hansen, J. M., & Smith, R. (1989). Building-based instructional improvement: The principal as an instructional leader. NASSP Bulletin, 73(518), 10-16.

Hanson, J. H. & Liftin, E. (1991) School Restructuring: A Parctitioner's Guide. Swampscott, MA: Watersun Publishing.

Henderson, A. T., Marburger, & Ooms, T. (1986). Beyond the Bakesale: An educatior's guide to working with parents. Columbia, MD: National Committee for Citizens in Education.

Hett, E. J. (1993). The development of an instrument to measure global-mindedness (Doctoral dissertation, University of San Diego, 1993). Dissertation Abstracts International, 54-10A, 3724.

Hudock, T. (1990). Global perspectives in education. Global Pages, 8,(1), 7.

Huston, P. (1989). What is a woman, today? Futures, 21(1), 38-46.

Jackson, E. L. (1997). Georgia's population growth [On-line]. Available: http://www.cviog.uga.edu/Projects/gainfo/populat.htm

Johnson, D. (1993). Academic and intellectual foundations of teacher education in global perspectives. Theory into Practice, 32(1), 3-13.

Johnston, M. & Ochoa, A. (1993). Teacher education for global perspectives: A research agenda. Theory into Practice, 32(1), 64-68.

Joy, R. O. (1987). Today's business world demands multicultural and international communications. Business Education Forum, 41(6), 27-30.

Joyce, B., Wolf, J., & Calhoun, E. (1993). The self-renewing school. Alexandria, VA: Association for Supervision and Curriculum Development.

Kniep, W. M. & Martin-Kniep, G. O. (1995). Designing schools and curriculum for the 21st century. In J. A. Beane (Ed.), Toward a Coherent Curriculum, (pp. 87-100). Alexandria, VA: Association for Supervision and Curriculum Development.

Kobus, D. K. (1993). The developing field of global education: A review of the literature. Educational Research Quarterly, 8(1), 21-27.

Lambert, L. (1998). Building Leadership Capacity in Schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Lamy, S. L. (1983a). Defining global education. Educational Research Quarterly, 8(1), 9-19.

Lamy, S. L. (1983b). Introduction. Educational Research Quarterly, 8(1), 5-7.

Lipham, J. M. (1977). The administrator's role in educational linkage. In N. Nash & J. Culbertson (Eds.), Linking processes in educational improvement: Concepts and implications (pp. 118-148). Columbus, OH: University Council for Educational Administration.

Mahan, J. M., & Stachowski, L. L. (1994). The many values of international teaching and study experiences for teacher education majors. In J. L. Easterly (Ed.), Promoting global teacher education - 7 reports (pp. 15-24). Reston, VA: Association of Teacher Educators.

Manasse, A. L. (1986). Vision and leadership: Paying attention to intention. Peabody Journal of Education, 63(1), 150-173.

Masolwa, S. S. (1995). Global education: Global attitudes held by University of South Carolina senior students. (Doctoral Dissertation, University of South Carolina, 1995). Dissertation Abstracts International, 56-06A, (2065).

McAdams, R. P. (1993). Lessons from Abroad. Lancaster, PA: Technomic Publishing.

McCall, J. (1994). The principal's edge. New Jersey: Eye on Education.

Murphy, J. T. (1988). The unheroic side of leadership: Notes from the swamp. Phi Delta Kappan, 69(9), 654-659.

Murphy, J. T. (1991). The effect of the educational reform movement on departments of educational leadership. Educational Evaluation and Policy Analysis, 13(1), 49-65.

Nanus, B. (1992). Visionary leadership: Creating a compelling sense of direction for your organization. San Francisco: Jossey Bass.

National Commission on Excellence in Education (1983). A nation at risk. Washington, D. C.: U. S. Government Printing Office.

Newmann, F. M. & Wehlage, G. G. (1997). Successful School Restructuring. Madison, WI: Wisconsin Center for Education Research.

Norusis, M. J. (1997). Statistical Package of Social Sciences 7.5. Chicago: SPSS, Inc.

Odend'hals, S. (1998, January 26). Forum: Transatlantic Connection, University of Georgia Columns, p. 8.

Otero, G. G. (1983). Global education and school improvement. Educational Research Quarterly, 8(1), 96-100.

Palmer, P. J. (1998). Evoking the spirit in public education. Educational Leadership, 56(4), 6-11.

Panetta, L. E. (1993). The quiet crisis of global competence. Association for supervision and curriculum development handbook (pp. 7.53-7.60). Alexandria, VA: Association for Supervision and Curriculum Development.

Patterson, J. L. (1993). Leadership for tomorrow's schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Percell, C. H. & Cookson, P. W., Jr. (1982). The effective principal in action. In D. B. Strother (Ed.), The role of the principal. (Phi Delta Kappa Hot Topics Series). (pp. 17-24). Bloomington, IN: Phi Delta Kappa Center for Evaluation, Development, and research.

Poplin, M. S. (1992). The leader's new role: Looking to the growth of teachers. Educational Leadership, 49(5), 10-11.

Porter, P. H. (1994). Global perspectives in a new world. Social Studies and the Young Learner, 6(4), 23-26.

Ramler, S. (1991). Global education for the 21st century. Educational Leadership, 48(7), 44-46.

Rauhauser, W. & McLennan, A. (1995). America's schools: Making them work. Chapel Hill, NC: New View.

Reavis, C. & Griffith, H. (1992). Restructuring schools: Theory and practice. Lancaster, PA: Technomic Publishing.

Richards, C. P. (1979). The degree of worldmindedness exhibited in schools with varying emphasis on global education. (Doctoral Dissertation, Michigan State University, 1979). Dissertation Abstracts International, 40-09A, (4877).

Roberts, B. (1998, May 30). A broad education: Expanding options–international programs at UGA. The University of Georgia Columns. p. 4.

Schlechty, P. C. & Cole, B. (1991). Creating a system that supports change. Educational Horizons, 69(2), 78-82.

Schukar, R. (1983). Curriculum development and global perspectives: Challenges and perspectives. Educational Quarterly Review, 8(1), 91-95.

Schukar, R. (1993). Controversy in global education: Lessons for teacher educators. Theory Into Practice, 32,(1), 52-57.

Sergiovanni, T. J. (1990). Adding value to leadership gets extraordinary results. Educational Leadership, 47(8), 23-27.

Sergiovanni, T. J. (1991). The principalship: A reflective practice perspective (2nd ed.). Boston: Allyn and Bacon.

Sergiovanni, T. J. (1994). Building community in schools. San Francisco: Jossey Bass.

Sergiovanni, T. J. (1996). Leadership for the schoolhouse. San Francisco: Jossey Bass.

Shavelson, R. (1996). Statistical reasoning for the behavioral sciences (3rd ed.). Needham Heights, MA: Allyn & Bacon.

Sherman, R., & Webb, R. (1995). Qualitative research in education: A focus. In R. R. Sherman & R. B. Webb (Eds.), Qualitative research in education: focus and methods (pp. 2-21). Philadelphia: The Falmer Press.

Sprinthall, R. (1994). Basic statistical analysis. Needham Heights, MA: Allyn and Bacon.

Stirling, T. (1993). The principal's role in staff development for global education at selected elite Chicago secondary schools (Doctoral dissertation, Loyola University, 1993). Dissertation Abstracts International, 53-12A: 4164.

Stover, D. (1990). Education is getting serious about administrator preparation. The Executive Educator, 12(4), 18-20, 28.

Strother, D. B. (1983-1984). The many roles of the effective principal. In D. B. Strother (Ed.), The Role of the Principal. (Phi Delta Kappa Hot Topics Series). Bloomington, IN: Phi Delta Kappa Center for Evaluation, Development, and Research.

Task Force on Teaching as a Profession (1986). A nation prepared: Teachers for the 21st century. New York: Carnegie Corporation of New York.

Tims, A. R. & Miller, M. M. (1986). Determinants of attitudes towards foreign countries. International Journal of Intercultural Relations, 10(1), 471-484.

Tucker, J. L. (1990). Global education partnerships between schools and universities. In K. A. Tye (Ed.), Global education: From thought to action (pp. 109-124). Alexandria, VA: Association for Curriculum Development.

Tye, B. B. (1990). Schooling in America today: Potential for global studies. In K. A. Tye (Ed.), Global education: From thought to action (pp. 35-48). Alexandria, VA: Association for Curriculum Development.

Tye B. B., & Tye, K. A. (1992). Global education: A study of school change. Albany, NY: State University of New York Press.

Tye, K. A. (1990). Introduction: The world at a crossroads. In K. A. Tye (ed.), Global education: From thought to action (pp. 1-9). Alexandria, VA: Association for Supervision and Curriculum Development.

Tye, K. A. & Tye, B. B. (1993). The realities of schooling: Overcoming teacher resistance to global education. Theory into Practice, 32(1), 58-63.

U.S. Department of Education (1991). America 2000: An education strategy. Washington, D. C.: U. S. Government Printing Office.

Urso, I. Teacher development through global education. In K. A. Tye (Ed.), Global education: From thought to action (pp. 100-108). Alexandria, VA: Association for Supervision and Curriculum Development.

Vestal, T. M. (1994). International education: Its history and promise for today. Westport, CT: Praeger.

Wheeler, A. H. (1987). Internationalizing teacher education--Creating a program for change. Unpublished doctoral dissertation. Southeast Missouri State University.

Wimpelberg, R. K. (1987). The dilemma of instructional leadership and a central role for central office. In W. Greenfield (Ed.), Instructional leadership: Concepts, issues, and controversies (pp. 100-117). Newton, MA: Allyn & Bacon.

Wolfer, G. (1990). The relationship of globalmindedness to public school teachers' travel and living abroad experiences (Doctoral dissertation, University of Arkansas, 1993). Dissertation Abstracts International, 52-11A, 3884.

Woyach, R. (1983). Citizenship and world affairs: The impact of a community-based approach to global education. Educational Quarterly Review, 8(1), 36-47.

# APPENDICES

# APPENDIX A

## AUTHORIZATION TO USE GLOBAL-MINDEDNESS INSTRUMENT

# APPENDIX A

## AUTHORIZATION TO USE GLOBAL-MINDEDNESS INSTRUMENT

University of San Diego

School of Education — Leadership Administration Program

28 September 1990

MEMORANDUM

For: Dr. Mary Scheer

From: Dallas Boggs

Subject: Doctoral Dissertation of Dr. E. Jane Hett

It is my pleasure to authorize you to share any or all portions of subject dissertation for educational and or research purposes, as you deem appropriate.

Dallas D. Boggs

September 30, 1990

The above authorization is signed by Dallas Boggs, the husband of E. Jane Hett, who is now deceased.

Mary Woods Scheer, Ph.D.
Dissertation Director

5998 Alcala Park, San Diego, California 92110-2492 (619/260)—538 Fax: 619/260)-4833

# APPENDIX B

# GEORGIA'S GLOBALLY-MINDED PRINCIPALS;

# A SURVEY OF HIGH SCHOOL ADMINISTRATORS

## APPENDIX B

# Georgia's Globally-Minded Principals: A Survey of High School Administrators

This survey is designed to identify the factors which influence public high school principals concerning the subject of student global education. It will provide much needed baseline data currently not available. There are two parts: Part I, Principal and School Demographics; and Part II, Global-Mindedness Attitude Survey. Please complete both parts. The full survey can be comfortably completed in 10 minutes.

## PART I: HIGH SCHOOL PRINCIPAL AND SCHOOL DEMOGRAPHICS

1. Sex: ___ Male ___ Female
2. Age: ___ 25-34 ___ 35-44 ___ 45-54 ___ 55-64 ___ 65+
3. The number of years you have been a high school principal: ___ 1-5 ___ 6-10 ___ 11-15 ___ 16-20 ___ 21+
4. What is your race? ___ Caucasian ___ Black ___ Hispanic ___ Asian ___ Native American ___ Other
5. What was your teaching field before becoming an administrator? (Check all that apply.)
   ___ Language Arts ___ Science ___ Special Education
   ___ Mathematics ___ Vocational Ed. ___ Other
   ___ Physical Education ___ Foreign Language
   ___ Social Studies ___ Fine Arts
6. Were you born in the United States? ___ Yes ___ No If no, where were you born? _____
7. Was the community in which you grew up: ___ Urban ___ Suburban ___ Rural
8. As a child, was there another cultural heritage that was important in your family (Other than American)?
   Ex: Scottish, German, Japanese ___ Yes ___ No If yes, what culture? _____
9. What is your first language? (The one in which you are most fluent?) ___ English ___ Other (Specify) _____
10. Have you ever studied or learned a language other than your own? ___ Yes ___ No
11. For how long did you study this language? ___ Never ___ Less than one year ___ 1-2 years ___ 3+ years
    ___ No formal study
12. How fluent are you in this other language?
    ___ I don't know another language. ___ I could carry on a controlled conversation.
    ___ I don't remember much. ___ I could converse comfortably in a normal situation
    ___ I could survive, but barely. ___ I could study at a university level comfortably in the language.
13. Have you ever studied abroad? ___ Yes ___ No If yes, in what country? _____
14. Travel and/or experience outside the United States.
    ___ I have traveled only within the United States.
    ___ I have made only one or two weekend trips outside the United States.
    ___ I have made one or two trips outside the United States for a week or two.
    ___ I have traveled outside the United States for three to nine consecutive weeks at least once or twice.
    ___ I have actually lived in a community (not in a hotel) outside the United States for more than nine weeks.

— Over —

15. Indicate the total length of time you have spent traveling, living, working, or studying outside the United States.
____ Never ____ Less than one month ____ 1-6 months ____ 7-12 months ____ More than one year

16. Please estimate the number of college courses (undergraduate and graduate) you have taken which deal with global issues or in which you have learned a lot about countries besides the U.S.
____ None ____ 1-2 courses ____ 3-4 courses ____ 5-6 courses ____ 7-8 courses ____ More than 8 courses

17. Did you participate in any of the following globalizing activities in high school or college? (Check all that apply.)
____ International Relations Club ____ Foreign Language Club
____ Model United Nations ____ Study abroad program
____ Cultural exchange to another country ____ People to People Exchange
____ Roomed with an exchange student ____ Other (Specify) _____

18. In the last year, estimate the number of activities you went to in which the focus was on another country. (Ex. Political speaker, dance or art from another culture, foreign film) ____ None ____ One ____ Two ____ Three ____ Four+

19. How well informed do you consider yourself to be about international news and events?
____ Very poorly informed ____ Try to stay reasonably informed
____ Have some limited information ____ Stay well informed

20. How often do you talk about international politics with other people?
____ Almost never ____ Several times a week
____ From time to time ____ Nearly every day
____ About once a week

21. Are any of your friends from cultures or countries other than your own?
____ No ____ 2 or 3 friends
____ 1 or 2 acquaintances ____ More than 3 friends
____ 1 friend

22. Which of the following activities are provided for students by the high school of which you are Principal? (Check all that apply.)
____ International Baccalaureate ____ Group exchanges from other countries
____ ESOL programming ____ Exchange students attending your school
____ Model United Nations ____ Group student exchanges to other countries
____ Foreign language club(s) ____ Other international activity (Specify) _____
____ International Relations Club
____ Group trips to other countries _____

23. Estimate what percent of the teachers in your school emphasize a global or worldwide perspective in their teaching?
____ None ____ 1-10% ____ 11-25% ____ 26-50% ____ 51-75% ____ 76-100%

24. How many Staff Development activities or organized programs held in your school during the past two years encouraged teaching from a global perspective? ____ None ____ 1 or 2 ____ 3 or 4 ____ 5 or more

25. Do you as principal encourage global experiences for your staff and students? ____ Yes ____ No If yes, site one or two examples. _____

_____

26. What factors would most determine whether a school is to have a global focus? (Check all that you think would have a major impact.)

___ School district emphasis on globalization
___ Parental desire for globalization
___ Industry that encourages a global focus
___ Student requests for a global focus
___ A principal supportive of globalized teaching
___ Federal or state emphasis on globalizing the curriculum
___ Teachers who want to teach from a global perspective
___ Others (Please specify.) _____

27. Please rank the above factors as you judge the importance of their impact. 1 = most important, 2 = next important, etc. (If you wrote other factors rank them in with the others.)

___ School district emphasis on globalization
___ Parental desire for globalization
___ Industry that encourages a global focus
___ Student requests for a global focus
___ A principal supportive of globalized teaching
___ Federal or state emphasis on globalizing the curriculum
___ Teachers who want to teach from a global perspective
___ Others (Please specify.) _____

## PART II: GLOBAL-MINDEDNESS ATTITUDE SURVEY

In Part II you will find a series of statements. Please read each statement and decide whether or not you agree with it. Then circle the response that most accurately reflects your opinion. There are no "correct" answers.

Unsure = 0 Strongly Disagree = 1 Disagree = 2 Agree = 3 Strongly Agree = 4

| | U | SD | D | A | SA |
|---|---|---|---|---|---|
| 1. I generally find it stimulating to spend an evening talking with people from another culture. | 0 | 1 | 2 | 3 | 4 |
| 2. I feel an obligation to speak out when I see our government doing something I consider wrong. | 0 | 1 | 2 | 3 | 4 |
| 3. The United States is enriched by the fact that it is comprised of many people from different cultures and countries. | 0 | 1 | 2 | 3 | 4 |
| 4. Really, there is nothing I can do about the problems of the world. | 0 | 1 | 2 | 3 | 4 |
| 5. The needs of the United States must continue to be our highest priority in negotiating with other countries. | 0 | 1 | 2 | 3 | 4 |
| 6. I often think about the kind of world we are creating for future generations. | 0 | 1 | 2 | 3 | 4 |
| 7. When I hear that thousands of people are starving in an African country, I feel very frustrated. | 0 | 1 | 2 | 3 | 4 |
| 8. Americans can learn something of value from all different cultures. | 0 | 1 | 2 | 3 | 4 |
| 9. Generally, an individual's actions are too small to have a significant effect on the ecosystem. | 0 | 1 | 2 | 3 | 4 |
| 10. Americans should be permitted to pursue the standard of living they can afford if it only has a slightly negative impact on the environment. | 0 | 1 | 2 | 3 | 4 |
| 11. I think of myself, not only as a citizen of my country, but also as a citizen of the world. | 0 | 1 | 2 | 3 | 4 |

— Over —

Unsure = 0 Strongly Disagree = 1 Disagree = 2 Agree = 3 Strongly Agree = 4

| | U | SD | D | A | SA |
|---|---|---|---|---|---|
| 12. When I see the conditions some people in the world live under, I feel a responsibility to do something about it. | 0 | 1 | 2 | 3 | 4 |
| 13. I enjoy trying to understand people's behavior in the context of their culture. | 0 | 1 | 2 | 3 | 4 |
| 14. My opinions about national policies are based on how those policies might affect the rest of the world as well as the United States. | 0 | 1 | 2 | 3 | 4 |
| 15. It was very important to me to choose a career in which I could have a positive effect on the quality of life for future generations. | 0 | 1 | 2 | 3 | 4 |
| 16. American values are probably the best. | 0 | 1 | 2 | 3 | 4 |
| 17. In the long run, America will probably benefit from the fact that the world is becoming more interconnected. | 0 | 1 | 2 | 3 | 4 |
| 18. The fact that a flood can kill 50,000 people in Bangladesh is very depressing to me. | 0 | 1 | 2 | 3 | 4 |
| 19. It is important that American universities and colleges provide programs designed to promote understanding among students of different ethnic and cultural backgrounds. | 0 | 1 | 2 | 3 | 4 |
| 20. I think my behavior can impact people in other countries. | 0 | 1 | 2 | 3 | 4 |
| 21. The present distribution of the world's wealth and resources should be maintained because it promotes survival of the fittest. | 0 | 1 | 2 | 3 | 4 |
| 22. I feel a strong kinship with the worldwide human family. | 0 | 1 | 2 | 3 | 4 |
| 23. I feel very concerned about the lives of people who live in politically repressive regimes. | 0 | 1 | 2 | 3 | 4 |
| 24. It is important that we educate people to understand the impact that current policies might have on future generations. | 0 | 1 | 2 | 3 | 4 |
| 25. It is really important to me to consider myself as a member of the global community. | 0 | 1 | 2 | 3 | 4 |
| 26. I sometimes try to imagine how a person who is always hungry must feel. | 0 | 1 | 2 | 3 | 4 |
| 27. I have very little in common with people in underdeveloped nations. | 0 | 1 | 2 | 3 | 4 |
| 28. I am able to affect what happens on a global level by what I do in my own community. | 0 | 1 | 2 | 3 | 4 |
| 29. I sometimes feel irritated with people from other countries because they don't understand how we do things here. | 0 | 1 | 2 | 3 | 4 |
| 30. Americans have a moral obligation to share their wealth with the less fortunate peoples of the world. | 0 | 1 | 2 | 3 | 4 |

Thank you very much for your time and thought.
Both are greatly appreciated!

# APPENDIX C

## CATEGORIZATION OF THE GLOBAL-MINDEDNESS SCALE

## APPENDIX C

# Categorization of the Global-Mindedness Scale

---

Thank you for helping to categorize the items contained in the Global - Mindedness Scale instrument.

One of the purposes of this instrument is to measure the degree of Global - Mindedness of high school principals. The statements made in the instrument are of three types: Beliefs, Attitudes, and Behaviors. The following definitions of these terms will be used in the study:

Belief - a conviction of truth: an acceptance of something as true or real

Attitude - a position or disposition indicating willingness to take an action, feeling, or mood

Behavior - an activity or change in relation to environment

---

Directions

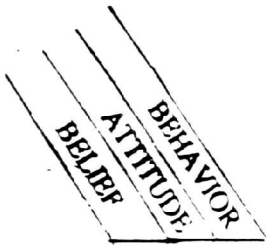
1. Read each statement of the Global - Mindedness Scale.
2. Based on the definitions above, please check the box next to the statement which you feel best categorizes that statement.
3. Please remember to focus on the category that the statement falls into... not whether you agree or disagree with the statement.
4. Feel free to write comments and suggestions.
5. Your careful consideration of each item is appreciated.
6. Thank you very much for your help. You may proceed to the next page.

Catherine C. Woodby

NOTE: When you have finished the categorization, please return all materials to the person from whom you received them.

# GLOBAL-MINDEDNESS SCALE
## CATEGORY RATINGS

| BELIEF | ATTITUDE | BEHAVIOR | |
|---|---|---|---|
| | | | 1. I generally find it stimulating to spend an evening talking with people from another culture. |
| | | | 2. I feel an obligation to speak out when I see our government doing something I consider wrong. |
| | | | 3. The United States is enriched by the fact that it is comprised of many people from different cultures and countries. |
| | | | 4. Really, there is nothing I can do about the problems of the world. |
| | | | 5. The needs of the United States must continue to be our highest priority in negotiating with other countries. |
| | | | 6. I often think about the kind of world we are creating for future generations. |
| | | | 7. When I hear that thousands of people are starving in an African country, I feel very frustrated. |
| | | | 8. Americans can learn something of value from all different cultures. |
| | | | 9. Generally, an individual's actions are too small to have a significant effect on the ecosystem. |
| | | | 10. Americans should be permitted to pursue the standard of living they can afford if it only has a slightly negative impact on the environment. |
| | | | 11. I think of myself not only as a citizen of my country but also as a citizen of the world. |
| | | | 12. When I see the conditions some people in the world live under, I feel a responsibility to do something about it. |
| | | | 13. I enjoy trying to understand people's behavior in the context of their culture. |
| | | | 14. My opinions about national policies are based on how those policies might affect the rest of the world as well as the United States. |
| | | | 15. It was very important to me to chose a career in which I could have a positive effect on the quality of life for future generations. |
| | | | 16. American values are probably the best. |
| | | | 17. In the long run, America will probably benefit from the fact that the world is becoming interconnected. |
| | | | 18. The fact that a flood can kill 50,000 people in Bangladesh is very depressing to me. |
| | | | 19. It is important that American universities and colleges provide programs designed to promote understanding among students of different ethnic and cultural backgrounds. |
| | | | 20. I think my behavior can impact people in other countries. |




21. The present distribution of the world's wealth and resources should be maintained because it promotes survival of the fittest.

22. I feel a strong kinship with the worldwide human family.

23. I feel very concerned about the lives of people who live in politically repressive regimes.

24. It is important that we educate people to understand the impact that current policies might have on future generations.

25. It is really important to me to consider myself as a member of the global community.

26. I sometimes try to imagine how a person who is always hungry must feel.

27. I have very little in common with people in underdeveloped nations.

28. I am able to affect what happens on a global level by what I do in my own community.

29. I sometimes feel irritated with people from other countries because they don't understand how we do things here.

30. Americans have a moral obligation to share their wealth with the less fortunate peoples of the world.

# APPENDIX D

## INITIAL LETTER TO HIGH SCHOOL PRINCIPALS

# APPENDIX D

## INITIAL LETTER TO HIGH SCHOOL PRINCIPALS

P.O. Box 127
Dublin, Georgia 31040
February 12, 1999

Dear high school principal,

My name is Catherine C. Wooddy. I am conducting research for my doctoral dissertation in Educational Leadership at Georgia Southern University and would like to ask your cooperation. During the past few years, our nation has become increasingly interdependent with other nations of the world. Our economy, school and cultural lives, and certainly our communication systems have all been affected by events in other areas of the world. There is general agreement that students need to understand these changes and this globalized world. For them to do so, however, the teachers and administrators of our schools must be knowledgeable and involved.

This letter is to request your assistance in gathering data to analyze this field, particularly the high school principals in the state of Georgia. My study will assess the principal's background, the global focus and programing currently found in the principal's school, and the global-mindedness of the principal. Currently there is no such data available in spite of the pivotal role played by principals in other areas of school life. There is no penalty should you not participate, but should you agree to participate you will be providing valuable data.

If you agree to participate, please complete the enclosed questionnaire and mail it back in the stamped, self-addressed envelope provided. Completion of the questionnaire will be considered permission to use you results in the study. While the envelop is coded to help with distribution needs, the questionnaire responses are entirely confidential. No one will be able to identify your response from other participant responses. While none of the questions are designed to solicit sensitive information, you may refuse to answer any of them.

If you have any questions about this research project, please call me at (912)272-2713. If you have any questions or concerns about your rights as a research participant in this study they should be directed to the IRB Coordinator at the Office of Research Services and Sponsored Programs at (912)681-5465.

Let me thank you in advance for your assistance in studying this question. The results should allow me to provide the education community valuable information that is currently unavailable.

Respectfully,

Catherine C. Wooddy

Catherine C. Wooddy

# APPENDIX E

## FOLLOW-UP POSTCARD TO PRINCIPALS

# APPENDIX E

## FOLLOW-UP POSTCARD TO PRINCIPALS

Dear high school principal,

Two weeks ago a survey was sent to you entitled **Georgia's Globally-Minded Principals.** It asked that you provide information about yourself and about your high school's programming. If you have already returned the survey I thank you. If you have not, please consider doing so as soon as possible so that the needed information you will provide can be included in the baseline data that will be compiled.

Thank you for all that you do for Georgia's students. I look forward to receiving your survey soon.

Sincerely,

Catherine C. Wooddy

Catherine C. Wooddy

# APPENDIX F

## SECOND LETTER TO PRINCIPALS

# APPENDIX F

## SECOND LETTER TO PRINCIPALS

P. O. Box 127
Dublin, Georgia 31040
March 23, 1999

Dear high school principal,

As a former principal and now as a secondary curriculum director, I know how many demands there are on your time. But I would hope that you will spend just ten minutes of that time to help me complete the doctoral study in which I am currently engaged.

One month ago I sent out a copy of the enclosed survey to all high school principals in Georgia. The response has been gratifying, but I need your response in order for the data to truly impact education for all our students. Would you please consider taking ten minutes to complete the enclosed survey and return it to me.

The subject of the survey is you, your background, your attitudes and the programming found in your school which deals with helping students understand the increasingly globalized world in which we all live. Currently there are no data available, in spite of the pivotal role played by principals in other areas of school life.

Please complete the enclosed questionnaire, and return it as soon as possible. Completion of the questionnaire will be considered permission to use your results in the study. All responses are entirely confidential. No one will be able to identify your response from other participant responses. While none of the questions are designed to solicit sensitive information, you may refuse to answer any of them.

If you have any questions about this research project, please call me at (912) 272-2713. If you have any questions or concerns about your rights as a research participant in this study, they should be directed to the IRB Coordinator at the Office of Research Services and Sponsored Programs, Georgia Southern University, (912) 681-5465.

Let me thank you in advance for your assistance in studying this question. The results should allow me to provide the education community with valuable information that is currently unavailable.

Respectfully,

Catherine C. Wooddy

Catherine C. Wooddy

# APPENDIX G

## INSTITUTIONAL REVIEW BOARD APPROVAL

## APPENDIX G

## INSTITUTIONAL REVIEW BOARD APPROVAL

Office of Research Services & Sponsored Programs
Georgia Southern University

Institutional Review Board (IRB)
**Memorandum**

Phone: 681-5465 P.O. Box 8005 Fax: 681-0719
ovrsight@GaSoU.edu -- or -- ngarrets@GaSoU.edu

**To:** Catherine C. Wooddy
Leadership, Technology, and Human Development

**From:** Neil Garretson, Coordinator
Research Oversight Committees (IACUC IBC IRB

**Date:** February 12, 1999

**Subject:** Application for Approval to Utilize Human Subjects in Research

---

On behalf of Dr. Howard M. Kapian, Chair of the Institutional Review Board (IRB), I am writing to inform you that we have completed the review of your *Application for Approval to Utilize Human Subjects* in your proposed research, "Georgia's Globally-Minded Principals: Backgrounds, Attitudes, and Perceptions." It is the determination of the Chair, on behalf of the Institutional Review Board, that your proposed research adequately protects the rights of human subjects. Your research is approved on the basis that it falls within the *Federal Policy for the Protection of Human Subjects* (45 CFR §46101(b)(2)), which exempts:

> (2) Research involving the use of ...survey procedures, interview procedures (as long as)
> (i) information obtained (either) is recorded in such a manner that human subjects ~~can~~ (cannot) be identified, directly or through identifiers linked to the subjects, ~~and~~ (or)
> (ii) any disclosure of the human subjects' responses outside the research could (not) reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

**This IRB approval is in effect for one year from the date of this letter.** If at the end of that time, there have been no changes to the exempted research protocol, you may request an extension of the approval period for an additional year. Please notify the IRB Coordinator immediately if a change or modification of the approved methodology is necessary. Upon completion of your data collection, please notify the IRB Coordinator so that your file may be closed.

Cc: Dr. Michael Richardson, Faculty Advisor