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Attitudes Towards Global Civic-Mindedness and Engagement Before and After Study Abroad: A Study of Undergraduate Students at International Study Abroad Centers of an American University

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LOYOLA UNIVERSITY CHICAGO

ATTITUDES TOWARDS GLOBAL CIVIC-MINDEDNESS AND ENGAGEMENT
BEFORE AND AFTER STUDY ABROAD:
A STUDY OF UNDERGRADUATE STUDENTS AT
INTERNATIONAL STUDY ABROAD CENTERS OF AN AMERICAN UNIVERSITY

A THESIS SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL
IN CANDIDACY FOR THE DEGREE OF
MASTER OF ARTS

PROGRAM IN CULTURAL AND EDUCATIONAL POLICY STUDIES

BY

MOUSUMI MUKHERJEE

CHICAGO, ILLINOIS

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ABSTRACT

In recent years Study Abroad has come from the periphery to the center of Higher Education programs in the U.S. Students from across the world has been studying abroad in the U.S. for decades because of the advanced research and infrastructural facilities here. Compared to the international students studying abroad in the U.S., the number of U.S. students studying abroad has been negligible according to *Open Doors* data reported by Institute of International Education. The Lincoln Commission report in 2005 emphasized the need to change this trend and provide more American students with international experience for American's own competitiveness and national security. It is widely accepted that Study Abroad helps to broaden student's perspective, which in turn helps to foster peace and understanding- "it prepares a new generation for global citizenship" (IIE white paper, 2007, p. 7).

In my research I have conducted surveys of students before and after studying abroad for a semester to evaluate if there is any change in student attitudes towards global civic-mindedness and engagement after studying abroad. My sample consisted of students from two international study abroad programs administered by a private American university. My aim was to measure the learning outcome of these programs. Interestingly, I found from the pre-study abroad surveys that both groups of students in my study already had quite a favorable attitude towards global civic-mindedness before studying abroad. Also, I did not find statistically significant difference in student attitudes

before and after study abroad. However, student response to questions on demographic background and open-ended questions provided some insights about the probable reasons for such a result. Therefore, this study provides understanding of the variables that must be controlled for future study to assess change in student attitudes as learning outcome of study abroad programs.

CHAPTER ONE

INTRODUCTION

Research Objective

The aim of my research project is to measure undergraduate students' attitudes towards global civic-mindedness and engagement before and after participation in study abroad programs in order to evaluate if there is any change of attitudes after study abroad. This project proposes to evaluate and compare the learning outcome of two study abroad programs administered by a private American university at their study abroad centers in Italy and China. The sample consists of students enrolled for a semester of study abroad at the international centers of this private university. The private university also recruits students from other private and state universities within the U.S. for their international study abroad programs. The mission of the study abroad programs administered by the university states:

Study abroad is a unique opportunity available to all ABC (named changed) University students. Spending a year, semester or summer in another country is not only an eye-opening experience but also excellent preparation for better understanding today's global society.

My assumptions for this study are 1) the civic attitudes of students before study abroad is not global, 2) after studying abroad students are expected to become more globally civic-minded.

Conceptual Framework: Study Abroad as Education for Global Citizenship

The underlying political concepts of the notion of citizenship struck during the Enlightenment are in disarray as though they have been melted under the constant sun of the combined and sometimes contradictory processes of globalization, localization and regionalization (Peters, Britton & Blee, 2008).

As Arjun Appadurai argues in his *Fear of Small Numbers: An Essay on the Geography of Anger* (2006), the rise of violent fundamentalisms (including Islamic and Christian) around the world is largely a response to the anxieties of our now firmly globalized and interpenetrated world- or, as he writes, "the uncertainties about identity that global flows invariably produce." These violent fundamentalisms "may be seen as part of an emerging repertoire of efforts to produce previously unrequited levels of certainty about social identity, values, survival, and dignity"(2006, p. 7).... These global flows have not been met, on the whole, with cosmopolitan dispositions. Rather, they have been met with vicious fundamentalisms that aim for new and brutal kinds of clarities. A set of binaries now structure the beliefs and actions of many world actors- "us" vs. "them," "true believers" vs. "infidels," those "with us" vs. "against us." This quest for clarity is evidenced in much 21st century violence, from 9/11 to the invasion of Iraq (Dimitriadis, 2007).

Peacemaking requires students to become more conscious of the true nature of their own reality as well as the reality of others to be able to get out of the quagmire of these binaries. Therefore, scholars like Nel Noddings (2005) have emphasized the need to adopt pedagogical methods to promote non-ethnocentric attitudes among students for peace making.

Study abroad has been considered an effective pedagogical method in higher education for peace making. In his book on the history of U.S. study abroad Hoffa (2000) chronicles the interesting history and rationale of the early U.S. study abroad experience till the passing of the Higher Education Act of 1965. Reading this book we can find that study of foreign languages and cultures is not new. The assumption that travel (or

research/study) abroad fosters intercultural understanding is also not new in higher education or in popular social imagination. As early as in the mid 20th century we find such discourse among comparative education scholars like Brickman (1966) stating that-

There were many factors which underlay the rising interest in comparative education, both in the technical and popular senses of the term. With the aid of the government, American students were enrolling in foreign universities, and students from distant countries were pursuing higher education in the U.S. Travel abroad was becoming popular, and colleges and universities were organizing tours for credit.

As Brickman (1966) elaborately chronicles the history of the development of comparative education, he tells us about the numerous field trips organized by comparativists to different parts of the world. The primary goal of these trips was to gain better understanding of other peoples, societies, cultures and their educational systems. Hoffa writes in his book that, even the imperial Alexander the Great, who had set out to defeat the barbarians in battle learned that these barbarians “had something good to contribute to the general good of the human race” (Hoffa, 2000, p. 5). He further refers to Kenneth Holland’s observation in the conclusion of Institute of International Education’s first annual census in 1948-1949:

Thus an arch-imperialist, indeed the most successful of all imperialists, was converted by the broadening of his mind, with the result that before he died he had dreamed of a world-state, the City of Zeus, in which all mankind might live peaceably and harmoniously as citizens of the universal republic of human beings. As soon as he had grasped the wonders of the non-Greek world, Alexander set to work to bring people in contact with people. He took young Greeks with him on his conquests, so that they might learn the ways of foreign lands, and he sent the best of the youth of the conquered countries to Greece. This was, of course, in addition to marrying a foreign woman himself, and bringing about mass marriages between his soldiers and the women of invaded territories. Probably Alexander was not the first ruler to hit upon this obvious plan, with the unity of the human race as his objective. But it is certain that

never since his time has it been entirely abandoned as an instrument of peace based upon mutual comprehension (Open Doors 1948-1949, as quoted in Hoffa 2000, p. 5).

In the post world war context, with soldiers returning home from various corners of the world along with first-hand knowledge of diverse cultures and educational systems the importance of study (or research) abroad was deeply felt by educators and policy-makers in the U.S. for the promotion of international understanding and peace. A similar need has arisen in the context of rapid globalization and security concerns in the post 9/11 world (Lincoln Report, 2005; NAFSA Report 2003).

However, there are also several socio-economic and political factors involved to promote education for global citizenship. As early as in 1994, Vaclav Havel (the last President of Czechoslovakia and the first President of the Czech Republic) explained during his speech at Stanford University that, “Practically the entire world is now connected by thousands of political and economic bonds and by elaborate communication networks. We are all aware of one another, and we have thousands of common habits, technologies, modes of behavior, civic forms, and aims...” (Havel, as cited in McDougall, 2005, p. 1).

The crux of Havel’s statement is the fact that the world is becoming more interconnected and thus more interdependent. Arjun Appadurai (1996) discusses these interconnectivities and interdependence at length in his book *Modernity at Large: Cultural Dimensions of Globalization*. In today’s interconnected world, fields such as business, technology, science, law and medicine can no longer be limited to a single national context. A bird flue epidemic in a developing country in Asia or sub-Saharan

Africa is a matter of great concern for people in the developed nations as well.

Companies large and small are now exposed to intense competition on a worldwide basis and must be engaged in the global marketplace if they wish to keep pace. Research enterprises and scientific communities can likewise no longer consider the implications of their work solely on a local basis. Just as it is unthinkable that Ford or Microsoft would design products solely for the U.S. market, legal decisions, scientific and medical studies, as well as public policy decisions, must be undertaken with global considerations.

Moreover, in spite of the significance and power of nation-states, their historic monopoly is lately being challenged. This challenge is being posed by the dramatic expansion of dual (or multiple) citizenship and the nested citizenship concept promoted by the European Union (Kivisto & Faist, 2007).

Who is a Global Citizen?

Irrespective of the philosophical debates over standpoint and ideologies, scholars agree that, in the context of globalization as nations of the world are becoming more and more interconnected and interdependent, the role of citizens have enhanced beyond the geo-political boundaries of individual nation. Moreover, their lives are being affected by transnational power structures even as they try to influence them (Arneil 2007; Falk 1994; Noddings 2005; Peters, Britton & Blee 2008; Schattle 2005). Based on extensive empirical research in public communication, Schattle associated this discourse of global citizenship with civic republicanism and moral cosmopolitanism of the ancient Stoics where heightened awareness leads to a sense of responsibility that creates one's motivation to project his/her voice as a "global citizen." Based on my own research on

the discourse of global citizenship in higher education,¹ I can state that higher education also acknowledges this enhanced role of citizenship. Here are few examples of the discourse of global citizenship in higher education. In their mission statement for the Global Citizen Project, the Center for Communication and Civic Engagement at the University of Washington states:

As a working definition, we propose that global citizens are persons whose experience of membership, agency, or political cause is global, or at least transnational. Global citizens find themselves affected by transnational power arrangements and regulations, and they are trying to affect government, corporate, and social policies in countries and contexts beyond their own nations (http://depts.washington.edu/gcp/about_pages/mission.htm).

In a similar vein, Professor Karin Trail-Johnson makes an elaborate discussion of the characteristics of a global citizen in the weekly audio podcast of Macalester Faculty talk (http://www.macalester.edu/whats happening/audio/archive/2006/macfac_031506.mp3). According to her, a 'global citizen' combines broad knowledge with an intuitive wisdom and creativity coupled with active civic engagement and persuasiveness for positive social change. Scholars and educators often understand global citizenship as a process that activates concern for worldwide economic and social justice, sustainable global development and maintenance of ecological balance (Peters, Britton & Blee, 2008).

¹Mukherjee, M., "Isomorphic and Decoupling Trends in Teaching for Social Justice and Global Citizenship," Paper presented at the annual meeting of the ISA's 50th Annual Convention "Exploring The Past, Anticipating The Future," New York Marriott Marquis, New York City, NY, USA Online <PDF>, 2009-02-15 (accessed 2010-03-11 from http://www.allacademic.com/meta/p313995_index.html).

CHAPTER TWO

THEORETICAL FRAMEWORK

Attitude Theory and Research

Attitude theory and research is a major field of study in social-psychology with several edited volumes of books and dissertations written on attitudes since 1918 when Thomas and Snaniecki defined social psychology as the study of attitudes (Albarracin et al., 2005). There are many definitions of human attitudes in the literature of social psychology. One of the most widely accepted definition relevant for this study is as follows:

Attitudes are psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor (Eagly & Chaiken, 1993).

However, attitude measurement has been challenged over the years by the dichotomy between implicit and explicit attitudes (Bassili & Brown 2005). Moreover, various cognitive processes and even unconscious processes are involved in attitude formation and change. Individual differences, beliefs and goals also affect attitudes. In spite of these differences communication and social influences are considered to have a major impact on attitude formation and change (Alberracin & Mitchell, 2004; Brinol & Petty, 2005; Cacioppo et al., 1996; Johnson et al., 2005; Prislín & Wood, 2005; Wegener & Carlston 2005). The role of social influence on attitude change is related to people's need to belong and to form relationships with others. Jen-Jacques Rousseau would have

said that sociality is inherently rewarding as a vehicle for people to express their innate sympathy for one another. Often human understanding of reality is also mediated through social consensus. The views of other people are important in part because they help to structure the cacophony of stimuli to which we are regularly exposed, and thereby help us to operate among those stimuli. In particular, others' attitudes impose structure and make sense out of the world by indicating whether objects are to be evaluated with some degree of favor or disfavor (Eagly & Chaiken, 1993).

Research on Attitude Change in Education

Since education is the most powerful social institution outside family, education researchers have mostly focused on the role of social influence in school on attitude formation and change. Theodore Newcomb's research in 1935 following John Dewey's then-revolutionary ideas about education as experimentation and discovery is pioneering in this area (Prislin & Wood, 2005).

Newcomb's Research Model in 1935

Hypothesis: His students' attitudes might shift with their adjustment to a new social milieu at Bennington College, since attitudes form and change with social context.

Sample: students of Bennington College for women, where daughters from economically-privileged families in the 1930s arrived not only endowed with their families' means to pay for higher education but also with their families' political conservatism.

Test: Using education to create the new social milieu at Bennington College. The unconventional curriculum rejected many entrenched traditions of academia, and social

issues as well as the classics contributed to the educational discourse. The norm of the college was liberal. Attitudes of students towards a number of social issues were assessed while entering class and they were assessed again afterwards, before they graduated.

Result: After four years of intense social interaction in this environment, the majority of baccalaureates left not only with their diplomas but also with substantially less conservative attitudes.

The Bennington College study is a great example to demonstrate how change in people's social environments, and patterns and contents of their social interactions changes social attitudes. The attitude changes were so profound that they were evident in the social networks that students created later in their lives. These networks tended to support the former students' liberal attitudes after graduating from Bennington College (Alwin, Cohen & Newcomb 1991; Newcomb, Keonig, Flacks & Warwick 1967).

Can We Apply Newcomb's Model to Assess the Learning Outcome of Study Abroad Students?

Newcomb's research model could be applied to assess student attitudes towards global civic-mindedness and engagement before and after study abroad. The presumptions of experiential learning abroad immersed in a foreign social-cultural milieu (as revealed through the mission statement of the study abroad programs¹ and reports on study abroad)² is very similar to the presumptions of Newcomb's research in 1935. It is

¹Refer p. 1.

²These reports are from diverse sources-professional association, government and private non-profit organization-the NAFSA Report 2003, Lincoln Report 2005 and the first IIE White Paper on Study Abroad, 2007).

presumed that student's learning experience abroad immersed in a different socio-cultural milieu have a transformative impact on student's attitudes.

CHAPTER THREE

LITERATURE REVIEW

Study Abroad Learning Outcome

Recent literature on study abroad (Clyne & Rizvi, 1998; Dolby, 2004; Rizvi, 2000; Szelenyi & Rhoads, 2007) testifies that study abroad for an extended period of time has deep impact on students. It helps in broadening the world view of students, helps them to develop a more complex perspective of the world, promote understanding of other nations and cultures and to a great extent "embrace a nascent form of cosmopolitanism" (Dolby, 2004). There is a diverse body of literature on different aspects of study abroad including economic and political outcome at the macro-level as well as international students' academic outcome (Cushner & Karim, 2004; Fry, 1984; Wimberley, McCloud & Flinn, 1992). However, empirical research on the transformative effect of study abroad on student attitudes similar to Newcomb's model of testing the impact of social influence in attitudes change is few. Moreover, compared to the transformative experience of international students studying in the U.S. or Australia, there is less empirical research validating transformative experiences of U.S. students studying abroad. After doing an extensive survey of literature on different outcomes of study abroad using the online bibliography of the University of Minnesota (<http://umabroad.umn.edu/ci/resources/outcomes.html>), studies published in comparative education review and other sources, I found few literatures on attitude change. Moreover,

I found only Dolby's (2004) ethnographic research on U.S. students studying in Australia showing significant impact of study abroad on students. Also, Dolby's research focused more on American identity formation than attitudes change among students in the context of post 9/11 study abroad in Australia. Leonard (1959), Girault (1964) (as cited in Sharma & Klasek, 1986), and Douglas and Jones-Rikkens' (2001) studies on learning outcome of U.S. students studying abroad show some statistically significant attitudes change. These studies show that students become slightly less conservative and more sensitive to the international problems facing the U.S. Marion's (1980) study informs about several factors like the host country and perception of the U.S., number of host friends vis-à-vis living with host families as important variables. The most important implication of the study is that it showed the study abroad experience may have more influence in reinforcing attitudes than in changing attitudes. Moreover, Sell's (1983) research review of five studies utilizing one-time questioning of program participants and 15 articles employing analysis of pre- and post-sojourn questionnaires show that attitude change is seldom verified empirically in these works. This includes Sell's own empirical study at Kent State along with Hensley (1979) to measure the impact of study abroad program on attitude change. According to her possible explanation of this could be loosely structured experimental designs, infrequent use of follow-up studies, the lack of an established theoretical base, and most importantly the lack of a consensus concerning what to measure. Therefore, Sell suggests that in the future study of specific variables thought to facilitate attitude change should be conducted. Also, analysis of subgroups of students similar on a particular characteristic or ability, and measurement of behavioral

competencies should be made. Moreover, Hensley and Sell (1979, p. 398) also points out a caveat regarding attitudes change by quoting Smith (1955):

In summary the findings... indicate that a relatively brief experience in another culture has a limited impact on general attitudes as least as they are measured over a four to six month time interval. Relatively specific attitudes salient to the experience of the individuals...do change, but more general, deeply rooted attitudes such as worldmindedness and ethnocentrism show a negligible change for most people. These findings agree with the results of other research.

Measuring Attitudes Towards Global Civic-Mindedness and Civic-Engagement

Among Study Abroad Students

Sampson and Smith created the worldmindedness attitudes scale in 1957 in the post-world war II context, since world-minded individuals are those whose primary reference group is humankind rather than a specific ethnic group. This survey was designed to measure an individual's value orientation, or frame of reference regarding international relations. The likert-type 6-point scale consisted of 32 items forming two 16 items subscales, consisting of pro-worldminded and anti-worldminded items. The pro-worldminded scale used reverse scoring to align with the scores of the anti-worldminded scale, providing a range of total scores from 0 (extreme national-minded) to 92 (extreme worldminded). Considering the small number of studies done in this area, researchers until date have used this scale to measure international frame of reference and attitudes among students (Douglas & Jones-Ridders, 2001; Hensley & Sell 1979; Marion, 1980). However, I found the Sampson and Smith's (1957) worldmindedness scale not suitable to measure global civic-mindedness for my study, since the questions related to religion, immigration and government sub-scales were very territorially rooted to the post- World

War U.S. context. Moreover, the development in information and communication technology over the past 50 years since Sampson and Smith created their scale, made it not very useful for the purpose of my research. While doing my literature review I also learned about an extensive 64-items instrument - “Global Perspectives Inventory” created by Larry Braskamp, David C. Braskamp, and Kelly Carter Merrill (<https://gpi.central.edu>). However, I did not find published scholarly literature using this scale during my literature review.¹

¹Moreover, by the time I learned about this instrument, I had already designed a survey with a scale for measuring global civic-mindedness and engagement for my study taking into consideration the conceptual framework of my research. I also got this scale approved by the IRB to administer the surveys for my research.

CHAPTER FOUR

RESEARCH DESIGN

Social psychologists studying attitude change generally prefer experimental design over field research, as they can exercise greater control over the variables by creating panel data, introducing a control group and using multivariate analysis (Hensley & Sell 1979). However, taking into consideration the fact that few quantitative research on attitudes change of study abroad students have shown significant change (as stated above in the Literature review section), I designed my survey instrument to collect both qualitative and quantitative data from two samples of study abroad students. I asked some demographic questions, 20 structured questions on a 5-point likert scale, and one open-ended question at the end.

What a person's general attitudes will be after such a heterogeneous experience as being in another country is determined more by what his attitudes are like before he leaves home than by what happens while he is away (Smith, 1955, pp. 474-475).

Following this widely accepted theory in social psychology since Newcomb's research in 1935, the surveys were administered online to the students before their study abroad and after study abroad for a semester. These students were mostly freshmen, sophomores and juniors who studied abroad in two different locations- one group in Italy and the other group in China.

Survey Instrument

The survey instrument I designed consisted of 11 questions regarding demographic background, knowledge of foreign language and prior travel/study abroad. The global civic-mindedness scale consisted of 20 structured questions about student attitudes on a 5-point Likert scale. The open-ended question at the end of the pre-departure survey was meant to assess student expectations from the program and the question in the post-sojourn survey was meant to understand student assessment of the strengths and drawbacks of the program. The global civic-mindedness scale was further sub-divided into sub-scales to measure global awareness, tolerance, intra-personal and interpersonal maturity, local civic-engagement, global civic-engagement, local social networking and global social networking. With the variation of the last open-ended question, all the questions in the pre-departure and post-sojourn surveys were same.

1) General Demographic questions:

1. Please select your gender
 - Male
 - Female
2. What is your date of birth?

3. Where is your birth place? Please state the name of country, city and state.

4. Please name the place you most identify as your hometown.

5. Have you lived most of your life in your hometown?
 - Yes
 - No
6. Have you ever traveled abroad?

- Yes
 - No
7. If the answer to 5 is yes, for how long did you stay abroad?

8. Have you ever studied abroad?
- Yes
 - No
9. If the answer to 7 is yes, for how long did you study abroad?

10. Did you ever learn a foreign language?
- Yes
 - No
11. If the answer to 6 is yes, what language did you learn & for how long
(month/year)?

II) Global civic-mindedness scale

Global Awareness

I feel I have a good understanding of my host culture and society.

I feel I need to educate the people in my host country about American culture and society.

I am aware of political, economic, and social events occurring around the world.

I have good understanding of the problems and issues that confront all human beings in this planet.

Tolerance

I am quite comfortable to accept as valid other people's values and lifestyles.

I think while studying or working in another country I should assimilate to the culture of the host country.

I feel comfortable interacting with the native people of my host country.

I am not tolerant of ambiguous situations, that is, of situations that are confusing and open to offering alternative interpretations.

Intrapersonal and Interpersonal Maturity

I can accept failures and shortcomings in myself easily.

I have a good understanding of my own strengths and weaknesses.

I have a good sense of responsibility towards other people.

I do not have a diverse group of friends. But I wish to connect with people from other cultures.

Local Civic Engagement

I am an active member in my school community.

I am a member of a voluntary organization which serves members of my community

Global Civic Engagement

I am a member of a voluntary organization which serves people from other communities in the U.S. / or people in the developing nations.

I wish to be a member of a voluntary organization which serves people in other communities/ or people in the developing nations.

Local Social Networking

I use “face book”/ “My Space”/ “Orkut” or other internet space to connect with my friends and school community.

My group of friends in school and in the cyber-space is from the same cultural background.

Global Social Networking

I use “face book”/ “My Space”/ “Orkut” or other internet space to connect with people from different parts of the world.

I have a very diverse group of friends in school. I connect with people from other cultures and countries through “face book”/ “My Space”/ “Orkut”.

III) Open-ended question

(Pre-study abroad survey)

Tell us why you decided to participate in this Study Abroad program and what do you wish to accomplish from this experience.

(Post-study abroad survey)

Tell us in what way your participation in this program was most productive. If you think it was a bad and unproductive experience then please state why it was so.

Evaluation Methodology

First, I administered the surveys online at appropriate times before and after study abroad. The response rate of the Italy pre-sojourn survey is 84.25%. The post-sojourn survey response rate is 80.23%. The China pre-sojourn response rate is 92.18%, and the post-sojourn response rate is 80.43%. After conducting the surveys, I transferred all data from the online system into excel sheets and cleaned the data-set by deleting incomplete surveys. Finally, I merged the pre and post data sets for each group based on the birth month and year, and gender of respondents. In order to do my analysis, first I collected information on the demographic background from the data. Thereafter, I collected the descriptive statistics from 20 structured questions by generating frequency charts. Finally, I ran a z test to measure and compare proportions of favorable response in the pre and post study abroad surveys. My hypothesis for this analysis was based on the assumptions stated earlier in p. 1:

Ho: There is no statistically significant difference in proportions of favorable response towards global civic-mindedness before and after study abroad.

Ha: There is statistically significant difference in proportions of favorable response towards global civic-mindedness before and after study abroad.

After quantitative data analysis, I employed qualitative content analysis of responses to one open-ended question in the pre-sojourn and post-study abroad surveys to gain better understanding of the process of attitude change (if any).

CHAPTER FIVE

FINDINGS

Demographic Background

After merging the data sets I received a sample of 40 students (28 female and 12 male) in the China group. Out of these students 32 had traveled abroad, and 36 learned a foreign language before. In the Italy group, I received a sample of 66 students (53 female and 13 male). Of these students 41 traveled abroad and 54 learned a foreign language before. Interestingly, I found some international students in both the samples. In the Italy group there is one student each from India, Philippines and Switzerland. In the China group there are two students from Spain and one each from Nigeria, Philippines and Russia. These samples of students also came from different parts of the U.S. The states represented by the students in the samples are as follows: California, Florida, Hawaii, Illinois, Michigan, Minnesota, Massachusetts, Missouri, Nebraska, New York, New Jersey, North Carolina, Ohio Pennsylvania, Texas, Wisconsin, and Virginia.

Quantitative Data Analysis of Structured Questions

After merging the pre and post data sets of each group of study abroad students, I generated the descriptive statistics of the pre and post survey of each subscale. A detailed table of these descriptive statistics is included in the appendix. Table 1 and Table 2 below show the descriptive statistics from one of the questions in the tolerance subscale of the pre and post-study abroad surveys taken by the China group.

Q.17 I am quite comfortable to accept as valid other people's values and lifestyles.

Table 1

The FREQ Procedure

Question17_ PRE	Question17_PRE		Cumulative Frequency	Cumulative Percent
	Frequency	Percent		
Agree	16	42.11	16	42.11
Neutral	2	5.26	18	47.37
Strongly Agree	20	52.63	38	100.00

Frequency Missing = 2

Table 2

The FREQ Procedure

Question17_ POST	Question17_POST		Cumulative Frequency	Cumulative Percent
	Frequency	Percent		
Agree	19	57.58	19	57.58
Neutral	1	3.03	20	60.61
Strongly Agree	13	39.39	33	100.00

Frequency Missing = 7

Thereafter, I created a composite frequency table of each subscale by adding the frequencies of response to each question in the sub-scale. The table below shows the

composite pre and post study abroad frequency table of the tolerance sub-scale for the China group:

Table 3

Composite Pre and Post Study Abroad Frequency Table

Tolerance		
Response	Frequency-pre	Frequency-post
Strongly agree	56	43
Agree	69	69
Neutral	19	17
Disagree	8	3
Strongly disagree	0	0

Just by looking at the frequency of this sub-scale we can tell that there has been no significant change after study abroad. The frequency tables of the all the other sub-scales show similar result in both the China and Italy group. These tables are included in the Appendix. The next step was to run a z test to compare the proportions of favorable response (“agree” and “strongly agree”) in the pre and post surveys of each group.

Table 4

Z test of Proportion Results for the Italy and China Groups

ITALY					
	#knowledge of international affairs				
	two.propZ(x1=c(113,25,72,35,3), x2=c(124,29,46,36,5),n1=248,n2=240)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
test stat	1.348383	0.7050387	-2.5446182	0.2778531	0.7598296
p-value	0.08876762	0.24039307	0.99453014	0.39056258	0.22367824
	#tolerance				
	two.propZ(x1=c(130,66,40,10,2),x2=c(150,50,26,14,0),n1=248,n2=240)				
test stat	2.2512256	-1.4994653	-1.7101589	0.9198322	-1.3940763
p-value	0.01218563	0.93312352	0.95638175	0.17883022	0.91835272
	#Intra-personal & Interpersonal maturity				
	two.propZ(x1=c(121,58,38,24,5),x2=c(117,44,43,32,4),n1=246,n2=240)				
test stat	-0.0963497	-1.4193196	0.7303524	1.2348398	-0.2991013
p-value	0.5383786	0.9220971	0.2325874	0.1084451	0.6175686
	#local civic engagement				
	two.propZ(x1=c(63,19,18,20,2),x2=c(55,22,21,21,1),n1=122,n2=120)				
test stat	-0.9034502	0.5721746	0.5808753	0.2294363	-0.5665778
p-value	0.8168565	0.2836019	0.2806623	0.4092649	0.7144995
	#global civic engagement				
	two.propZ(x1=c(39,21,27,29,4),x2=c(41,15,24,36,4),n1=120,n2=120)				
test stat	0.2738613	-1.0846523	-0.4733811	1.0167823	0
p-value	0.3920956	0.8609622	0.6820293	0.1546285	0.5
	#local social networking				
	two.propZ(x1=c(47,40,8,19,6),x2=c(41,15,24,36,4),n1=120,n2=120)				
test stat	-0.8036996	-3.8395331	3.0382181	2.6108825	-0.6460583
p-value	0.789214752	0.999938366	0.001189908	0.004515445	0.740879194
	#global social networking				
	two.propZ(x1=c(37,18,26,30,9),x2=c(52,24,25,18,1),n1=120,n2=120)				
test stat	2.0045339	1.0192944	-0.1577937	-1.9364917	-2.5842331
p-value	0.02250645	0.15403161	0.56269031	0.97359624	0.99512021

CHINA					
	#knowledge of international affairs				
	two.propZ(x1=c(70,17,41,22,2),x2=c(61,15,29,23,4),n1=152,n2=132)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
test stat	0.02689175	0.04769553	-0.97595146	0.67915188	1.00209946
p-value	0.489273	0.4809794	0.8354557	0.2485208	0.1581478
	#tolerance				
	two.propZ(x1=c(69,56,19,8,0),x2=c(69,43,17,3,0),n1=152,n2=132)				
test stat	1.1566808	-0.75252462	0.09569449	-1.30263875	NaN
p-value	0.1237014	0.7741322	0.4618816	0.9036509	NaN
	#Intra-personal & Interpersonal maturity				
	two.propZ(x1=c(73,30,33,12,3),x2=c(64,20,23,20,5),n1=151,n2=132)				
test stat	0.02359061	-1.03772593	-0.93319315	1.90923931	0.9120127
p-value	0.49058958	0.85030117	0.82463987	0.02811561	0.18088102
	#local civic engagement				
	two.propZ(x1=c(32,16,11,7,2),x2=c(22,15,17,11,1),n1=68,n2=66)				
test stat	-1.6194398	-0.1100852	1.363837	1.0815006	-0.55784
p-value	0.94732367	0.54382911	0.08630943	0.13973725	0.71152319
	#global civic engagement				
	two.propZ(x1=c(28,13,13,19,3),x2=c(16,12,13,22,12),n1=76,n2=75)				
test stat	-2.09693556	-0.18269906	0.03711528	0.59863172	2.47566969
p-value	0.98200036	0.572482924	0.485196545	0.274709248	0.006649327
	#local social networking				
	two.propZ(x1=c(28,24,9,9,6),x2=c(9,18,3,16,8),n1=76,n2=54)				
test stat	-2.5122104	0.2107825	-1.2202704	2.5358654	1.2542766
p-value	0.994001122	0.416528504	0.888818808	0.005608491	0.104870739
	#global social networking				
	two.propZ(x1=c(26,20,15,12,2),x2=c(23,25,5,11,2),n1=76,n2=66)				
test stat	0.0797583	1.4770707	-2.0777837	0.1415079	0.1432273
p-value	0.46821475	0.06982835	0.98113536	0.44373436	0.44305533

Some of the numbers in the table are in bold as they are incorrect since the test is not valid for certain categories due to small cell count. For example the cell count for the “disagree” response in the tolerance pre- post frequency table is 0 for the China group. Therefore, in the z score table we have NAN (no available number). Overall, we can see that the p-value of most sub-scales is not smaller than .05. Therefore, the test is not significant and the null hypothesis cannot be rejected. I conclude that there is no statistically significant difference in proportions of favorable response towards global civic-mindedness before and after study abroad. Though this finding does not testify the assumptions I made for this research, it seems to verify Sell’s (1983) conclusion that attitudes change is seldom empirically verifiable using pre and post-test model testing attitudes of study abroad students. The diverse demographic background of my sample (male-female and national- international) compared to Newcomb’s homogenous sample of economically privileged female students could be responsible for the unexpected result of hypothesis testing in this study. However, there could be other variables involved too. I would speculate on these variables for future research in chapter 6. In the next section I analyze the qualitative data from the open-ended question in the pre and post survey to form an understanding of student expectations and learning outcome from the program.

Qualitative Data Analysis of Answers to Open-Ended Questions

China & Italy Pre-Study Abroad Survey

Reasons for participating in the program and student expectations: Analyzing the qualitative data from the pre-study abroad survey revealed some distinct themes emerging out of the responses. These themes highlight 1) the discourse of

cosmopolitanism and global citizenship, 2) global processes of interconnectivities because of human mobility due to immigration, and 3) awareness of the global economy and transnational workplace. My data from the pre-study abroad open-ended question reveals the growing complexities of interconnectedness and interdependence of people and institutions throughout the world which globalization theorists like Appadurai (1996) had discussed at length.

Cosmopolitanism and Membership in a Global Community

Students' response revealed a very positive attitude towards the study abroad program. Students expected to grow as a more mature person, develop a sense of cosmopolitanism and become part of a global community. Some of them also felt that this immersion experience in another culture would help them to learn more about themselves and others as they would be placed in contexts outside of their comfort zone. It will help them to gain greater awareness of real problems facing this world and empathize with others. The cosmopolitan and global discourse among the students even prior to studying abroad might have come into being because of personal experience of trans-national mobility (as some of the sample were international) or due to the acculturating experience in the private urban university promoting its global mission. However, the processes of globalization with wider access to mass media and social network even in peripheral communities reduce the efficacy of school as a filter in acculturating students (Epstein, 2006, p. 83). Hence, we cannot conclude that it is the acculturating experience in the school's study abroad program that has lead the students to embrace this nascent cosmopolitanism.

I am studying in China because I have always been fascinated by the Chinese language, culture, and history. I feel that the best way to learn about a culture is to immerse yourself in that culture. There are many things you can learn from reading books and watching movies, but it is difficult to get the full experience unless you live in that country. I hope that through this program I gain a better sense of understanding about what life is like in another part of the world.

This program allows me to gain proficiency in my foreign language, while also allowing me to study the country itself in depth. I wish to be culturally immersed, and to improve my language abilities.

I decided to participate in order to spend an extended amount of time overseas and to really get to know Italian life and culture. I hope to gain a new perspective on the world as well as gain knowledge of how other people live, as well as become a more mature and able person as I travel and study.

I decided to study abroad because I want to be fully submerged in a culture that is different from the one that I have been surrounded by for my entire life. I believe that living life in the same environment makes people ignorant to real problems in the world, and it causes us to have a lack of sympathy towards problems to which we cannot relate.

I have known for a long time that I wanted to study abroad, but it was only a few years ago that I decided I wanted to go to China. I've never been out of the country and I thought that this opportunity to spend time abroad would be best spent in a country that would offer a very stark contrast to the environment I'm familiar with here in the U.S.A. I hope to learn more about the world outside of the U.S.A. and to use this time abroad to test myself in a place far beyond my comfort zone.

By studying abroad in China, I am hoping to open myself up to new experiences, lifestyles, and people. I wish to gain a better understanding of those around me. I am looking for a cultural experience, an opportunity to completely abandon my comfort zone.

I wanted to learn about other cultures different from my own one, in order to help me acquire different points of view, and to experience a new lifestyle for a period of time.

I would like to better learn the Chinese language, to meet new people, and to better understand Chinese culture. I want to know new ideas so I can understand more people. I want to be more cosmopolitan.

Study abroad is a cultural and educational exchange. It benefits everyone in the end. It allows people to be more tolerant and cognizant of different opinions, traditions, etc. After studying abroad, one changes his/her perspective on the world and truly becomes a member of the global community.

Personal relationships and friendships due to global mobility of people

surface in many of these responses. Some of them reveal a great deal of enthusiasm and interest in learning Chinese or Italian language and culture to develop a greater sense of bonding because of personal relationship with Chinese or Italian people and a genuine willingness to understand their heritage.

I have had the opportunity to travel often in Europe over the years but have never visited a country on the Asian continent. It is a place I am very curious about because I am more unaccustomed to that culture than the culture of Europe for example. As well, my family has two adopted children from China. I would like to experience this place that is such an important part of their heritage and feel it will help me to better relate to them. Being in a country that is completely foreign to me in both language and culture is sure to be an eye-opening experience.

I want to go to China on exchange because I am very interested in getting to know and experience the Chinese culture. I want to learn to speak Chinese and understand the people of China.

I am interested in the experience of living in studying in a place other than the US, especially one that does not speak my native language. I have a strong family background in Europe, and my grandmother spoke highly of the places she lived in during World War II. I like to think I am also honoring her by going.

My initial reason for studying abroad is to be visually stimulated. Secondly I want to see the locations which my ancestors called home. I also am highly interested in volunteering in the Italian community in order to enhance (or really, develop) my sense of European culture. I feel like Americans are very ethnocentric and I'd like to stray from that as much as possible.

Being Italian has encouraged me to study abroad in Italy to learn more about my maternal history. My father also studied abroad ...in Italy and he

said it was one of the best decisions he has ever made in his life. I wish to explore and be totally submerged into a culture I am somewhat familiar with. I am very excited about this experience and wish to make friends and travel all over Europe.

I decided to participate in this study abroad program because it was a great opportunity to connect with my roots and to excel academically. My dad was born in Italy and being Italian has played a very important role in my life as far as becoming who I am today. Additionally, I have family members in Italy that i have never met before. Also, I am an international business major and I felt that studying abroad would be a great experience. It will help to understand the dynamics of my future job as an international business major.

Global economy, workplace and transnational research: As the last response in the earlier section has already revealed, some of them also revealed a great deal of awareness about the prospect of better employability and work in the global workplace with a study abroad experience. Responses from respondents going to China reveal awareness about growing importance of China in the global economy and possibility of working in China in the future. According to them this study abroad experience would prepare them for the future workplace,

I am studying abroad because I want to one day live and work in china, also I am completing my 300 level language course while abroad which I need as part of my graduation requirement. I hope it become proficient in the Chinese language and learn about the culture while studying abroad.

Wanted to do something different by studying in Beijing and immerse myself with a culture much different from my life here in the United States. Also wanted to be able to learn Chinese and more about Chinese culture in order to keep potential job opportunities open in the future. Hope to become more appreciative of the Chinese and their lifestyles.

Because global economics are currently centered on China. Plus I'll learn a lot more than if I had traveled to Europe where I would probably just party and get very little out of the experience.

I think studying abroad is a good way to gain experience and knowledge of other cultures. It helps the student in understanding different cultures. I hope to gain a better understanding and to gain knowledge on how the business in the Chinese culture works.

To experience other cultures to further my learning experience as a person while also taking classes. I am a business student so I will be able to get a feel for international business and I can see up close markets in other countries.

I decided to study in China as a part of a transcultural research opportunity. I spent 4 months studying gender parity in Rome and will do the same in Beijing.

I was selected as a Research Scholar and am studying abroad to compare freedom of expression in other parts of the world.

Thus, we can conclude that even prior to studying abroad the civic attitudes of students in my sample were very global.

China and Italy Post-Study Abroad Survey

How and in what way the study abroad experience was most productive? The response in the post study-abroad survey focused more on the **intra-personal and inter-personal domain** of the students. Most of the respondents reported a heightened sense of personal maturity and intercultural ability- *“It opened me up to new people and to ambiguous situations.”* Even though the sample revealed a very global attitude in the pre-study abroad survey, this real immersion experience was considered helpful by them in order to have greater appreciation of the depths of the host cultures- *“I feel that Chinese culture is very deep, and often Americans only look at the surface aspects. However, right now I am trying to learn the deeper meanings of their culture and why Chinese people do what they do.”* Only one respondent felt that even while studying abroad they remained in an *“American bubble”* and did not really gain much as they did not have

much opportunity of building friendships with native people or learning their culture. I am not sure how to interpret this disjuncture from the rest of the data. It is more so because another respondent from the same group of study abroad students reported that *“my learning was greatly facilitated by... simply interacting with the locals on a daily basis.”* We can probably interpret this dichotomy as individual difference among the participants- where one person felt the program restricted opportunity to socialize and make friends with natives; another person took personal initiative to create opportunities for learning more from local people on a daily basis.

My experience was extremely productive. I now plan on living abroad for most of my adult life, to better understand Chinese culture, and to attain some level of fluency in Mandarin. By teaching us, not just Mandarin, but also Chinese culture, politics, and history, the programs allowed me to feel assimilated in the ideas which created the country in which I lived, which I felt was a great benefit.

It was my first time being abroad. Because it was so starkly different than if I had chosen, perhaps, somewhere in Europe, it provided me with the opportunity to really challenge myself in experiencing a culture completely different from my own. I was able to discover a lot about China and even more about myself.

This was an amazing experience - the best of my life. I feel I was able to really meet and connect with the Chinese people, first through my tutor and host, and later with friends that I made on my own. The Chinese people are extremely welcoming and friendly, it was easy to meet people and up to me to stay connected with them. I loved every minute of this semester and feel that I made life long friends from all over the world, not just China and America. China is an amazing place to meet people, you have a common bond with everyone there.

Studying abroad to China was an extraordinary experience. Americans in general are very ignorant to China and the culture and I was able to experience a place, people and a culture that many have little understanding of. It opened me up to new people and to ambiguous situations.

I think it was a productive experience because I got a taste of Chinese life that encouraged me to want to stay a little longer(over the summer) to better understand Chinese culture. I feel that Chinese culture is very deep, and often Americans only look at the surface aspects. However, right now I am trying to learn the deeper meanings of their culture and why Chinese people do what they do. I am struggling my hardest to learn Chinese, especially because you can learn a lot about the culture through the language. Overall I have learned a lot from my ongoing study abroad experience, but it seems I know nothing at all because there is so much to learn!

It was and wasn't. I don't think that the program is really conducive for people wanting to be independent nor who want to learn the language since it puts you in an American bubble. It gives students opportunity to interact with other students but just the social composition of students here are typical Americans who want to party all of the time in San Li Tun. Also, there are only home stays available for returning students and Chinese roommates for intensive Chinese takers.... I wish there were more home stays though and that we split into smaller groups. We should also have more activities open between... and International students to build friendships, since I feel that the most valuable.

Experience is the best teacher. I learned more from being in China than i ever could have learned in a classroom in the States. I think my most productive part of this trip was learning about the psyche of the Chinese people and why their society works the way it does. my learning was greatly facilitated by fantastic classes, traveling experiences and simply interacting with the locals on a daily basis.

This program was very advantageous to my personal development, because it allowed me to experience a different culture and immerse myself in the global world. I developed wonderful friendships, gained cultural knowledge, and made wonderful memories.

I believe that becoming culturally immersed in a different culture was a great experience. To experience and observe people who were from different cultures and spoke different languages taught me so much. Participating in the study abroad program has also brought me a little closer to understand myself and my personality. Moreover, it has enabled me to compare and contrast different cultural aspects between Italy and the U.S. Furthermore, I was able to live in this culturally different society and adapt to the new lifestyle.

I studied abroad in Italy and getting to live in a culture completely different from that of the USA for four months was life changing. I think the most productive aspect of the study abroad experience was being part of the other culture, rather than just taking a week-long trip and heading home. I was actually interacting with natives and witnessing things I wouldn't have picked up on having just visited the same place for vacation. I feel I learned a lot more about Italians and their culture by immersing myself in it.

I gained invaluable friendships from this program. At my university in the states I don't have many friends. This program allowed me to be more comfortable with my personality. I am forever grateful to the program. Thank you.

I am now dating a Croatian. We will probably stay together. She is coming to America next semester. That was productive. Seeing the world was productive expanding my mind and thought process was productive.

I think it was amazing. I have really grown as a human being. I accept more lifestyles and ideas. I am willing to try anything. If I didn't do this I think I wouldn't be the person I am now.

In conclusion I can state that the qualitative data from the surveys also do not show any change in attitudes towards global civic-mindedness after study abroad. Though in the post-study abroad survey one respondent emphatically declared- "*I now plan on living abroad for most of my adult life,*" the pre-study abroad survey response had already shown the sample was pre-disposed towards global-civic mindedness and engagement.

CHAPTER SIX

CONCLUSION

Research and Policy Implications of the Study

From both quantitative and qualitative data analysis, I concluded that study abroad did not have a significant effect on student attitudes towards global civic-mindedness as they seemed to be already pre-disposed towards global citizenship. However, the qualitative data provided some clues as to why it might be so. There could be many reasons for this. The response to demographic data shows the sample is nationally and internationally diverse. Many participants in the study had also traveled abroad before. Response to pre-study abroad open-ended question tells us, some of them had strong family connections abroad being born of first generation immigrant parents. One participant also had two foreign adopted children in the family. Most respondents were also very open to consider working abroad as the best economic opportunity in the future. I can assume here that most of the participants in this sample must have also come from economically privileged family background like the sample in Newcomb's research in 1935, since both study abroad programs are quite expensive. They are both run by a private institution without any state or federal subsidy. Most of these students surely do not belong to the peripheral have-nots of their native places, whether they are from the U.S. or from a developing country like Philippines. Hence, as stated above, we cannot conclude that the globalizing mission of the university is solely responsible for the

acculturation of the participants to the discourse of global citizenship before study abroad. Therefore, I conclude this pre-disposition could be a composite effect of the complex processes of social, cultural and economic globalization conditioning the mind of the participants in this study towards global citizenship. In the present context, if the sample would consist of participants less affected by the processes of globalization prior to studying abroad perhaps Newcomb's model of research measuring attitudes change could still be valid for measuring significant attitudes change after study abroad.

However, though compared to Newcomb's model my sample represented a great deal of diversity nationally and internationally, there seems to be less diversity in terms of socio-economic class. From this study I am assuming that a sample of students from lower socio-economic class less affected by the processes of globalization (with regards to access to information technology and human mobility) before study abroad perhaps would yield similar result as Newcomb's. The recent Paul Simon Study Abroad Bill (2009) has allotted huge funding in terms of scholarships (even in this difficult economic times) to give access to a wider cross-section of American students to study abroad following the Lincoln Commission (2005) recommendations (NAFSA Study Abroad, n.d.). Based on the understanding gained from this study, I would recommend private academic institutions administering study abroad programs to create more opportunities to give students from underprivileged minority background access to study abroad.

Moreover, I would like to conclude this thesis by proposing a model for future research to measure attitudes towards global civic-mindedness. In my study I conducted a simple z test of proportion. However, it is important to conduct more multivariate

analysis in the case of such a heterogeneous sample. The model I am proposing could also inform policy for planning study abroad programs to achieve most favorable learning outcome. The figure below shows this model and explains the variables.

STUDY ABROAD LEARNING OUTCOME

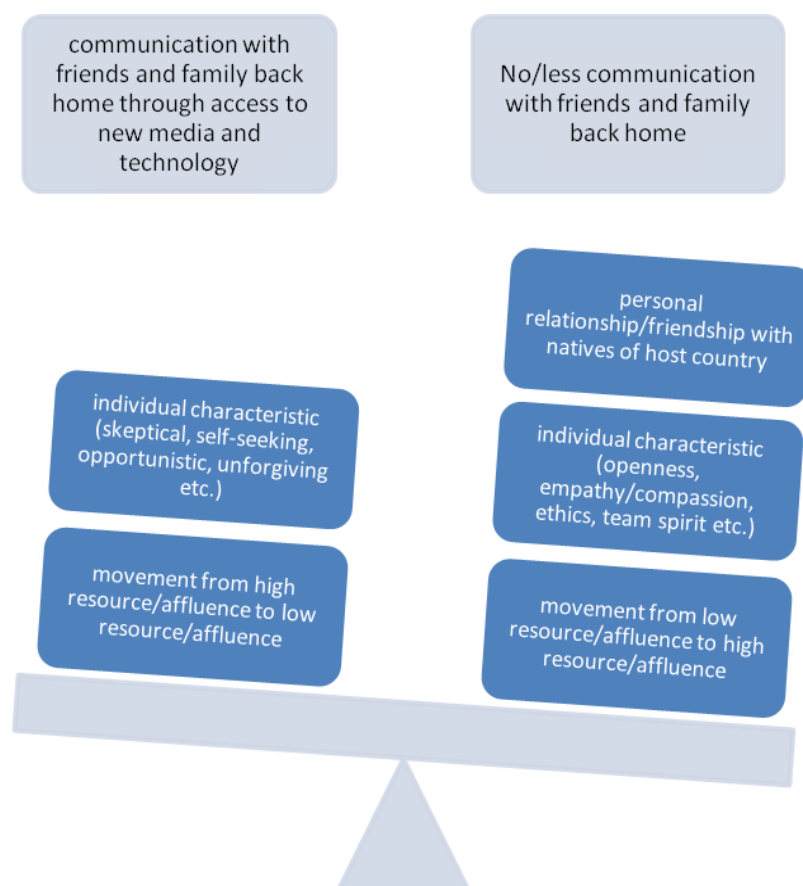


Figure 1. Student Attitudes Towards Global Civic-Mindedness

As stated above, attitude theory and research shows that there could be several variables affecting attitude formation and change. The speculations I made above about my study not showing significant change in attitudes due to pre-disposition of participants highlight the need for giving access to a broader cross-section of students to

study abroad. Focus on diversity of student body should not be just national and international. Diversity should also be given a priority in terms of socio-economic class. This explains the lower blocks of brick on the balance in my model. The qualitative data in my study also shows differing response about the same study abroad program. While one participant makes the most of the opportunity another remains in an “American bubble” and complains about it. This could be simply due to individual characteristics and it explains the second lowest block of bricks on the balance. A number of respondents in this sample pre-disposed towards global citizenship show personal family links abroad. This explains the third lowest brick in the right-hand side of the balance and the missing one on the left. The two (lighter colored) bricks on the top of the balance explain a variable which might be difficult to control in administering a study abroad program or in doing pre-post test model of research on study abroad in the present context. It could have been possible in 1935 when Newcomb did his research to measure the impact of social influence on attitude change, though I personally know about a high school study abroad program¹ which tries to control this variable for total seclusion and complete immersion during study abroad. They apply several restrictions regarding communication on participants and their family members in their native place during the study abroad program. However, I do not think this is practicable and advisable for undergraduate college students. Hence, I have put this variable in lighter shade in my model.

¹AFS Intercultural program: <http://www.afs.org/afsor/home>. I have personally worked with this organization as a volunteer in 2007 for a study abroad post-sojourn re-entry orientation program in Washington, D.C. While working for the re-entry orientation program I learned about this program structure.

APPENDIX A
ITALY FREQUENCY TABLES

The SAS System 69
13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question13_PRE

Question13_	Frequency	Percent	Cumulative Frequency	Cumulative Percent
PRE				
Agree	25	40.32	25	40.32
Disagree	11	17.74	36	58.06
Neutral	19	30.65	55	88.71
Strongly Agree	7	11.29	62	100.00

Frequency Missing = 4

QUESTION14_	Frequency	Percent	Cumulative Frequency	Cumulative Percent
PRE_NEW				
Agree	20	32.26	20	32.26
Disagree	12	19.35	32	51.61
Neutral	24	38.71	56	90.32
Strongly Agree	3	4.84	59	95.16
Strongly Disagree	3	4.84	62	100.00

Frequency Missing = 4

Question15_PRE

Question15_	Frequency	Percent	Cumulative Frequency	Cumulative Percent
PRE				
Agree	30	48.39	30	48.39
Disagree	8	12.90	38	61.29
Neutral	17	27.42	55	88.71
Strongly Agree	7	11.29	62	100.00

Frequency Missing = 4

Question16_PRE

Question16_	Frequency	Percent	Cumulative Frequency	Cumulative Percent
PRE				
Agree	38	61.29	38	61.29
Disagree	4	6.45	42	67.74
Neutral	12	19.35	54	87.10
Strongly Agree	8	12.90	62	100.00

Frequency Missing = 4

The SAS System 70
13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question13_POST

Question13_	Frequency	Percent	Cumulative	Cumulative
POST			Frequency	Percent
Agree	43	71.67	43	71.67
Disagree	1	1.67	44	73.33
Neutral	5	8.33	49	81.67
Strongly Agree	11	18.33	60	100.00

Frequency Missing = 6

QUESTION14_	Frequency	Percent	Cumulative	Cumulative
POST_NEW			Frequency	Percent
Agree	12	20.00	12	20.00
Disagree	25	41.67	37	61.67
Neutral	18	30.00	55	91.67
Strongly Disagree	5	8.33	60	100.00

Frequency Missing = 6

Question15_POST

Question15_	Frequency	Percent	Cumulative	Cumulative
POST			Frequency	Percent
Agree	31	51.67	31	51.67
Disagree	6	10.00	37	61.67
Neutral	14	23.33	51	85.00
Strongly Agree	9	15.00	60	100.00

Frequency Missing = 6

Question16_POST

Question16_	Frequency	Percent	Cumulative	Cumulative
POST			Frequency	Percent
Agree	38	63.33	38	63.33
Disagree	4	6.67	42	70.00
Neutral	9	15.00	51	85.00
Strongly Agree	9	15.00	60	100.00

Frequency Missing = 6

The SAS System 71
13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question17_PRE

Question17_ PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	34	54.84	34	54.84
Neutral	1	1.61	35	56.45
Strongly Agree	27	43.55	62	100.00

Frequency Missing = 4

Question18_PRE

Question18_ PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	31	50.00	31	50.00
Disagree	2	3.23	33	53.23
Neutral	12	19.35	45	72.58
Strongly Agree	17	27.42	62	100.00

Frequency Missing = 4

Question19_PRE

Question19_ PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	35	56.45	35	56.45
Disagree	2	3.23	37	59.68
Neutral	10	16.13	47	75.81
Strongly Agree	15	24.19	62	100.00

Frequency Missing = 4

QUESTION22_ PRE_NEW	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	30	48.39	30	48.39
Disagree	6	9.68	36	58.06
Neutral	17	27.42	53	85.48
Strongly Agree	7	11.29	60	96.77
Strongly Disagree	2	3.23	62	100.00

Frequency Missing = 4

The SAS System 72
13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question17_POST

Question17_ POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	36	60.00	36	60.00
Neutral	4	6.67	40	66.67
Strongly Agree	20	33.33	60	100.00

Frequency Missing = 6

Question18_POST

Question18_ POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	38	63.33	38	63.33
Disagree	4	6.67	42	70.00
Neutral	7	11.67	49	81.67
Strongly Agree	11	18.33	60	100.00

Frequency Missing = 6

Question19_POST

Question19_ POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	49	81.67	49	81.67
Neutral	3	5.00	52	86.67
Strongly Agree	8	13.33	60	100.00

Frequency Missing = 6

QUESTION22_ POST_NEW	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	27	45.00	27	45.00
Disagree	10	16.67	37	61.67
Neutral	12	20.00	49	81.67
Strongly Agree	11	18.33	60	100.00

Frequency Missing = 6

The SAS System 73
13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question20_PRE

Question20_ PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	25	40.32	25	40.32
Disagree	14	22.58	39	62.90
Neutral	15	24.19	54	87.10
Strongly Agree	8	12.90	62	100.00

Frequency Missing = 4

Question21_PRE

Question21_ PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	40	64.52	40	64.52
Neutral	3	4.84	43	69.35
Strongly Agree	19	30.65	62	100.00

Frequency Missing = 4

Question23_PRE

Question23_ PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	35	56.45	35	56.45
Neutral	3	4.84	38	61.29
Strongly Agree	24	38.71	62	100.00

Frequency Missing = 4

Question32_PRE

Question32_PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	21	35.00	21	35.00
Disagree	10	16.67	31	51.67
Neutral	17	28.33	48	80.00
Strongly Agree	7	11.67	55	91.67
Strongly disagree	5	8.33	60	100.00

Frequency Missing = 6

The SAS System

74

13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question20_POST

Question20_POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	22	36.67	22	36.67
Disagree	17	28.33	39	65.00
Neutral	14	23.33	53	88.33
Strongly Agree	6	10.00	59	98.33
Strongly disagree	1	1.67	60	100.00

Frequency Missing = 6

Question21_POST

Question21_ POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	39	65.00	39	65.00
Disagree	2	3.33	41	68.33
Neutral	5	8.33	46	76.67
Strongly Agree	14	23.33	60	100.00

Frequency Missing = 6

Question23_POST

Question23_ POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	37	61.67	37	61.67
Neutral	2	3.33	39	65.00
Strongly Agree	21	35.00	60	100.00

Frequency Missing = 6

Question32_POST

Question32_POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	19	31.67	19	31.67
Disagree	13	21.67	32	53.33
Neutral	22	36.67	54	90.00
Strongly Agree	3	5.00	57	95.00
Strongly disagree	3	5.00	60	100.00

Frequency Missing = 6

The SAS System 75
13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question24_PRE

Question24_ PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	39	62.90	39	62.90
Disagree	6	9.68	45	72.58
Neutral	9	14.52	54	87.10
Strongly Agree	8	12.90	62	100.00

Frequency Missing = 4

Question25_PRE

Question25_PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	24	40.00	24	40.00
Disagree	14	23.33	38	63.33
Neutral	9	15.00	47	78.33
Strongly Agree	11	18.33	58	96.67
Strongly disagree	2	3.33	60	100.00

Frequency Missing = 6

The SAS System 76
 13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question24_POST

Question24_POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	29	48.33	29	48.33
Disagree	6	10.00	35	58.33
Neutral	13	21.67	48	80.00
Strongly Agree	11	18.33	59	98.33
Strongly disagree	1	1.67	60	100.00

Frequency Missing = 6

Question25_POST

Question25_ POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	26	43.33	26	43.33
Disagree	15	25.00	41	68.33
Neutral	8	13.33	49	81.67
Strongly Agree	11	18.33	60	100.00

Frequency Missing = 6

The SAS System 77
 13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question26_PRE

Question26_PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	11	18.33	11	18.33
Disagree	23	38.33	34	56.67
Neutral	14	23.33	48	80.00
Strongly Agree	8	13.33	56	93.33
Strongly disagree	4	6.67	60	100.00

Frequency Missing = 6

Question27_PRE

Question27_ PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	28	46.67	28	46.67
Disagree	6	10.00	34	56.67
Neutral	13	21.67	47	78.33
Strongly Agree	13	21.67	60	100.00

Frequency Missing = 6

The SAS System 78
 13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question26_POST

Question26_POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	10	16.67	10	16.67
Disagree	30	50.00	40	66.67
Neutral	10	16.67	50	83.33
Strongly Agree	6	10.00	56	93.33
Strongly disagree	4	6.67	60	100.00

Frequency Missing = 6

Question27_POST

Question27_ POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	31	51.67	31	51.67
Disagree	6	10.00	37	61.67
Neutral	14	23.33	51	85.00
Strongly Agree	9	15.00	60	100.00

Frequency Missing = 6

The SAS System 79
13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question28_PRE

Question28_	Frequency	Percent	Cumulative Frequency	Cumulative Percent
PRE				
Agree	21	35.00	21	35.00
Neutral	1	1.67	22	36.67
Strongly Agree	38	63.33	60	100.00

Frequency Missing = 6

Question30_PRE

Question30_PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	26	43.33	26	43.33
Disagree	19	31.67	45	75.00
Neutral	7	11.67	52	86.67
Strongly Agree	2	3.33	54	90.00
Strongly disagree	6	10.00	60	100.00

Frequency Missing = 6

The SAS System 80
13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question28_POST

Question28_	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POST				
Agree	20	33.33	20	33.33
Neutral	1	1.67	21	35.00
Strongly Agree	39	65.00	60	100.00

Frequency Missing = 6

Question30_POST

Question30_POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	18	30.00	18	30.00
Disagree	14	23.33	32	53.33
Neutral	22	36.67	54	90.00
Strongly disagree	6	10.00	60	100.00

Frequency Missing = 6

The SAS System 81
 13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question29_PRE

Question29_PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	19	31.67	19	31.67
Disagree	17	28.33	36	60.00
Neutral	7	11.67	43	71.67
Strongly Agree	10	16.67	53	88.33
Strongly disagree	7	11.67	60	100.00

Frequency Missing = 6

Question31_PRE

Question31_PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	18	30.00	18	30.00
Disagree	13	21.67	31	51.67
Neutral	19	31.67	50	83.33
Strongly Agree	8	13.33	58	96.67
Strongly disagree	2	3.33	60	100.00

Frequency Missing = 6

The SAS System 82
13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question29_POST

Question29_POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	29	48.33	29	48.33
Disagree	7	11.67	36	60.00
Neutral	7	11.67	43	71.67
Strongly Agree	16	26.67	59	98.33
Strongly disagree	1	1.67	60	100.00

Frequency Missing = 6

Question31_POST

Question31_ POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	23	38.33	23	38.33
Disagree	11	18.33	34	56.67
Neutral	18	30.00	52	86.67
Strongly Agree	8	13.33	60	100.00

Frequency Missing = 6

APPENDIX B
CHINA FREQUENCY TABLES

The SAS System 55
13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question13_PRE

Question13_	Frequency	Percent	Cumulative Frequency	Cumulative Percent
PRE				
Agree	19	50.00	19	50.00
Disagree	9	23.68	28	73.68
Neutral	8	21.05	36	94.74
Strongly Agree	2	5.26	38	100.00

Frequency Missing = 2

QUESTION14_	Frequency	Percent	Cumulative Frequency	Cumulative Percent
PRE_NEW				
Agree	10	26.32	10	26.32
Disagree	7	18.42	17	44.74
Neutral	16	42.11	33	86.84
Strongly Agree	4	10.53	37	97.37
Strongly Disagree	1	2.63	38	100.00

Frequency Missing = 2

Question15_PRE

Question15_	Frequency	Percent	Cumulative Frequency	Cumulative Percent
PRE				
Agree	18	47.37	18	47.37
Disagree	3	7.89	21	55.26
Neutral	9	23.68	30	78.95
Strongly Agree	8	21.05	38	100.00

Frequency Missing = 2

Question16_PRE

Question16_PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	23	60.53	23	60.53
Disagree	3	7.89	26	68.42
Neutral	8	21.05	34	89.47
Strongly Agree	3	7.89	37	97.37
Strongly disagree	1	2.63	38	100.00

Frequency Missing = 2

The SAS System 56
13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question13_POST

Question13_	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POST				
Agree	23	69.70	23	69.70
Neutral	3	9.09	26	78.79
Strongly Agree	7	21.21	33	100.00

Frequency Missing = 7

QUESTION14_	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POST_NEW				
Agree	5	15.15	5	15.15
Disagree	15	45.45	20	60.61
Neutral	9	27.27	29	87.88
Strongly Agree	1	3.03	30	90.91
Strongly Disagree	3	9.09	33	100.00

Frequency Missing = 7

Question15_POST

Question15_POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	14	42.42	14	42.42
Disagree	4	12.12	18	54.55
Neutral	9	27.27	27	81.82
Strongly Agree	5	15.15	32	96.97
Strongly disagree	1	3.03	33	100.00

Frequency Missing = 7

Question16_POST

Question16_	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POST				
Agree	19	57.58	19	57.58
Disagree	4	12.12	23	69.70
Neutral	8	24.24	31	93.94
Stongly Agree	2	6.06	33	100.00

Frequency Missing = 7

The SAS System 57
13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question17_PRE

Question17_ PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	16	42.11	16	42.11
Neutral	2	5.26	18	47.37
Strongly Agree	20	52.63	38	100.00

Frequency Missing = 2

Question18_PRE

Question18_ PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	15	39.47	15	39.47
Disagree	2	5.26	17	44.74
Neutral	4	10.53	21	55.26
Strongly Agree	17	44.74	38	100.00

Frequency Missing = 2

Question19_PRE

Question19_ PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	19	50.00	19	50.00
Disagree	1	2.63	20	52.63
Neutral	5	13.16	25	65.79
Strongly Agree	13	34.21	38	100.00

Frequency Missing = 2

QUESTION22_ PRE_NEW	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	19	50.00	19	50.00
Disagree	5	13.16	24	63.16
Neutral	8	21.05	32	84.21
Strongly Agree	6	15.79	38	100.00

Frequency Missing = 2

The SAS System 58
13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question17_POST

Question17_ POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	19	57.58	19	57.58
Neutral	1	3.03	20	60.61
Strongly Agree	13	39.39	33	100.00

Frequency Missing = 7

Question18_POST

Question18_ POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	17	51.52	17	51.52
Neutral	5	15.15	22	66.67
Strongly Agree	11	33.33	33	100.00

Frequency Missing = 7

Question19_POST

Question19_ POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	18	54.55	18	54.55
Neutral	3	9.09	21	63.64
Strongly Agree	12	36.36	33	100.00

Frequency Missing = 7

QUESTION22_ POST_NEW	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	15	45.45	15	45.45
Disagree	3	9.09	18	54.55
Neutral	8	24.24	26	78.79
Strongly Agree	7	21.21	33	100.00

Frequency Missing = 7

The SAS System 59
13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question20_PRE

Question20_ PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	17	44.74	17	44.74
Disagree	3	7.89	20	52.63
Neutral	13	34.21	33	86.84
Strongly Agree	5	13.16	38	100.00

Frequency Missing = 2

Question21_PRE

Question21_ PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	29	76.32	29	76.32
Neutral	4	10.53	33	86.84
Strongly Agree	5	13.16	38	100.00

Frequency Missing = 2

Question23_PRE

Question23_ PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	16	42.11	16	42.11
Neutral	6	15.79	22	57.89
Strongly Agree	16	42.11	38	100.00

Frequency Missing = 2

Question32_PRE

Question32_PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	11	29.73	11	29.73
Disagree	9	24.32	20	54.05
Neutral	10	27.03	30	81.08
Strongly Agree	4	10.81	34	91.89
Strongly disagree	3	8.11	37	100.00

Frequency Missing = 3

The SAS System 60
13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question20_POST

Question20_ POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	11	33.33	11	33.33
Disagree	8	24.24	19	57.58
Neutral	11	33.33	30	90.91
Strongly Agree	3	9.09	33	100.00

Frequency Missing = 7

Question21_POST

Question21_ POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	24	72.73	24	72.73
Neutral	1	3.03	25	75.76
Strongly Agree	8	24.24	33	100.00

Frequency Missing = 7

Question23_POST

Question23_ POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	21	63.64	21	63.64
Disagree	2	6.06	23	69.70
Neutral	1	3.03	24	72.73
Strongly Agree	9	27.27	33	100.00

Frequency Missing = 7

Question32_POST

Question32_POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	8	24.24	8	24.24
Disagree	10	30.30	18	54.55
Neutral	10	30.30	28	84.85
Strongly disagree	5	15.15	33	100.00

Frequency Missing = 7

The SAS System 61
13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question24_PRE

Question24_	Frequency	Percent	Cumulative Frequency	Cumulative Percent
PRE				
Agree	17	44.74	17	44.74
Disagree	1	2.63	18	47.37
Neutral	6	15.79	24	63.16
Strongly Agree	14	36.84	38	100.00

Frequency Missing = 2

Question25_PRE

Question25_PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	15	39.47	15	39.47
Disagree	6	15.79	21	55.26
Neutral	5	13.16	26	68.42
Strongly Agree	10	26.32	36	94.74
Strongly disagree	2	5.26	38	100.00

Frequency Missing = 2

The SAS System

62

13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question24_POST

Question24_	Frequency	Percent	Cumulative	Cumulative
POST			Frequency	Percent
Agree	13	39.39	13	39.39
Disagree	1	3.03	14	42.42
Neutral	10	30.30	24	72.73
Strongly Agree	9	27.27	33	100.00

Frequency Missing = 7

Question25_POST

Question25_POST	Frequency	Percent	Cumulative	Cumulative
			Frequency	Percent
Agree	9	27.27	9	27.27
Disagree	10	30.30	19	57.58
Neutral	7	21.21	26	78.79
Strongly Agree	6	18.18	32	96.97
Strongly Disagree	1	3.03	33	100.00

Frequency Missing = 7

The SAS System

63

13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question26_PRE

Question26_PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	11	28.95	11	28.95
Disagree	16	42.11	27	71.05
Neutral	5	13.16	32	84.21
Strongly Agree	4	10.53	36	94.74
Strongly disagree	2	5.26	38	100.00

Frequency Missing = 2

Question27_PRE

Question27_PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	17	44.74	17	44.74
Disagree	3	7.89	20	52.63
Neutral	8	21.05	28	73.68
Strongly Agree	9	23.68	37	97.37
Strongly disagree	1	2.63	38	100.00

Frequency Missing = 2

The SAS System 64
 13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question26_POST

Question26_POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	5	15.15	5	15.15
Disagree	17	51.52	22	66.67
Neutral	5	15.15	27	81.82
Strongly Agree	3	9.09	30	90.91
Strongly disagree	3	9.09	33	100.00

Frequency Missing = 7

Question27_POST

Question27_ POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	11	33.33	11	33.33
Disagree	5	15.15	16	48.48
Neutral	8	24.24	24	72.73
Strongly Agree	9	27.27	33	100.00

Frequency Missing = 7

The SAS System

65

13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question28_PRE

Question28_PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	12	31.58	12	31.58
Disagree	1	2.63	13	34.21
Neutral	1	2.63	14	36.84
Strongly Agree	23	60.53	37	97.37
Strongly disagree	1	2.63	38	100.00

Frequency Missing = 2

Question30_PRE

Question30_PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	16	42.11	16	42.11
Disagree	8	21.05	24	63.16
Neutral	8	21.05	32	84.21
Strongly Agree	1	2.63	33	86.84
Strongly disagree	5	13.16	38	100.00

Frequency Missing = 2

The SAS System

66

13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question28_POST

Question28_POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	12	36.36	12	36.36
Disagree	1	3.03	13	39.39
Strongly Agree	18	54.55	31	93.94
Strongly disagree	2	6.06	33	100.00

Frequency Missing = 7

Question30_POST

Question30_POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	9	27.27	9	27.27
Disagree	15	45.45	24	72.73
Neutral	3	9.09	27	81.82
Strongly disagree	6	18.18	33	100.00

Frequency Missing = 7

The SAS System

67

13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question29_PRE

Question29_PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	12	31.58	12	31.58
Disagree	5	13.16	17	44.74
Neutral	7	18.42	24	63.16
Strongly Agree	12	31.58	36	94.74
Strongly disagree	2	5.26	38	100.00

Frequency Missing = 2

Question31_PRE

Question31_ PRE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	14	37.84	14	37.84
Disagree	7	18.92	21	56.76
Neutral	8	21.62	29	78.38
Strongly Agree	8	21.62	37	100.00

Frequency Missing = 3

The SAS System

68

13:54 Tuesday, April 20, 2010

The FREQ Procedure

Question29_POST

Question29_POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	12	36.36	12	36.36
Disagree	5	15.15	17	51.52
Strongly Agree	14	42.42	31	93.94
Strongly disagree	2	6.06	33	100.00

Frequency Missing = 7

Question31_POST

Question31_ POST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	11	33.33	11	33.33
Disagree	6	18.18	17	51.52
Neutral	5	15.15	22	66.67
Strongly Agree	11	33.33	33	100.00

Frequency Missing = 7

APPENDIX C
COMPOSITE FREQUENCY TABLES

ITALY**Global awareness**

response	frequency-pre	frequency-post
strongly agree	25	29
agree	113	124
neutral	72	46
disagree	35	36
strongly disagree	3	5

Tolerance

response	frequency-pre	frequency-post
strongly agree	66	50
agree	130	150
neutral	40	26
disagree	10	14
strongly disagree	2	0

Intra-personal & Interpersonal maturity

response	frequency-pre	frequency-post
strongly agree	58	44
agree	121	117
neutral	38	43
disagree	24	32
strongly disagree	5	4

local civic engagement

response	frequency-pre	frequency-post
strongly agree	19	22
agree	63	55
neutral	18	21
disagree	20	21
strongly disagree	2	1

global civic engagement

response	frequency-pre	frequency-post
strongly agree	21	15

agree	39	41
neutral	27	24
disagree	29	36
strongly disagree	4	4

local social networking

response	frequency-pre	frequency-post
strongly agree	40	39
agree	47	38
neutral	8	23
disagree	19	14
strongly disagree	6	6

global social networking

response	frequency-pre	frequency-post
strongly agree	18	24
agree	37	52
neutral	26	25
disagree	30	18
strongly disagree	9	1

CHINA

Global awareness

response	frequency-pre	frequency-post
strongly agree	17	15
agree	70	61
neutral	41	29
disagree	22	23
strongly disagree	2	4

Tolerance

response	frequency-pre	frequency-post
strongly agree	56	43
agree	69	69
neutral	19	17
disagree	8	3
strongly disagree	0	0

Intra-personal & Interpersonal maturity

response	frequency-pre	frequency-post
strongly agree	30	20
agree	73	64
neutral	33	23
disagree	12	20
strongly disagree	3	5

local civic engagement

response	frequency-pre	frequency-post
strongly agree	16	15
agree	32	22
neutral	11	17
disagree	7	11
strongly disagree	2	1

global civic engagement

response	frequency-pre	frequency-post
strongly agree	13	12
agree	28	16
neutral	13	13
disagree	19	22
strongly disagree	3	12

local social networking

response	frequency-pre	frequency-post
strongly agree	24	18
agree	28	9
neutral	9	3
disagree	9	16
strongly disagree	6	8

global social networking

response	frequency-pre	frequency-post
strongly agree	20	25
agree	26	23
neutral	15	5
disagree	12	11
strongly disagree	2	2

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