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A reconceptualized analysis of the West Virginia 4-H Global Education program: Attitudes of agents, specialists, and volunteers

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A Reconceptualized Analysis of the West Virginia 4-H Global Education Program:
Attitudes of Agents, Specialists, and Volunteers

by

Ahmed M. Abdulai

Dissertation Submitted to the College of Human Resources and Education at
West Virginia University in partial fulfillment of the requirements for the degree of

Doctor of Education

in

Curriculum and Instruction

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2009

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ABSTRACT

A Reconceptualized Analysis of the West Virginia 4-H Global Educational Program: Attitudes of Agents, Specialists, and Volunteers

Ahmed M Abdulai

Global Education has been and continues to be an important aspect of American higher educational curriculum. Its importance is evidenced not only at the formal educational sector, but also within youth development programs like the West Virginia 4-H program.

The author contends that, the importance of global education is more relevant in the 21st century due to the increasing interdependence of the global world. The study looks at the perceived attitudes of 4-H Agents, Specialists, and Volunteers towards global education and how such an educational program affects the youth development of the 4-Her.

The present study, which is partly based on John Dewey's Philosophy of education and environment, uses a mixed method approach, where semi-structured interviews are constructed to elicit participants' opinions and perspectives with regards to the research questions.

Finally, the author suggests that the findings of the study point to the need to develop a global educational program that focuses on a reconceptualized curriculum that centers on connection, collaboration, and corporation on the part of the 4-Her with the global environment.

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Chapter 1

Introduction

The purpose of this study is to determine the perceived attitudes of 4-H agents, specialists, and volunteers in the state of West Virginia towards global education. Six specific questions are addressed within this study. These are: (1) what perceived differences, if any, exist among 4-H agents, specialists, and volunteers toward global education? (2) What perceived differences, if any, exist between 4-H agents, specialists, and volunteers in incorporating global programs in their specific local programs? (3) What programs, strategies, and policies, if any, exist at the state level in promoting global education within 4-H youth development programs? (4) What perceived barriers, if any, exist in the promotion and advancement of global education within 4-H youth development programs in the state of West Virginia? (5) What perceived benefits, if any, exist in global education? (6) How, if any, can global education be included in local 4-H curriculum in the state of West Virginia?

This study is based in part on Pinar, William F., Reynolds, William M., Slattery, Patrick, Tubman, Peter M. (1995) theory of predictive studies. This theory focuses on the description, analysis of causal factors, and assessment of past and present trends in a prediction of what is likely to occur in the future. Elements of this theory describe current programs in place at the local 4-H level in promoting and advancing global education. This theory also explains the causal effects of current global economic trends, especially on local labor demands. These core factors help to explain the necessity of the study in

reference to past and present conditions. Pinar et al (1995) argue that curriculum developments, just like economic, political, and ecological developments, are not sealed to national boundaries. With this in mind, it is important for educators both at the formal and non-formal educational sectors to become aware of the problematic connections that exist between the local and the global. Thus, to what extent can educators, especially 4-H agents, specialists, and volunteers use global education to extend and deepen their capacity of thinking and acting globally, nationally, and locally in order to enhance the viability of their life trajectory? (Ninnes & Hellstein, 2005).

Adopting a transformative approach, the study contributes to the current debate about possibilities of bringing forward strategies and mechanisms for educators, policy makers, and politicians in responding positively to the effects of globalization within the framework of education. Through an examination of current 4-H programs represented at the local, national, and global levels, this study seeks to advance a connection between these separate programs in the development of the necessary attributes required for dealing with the imperatives and complexities inherent in globalization. There is no doubt that every discipline and career is affected by events around the world (Picket, 1992). According to Ninnes & Hellstein (2005), cultural, economic, and political globalization has resulted in the breakdown of the nation state. We live in a rapidly globalizing world with a worldwide supranational network of capital, knowledge, and knowledge capital. Hence the question, to what extent can educators utilizes

global education to enhance their life opportunities as global/national/local citizens, workers/employers, and learners?

This chapter provides an overview of the state of global education within the United States as well as recent trends in its promotion within Extension departments of various flagship universities. Specifically, the chapter addresses the importance of global education and its relevance to the state of West Virginia and the 4-H Youth Development program in particular. This chapter includes: (a) estimates of past and present involvement of extension professionals in the involvement of global educational programs in the United States; (b) estimates of 4-H specialists', agents', and volunteers' involvement in global education in West Virginia; (c) a historical analysis of American higher education in relation to global trends; (d) significance/benefits of global education to the state of West Virginia; (e) a description of theoretical basis of the study; (f) statements of the problem and purpose of the study; (g) research questions for the study; (h) significance of the study; (i) the components of the study; (j) limitations of the study, and (k) operational definitions.

Beyond interest in Pinar's et al (1995) predictive theory, the study also applies John Dewey's (1956) concept of experiential learning, where the individual child is seen as the pivotal point around which the educational process revolves. The experiences of the individual student are examined within the context of developing a curriculum of global education. A connection is made between the individual's cultural/local experiences with that of the national as well as the global. In significant ways, this shift in emphasis aims at advancing

John Dewey's philosophy of social/communal connection with the school. The study views one's environment to transcend beyond the local, which is connected with the global. In addition, the study also calls for dialogue and constructive competition. By this, the study looks at association on the part of the individual to remain part of the global interconnection.

It is worth mentioning that, with globalization and its associated demands, global knowledge has become an important asset for world competition. Yet, even as educators and policy makers continually advocate for global and international awareness, knowledge and interest in this field is abysmal. Global education on the part of educators regrettably has been limited to cultural empathy. In this study, more emphasis is placed on the economic importance of global education than mere empathy.

It is very important to note that this study stems from the author's work with the 4-H Youth Development program at West Virginia University as a research assistant in the field of global education. Evidence based on personal experiences at this position as well as the numerous readings done in this field reveals limited programs in the advancement of global education. It must be noted however that, though not much has been done at the 4-H Youth Development program at the state of West Virginia to promote or advance this type of education, there still remains evidence of enthusiasm and willingness on the part of the department in this field. Growing calls by national, state, and local government officials in global knowledge necessitates research in this field. According to Gutek (1993), educators in the 21st century will need to understand

the underlying, historically derived tension between a model of education designed to enhance citizenship in a nation-state and a model designed to encourage and promote global participation. This study provides a context of this understanding.

Global Education: Picket (1992) as:

Global: - (1) Spherical; (2) Pertaining to or involving the world in its entirety; (3) Entire; all-inclusive.

Based on the definition, global education can be viewed as an educational process that covers the entirety of the world; an educational process that addresses the problems confronting the earth as a whole in relation to local concerns. For the purposes of this study, global education emphasizes the need for an understanding and appreciation of what is going on outside one's national locality through a comparative and critical analysis of these issues and how lessons can be drawn from such an interaction. To support such an idea, there is the need for knowledge of skills and attitudes of others to effectively live in a world of diversity, pluralism, and increasing interdependency. Global education, within this framework, can be explained as efforts to cultivate in the youth perspectives and understanding of the world with emphasis on the interconnection and interdependence that exists among individuals, cultures, and the planet as a whole. Hence, this study aims at developing and inculcating in the youth a sense of understanding, skills, knowledge, and attitudes needed to be more competitive both locally and globally. The bedrock of this study is to encourage the youth to live more effectively and competitively in a world

characterized with cultural and ethnic diversity, as well as economic interdependence (NCSS, 1982, p.36). This study does not only stipulate a curriculum model, but also stresses the importance of the need to incorporate ideas of global interconnection as well as international understanding and experiences into current educational programs, especially at pre-college levels.

Three fundamental ideas can be derived from the definitions above. First, the definitions pertain to the notions of sphere, of non-cutting or non-edgy geometric figure, and of a totally inclusive characteristic of the word global. This determines that any agency of global education must be rooted in such methodological approaches as acceptance of others, sensitivity toward their individual and collective norms, tolerance of their self-affirmation criteria, and open and fair cross-communication.

The second remark pertains to the quantitative nature of the art or the theory of elaborating any given perspective. This means that any agency of global education must be rooted in such methodological approaches as equal validation of competing need assessments, due attention to contingent policies, just retribution of individual and collective efforts, and creation of fully participatory mechanisms for all agents and benefactors in the society.

The third pertains to the obvious consequence of building the activities that are derived from both the first and the second remarks. Only one absolute rule prevails when it comes to turning global perspective into a reference tool for long term youth education. Ironically, such an absolute rule shall be that no component of the required programming efforts to educate our youth shall remain

absolute. This way, the risks of hampering the effectiveness or the creativity of either the Extension Service professionals or of the 4-H youths are very much diminished. Directly or indirectly, this limitation on global absolutes militates against the risks of ethnocentrism and racism. In this respect, a global education-centered programming of youth activities and educational experiences contributes to the establishment of social justice, international equity, world peace, and economic interdependence.

Yet, in the context of global education or international understanding on the part of American youth or even educators, results are abysmal. Just as national leaders, educators, and policy makers continuously argue about the dawn of world economic interdependence and global economic competition, students and educators both at the pre- and post-higher educational levels show little or no interest in global education. According to Ludwig (1996), America's future depends on its ability to understand and compete in a world that is moving rapidly towards economic interdependence. In reference to the draft 21st Century Report (ECOP, 2001), Ludwig discusses the over-reaching effects of globalization on each individual in the United States and the increasing importance of bringing to bear international backgrounds on local settings. In reference to a 2000 NAFSA bulletin, Boyd (2001) cites the importance of cross-cultural awareness on the part of American citizens to remain competitive in the next century. According to Boyd, international experience remains one of the most crucial and critical assets on the part of employees in the search of jobs. This has become necessary as a result of the expansion in global markets and

the interconnection of world cultures. Boyd stresses the importance of international skills by making reference to a suggestion by Robert Nardelli, head of GE Power Systems in Schenectady, for students to undertake international internship abroad prior to employment.

The above body of ideas as a whole suggests the importance of global education and international knowledge in successful job placement. The importance of such a requirement is echoed by Gallagher (2002) in his reference to the 21st Century Report (ECOP, 2001). In this report, Gallagher (2002) focuses on globalization as manifesting in the financial, service, manufacturing, and agricultural sectors of the U.S. economy. Such sectors, Gallagher observes, exert enormous influence on all aspects of the American society. Livingston and Holt (1987) present an interesting perspective of the effects of global education. According to the authors, just like globalization, the benefits of global education transcend beyond national boundaries by creating a linkage between professionals of different cultures and societies. The importance of looking beyond national boundaries has become not only a component of citizenship education but a means to “economic survival” (Friedman, 2005). Roper (1993) suggests that: “One in six U.S. production workers depend directly on international trade. Furthermore, 20% of U.S. industrial output according to Roper is for export, 40% of the U.S. farmland produces for export, and about one-third of U.S. corporate profits come from international activities.”

Notwithstanding the importance and significance of global education to the success of the U.S. economy, as evidenced in the above discussions, studies in

this field reveal an understudied and under-theorized research (Marginson & Rhodes, 2002). More importantly, available literature stresses the lack of essential tools on the part of American students in communicating and functioning in an international world (Hahn, 1983). Such limitations, it is important to note, transcend traditional educational institutions to non-formal educational programs such as the 4-H Youth Development program.

In a study conducted by Rosson III and Sanders (1991) in the southern part of the United States to determine the perceived needs and role of extension personnel in developing educational programs with international or global content, the authors came to the conclusion that a greater majority of participants in the study were unable to design or develop programs with international focus in spite of their willingness and desire to have an international perspective in their local programs. Studying the importance of Japanese exchange programs and other similar international programs, in reference to Sakamoto, Arnold (2004) argues that, notwithstanding the long history of such programs, their impact on the youth has been very limited.

Such limitations undisputedly, pose enormous challenges on 4-H youth development programs across the United States. It is important for 4-H programs to be more conscious of their impact, relevance, and effectiveness in this global world. Their importance and place in the rapidly changing world will, in most cases, depend on its ability to effectively equip its clientele with skills, techniques, and information to be able to compete effectively in today's global economy. There is no doubt that the opportunities for 4-H programs to be more

globally oriented is among other factors directly related to the perceptions and preparedness of agents, specialists, and volunteers to move towards such a direction.

Statement of the Problem

Historically, global education has not only been part of American education at both the lower and higher educational levels but has continuously influenced local educational programs, especially in shaping local curriculum. However, its importance has become increasingly critical as a result of the rapid changes in current global trends. The 21st century came with a new technological and economic order framed into a global world. The process of globalization undeniably is not an offspring of the 21st century (Friedman, 2005). However, its impact and relevance to local economies has become daunting in the current century. The ability and preparedness of policymakers, educators, stakeholders, business, and industry to adjust to meet current global demands will determine the strengths of the United States in this global arena (Kerka, 1993). Connecting the relevance of global education to local competition, Ludwig (2002) stresses the importance of global knowledge with local efficiency on the part of extension professionals. Ludwig explains the relevance of global knowledge in successful local programs.

Likewise, 4-H leaders are being challenged to increase their local county professionals' ability to function in a world that is increasingly becoming interdependent. Ludwig argues that, technological as well as economic interconnection between nations in the world has made it more important for

extension professionals to look beyond their local counties by bringing to bear global or international issues to local situations. Such challenges are equally important and applicable to 4-H leaders in West Virginia. The United States, just like any other country, is entangled in the global economy. Education, agriculture, industry, manufacturing, and, most especially, employment, depend greatly on the dictates of the global economy. West Virginia, just like any other state in the United States, is highly dependent on the global economy. Its current or future needs in relation to economic and technological progress are highly dependent in a larger context to how it adapts and copes with the requirements of the global economy. This connection was more revealed when enormous efforts on the part of the U.S. government to recruit foreign language speakers, specifically Farsi, after the September 11th attacks on the World Trade Center and the Pentagon. National defense against terrorism is not the only justification for global education, though an important part of it. Instead, the economic interdependence of the world's various economies, with the United States being an important part of it, is a convincing case for global education.

Desire in global and international knowledge has not translated into tangible action. Available research shows limited or lack of research interest in this field, especially at the non-formal educational level with the West Virginia 4-H Youth Development program included. Research into American educational programs shows a continual emphasis on nationalism as opposed to global outlook (Picket, 1992). Perhaps this is justifiable based on American political history, stretching from the fight for independence, through World War II and,

most importantly, the Cold War. However, the circumstances of the 21st century challenge such an attitude. Limiting American education to national or local developments without international or global developments oversimplifies the American educational process. Such a process will not only be deficit in its intentions but will be alienating very important lessons needed for viable economic competition.

A primary consideration, therefore, in conducting this study is to uncover the perceived attitudes of 4-H agents, specialists, and volunteers from the state of West Virginia towards international and global issues. Secondly, the study, apart from uncovering such attitudes, looks at existing programs, if any, in advancing global educational programs in the state of West Virginia 4-H Youth Development program. Finally, the study looks at the existing perceived barriers, if any, in such an approach, and, most importantly, the perceived benefits, if any, in global education as a whole.

Purpose of the Study

The purpose of this study is twofold. First, the study gathers information from 4-H professionals in the state of West Virginia towards global education. By this, the study combines a mixed method approach to determine the perceived attitudes of 4-H professionals by determining differences in attitudes, if any, towards global educational programs, existing programs, as well as barriers and benefits for the advancements of such a program. Secondly, the study applies John Dewey's concept of connection between the individual and his environment to global education. Thus, the study attempts to posit the individual as the center

of environmental interaction. However, the individual's environment, based on this study, transcends their immediate local environment to the globe as a whole.

Mixed Method Research

The study uses a mixed method approach in the collection, analysis, and interpretation of data. The use of both qualitative and quantitative methods attempts to add more depth and rigor to the study by minimizing the weaknesses associated with each and expanding their benefits. The use of the mixed method approach allows the researcher to (a) describe the data collected, construct explanatory arguments based on the data collected, and (b) to speculate why the outcomes based on the observation happened as they did (Gay & Airasian, 2003).

In general, mixed method research, also known as multimethod research, integrates qualitative and quantitative methodologies into a single study, thereby allowing the researcher to gain different perspectives in the research study. According to Johnson & Onwuegbuzie (2004), mixed method research is defined as “the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study.” This type of research method is very important because of the complexities and dynamic nature surrounding today’s research, especially in a study that broad.

Philosophically, the study is based on John Dewey’s pragmatic approach in the discovery of ideas. The research approach moves beyond theoretical analysis to practical consequences of its findings. The study does not merely

address the theoretical underpinnings of the research as postulated by Pinar et al (1995), but also examines the empirical findings to help understand the practical consequences of such findings. Such an approach aims at helping the researcher to decide the next action needed in the advancement and promotion of the research questions in real life phenomenon. This is important because, just like John Dewey, any study without empirical or practical reality stands the possibility of alienating the benefits to which the study aims to attain. Based on this orientation, the mixed method approach becomes the best method to be applied in this study. It is inclusive, pluralistic, and complimentary (Johnson & Onwuegbuzie, 2004). This is because the mixed method approach allows the researcher to gather different data using different techniques. Data analysis and interpretation can be done using different methods. In effect, the researcher has the freedom and ability to choose and pick from the different methods available without any form of restriction.

Notwithstanding the benefits of mixed method approach, oftentimes it comes under the criticism of failure to adhere to “methodological purity” (Johnson & Onwuegbuzie, 2004). In order to avoid falling victim of such a criticism, the authors argue that it is important for researchers to have an in-depth understanding of the technicalities and complexities associated with mixed method research. According to the authors, such a process should begin with informed selection of which method to use at what time in the data collection, analysis, and interpretation. Data collection should be organized and structured, indicating which approach was used and at what time during the research study.

Also important is the risk of the researcher being a victim of bias and subjectivity. Obviously, the conduct of a fully objective researcher is not possible. This becomes highly problematic when the researcher in one way or the other is either involved or has an interest in the research study. The conduct of a fully objective and value free researcher is definitely unrealistic; however, the ability of the researcher to reduce or safeguard against these biases is what determines a good researcher. In this study, there is an attempt to incorporate safeguards into the inquiries undertaken in the study in order to minimize the confirmation of bias and other sources of invalidity that might have the potential of eroding the overall validity of the research. It is on this premise that a mixed method approach serves as the appropriate research methodology in such a study. It uses different approaches to analyze different data. It uses both qualitative and quantitative research methods to complement each finding.

Within the field of Extension, with the 4-H youth development program included, different scholars have applied the mixed method research with success. For example, in a study conducted by Ludwig (1996) to identify the characteristics that will describe an internationalized state Extension system, the author uses a descriptive-survey research method. In that study, the author uses SPSS to analyze data collected from participants. This is followed with personal interviews to reaffirm the statistical results and to determine if there were any differences and, if any, why that discrepancy. With such a study, an unnoticed mistake associated with a particular research method stands corrected with a complimentary approach. Specifically, this study uses the “fundamental principle

of mixed research” Johnson and Turner (2003). By this, the study uses multiple approaches in data collection, analysis, and interpretation aimed at achieving the best outcome with non-overlapping weaknesses. Interestingly, this approach does not totally eliminate weaknesses but, instead, limits weaknesses associated with each individual method.

Research Questions

The study will answer the following questions:

Research Question 1: Do 4-H agents, specialists, and volunteers in the state of West Virginia differ with regard to their attitudes toward global education?

Null Hypothesis 1: There are no differences in the attitude of 4-H agents, specialists, and volunteers in the state of West Virginia towards global education.

Research Hypothesis 1: There are differences in attitude of 4-H agents, specialists, and volunteers in the state of West Virginia towards global education.

Research Question 2: Do 4-H agents, specialists, and volunteers in the state of West Virginia differ in incorporating global educational programs in their local 4-H activities and programs?

Null Hypothesis 2: There are no differences in 4-H agents, specialists, and volunteers in the state of West Virginia in the incorporation of global educational programs in their local 4-H programs and activities.

Research Hypothesis 2: There are differences in 4-H agents, specialists, and volunteers in the state of West Virginia in the incorporation of global programs in their local 4-H activities and programs.

Research Question 3: Do 4-H agents, specialists, and volunteers in the state of West Virginia differ in their perception towards existing global educational programs in the state of West Virginia?

Null Hypothesis 3: There are no differences in perception of 4-H agents, specialists, and volunteers towards existing global educational programs in the state of West Virginia.

Research Hypothesis 3: There are differences in perception of 4-H agents, specialists, and volunteers towards existing global educational programs in the state of West Virginia.

Research Question 4: Do 4-H agents, specialists, and volunteers in the state of West Virginia differ in perceived attitude towards the benefits of global education to their local clientele?

Null Hypothesis 4: There are no differences in perceived attitude of 4-H agents, specialists, and volunteers towards the benefits of global education towards their local clientele.

Research Hypothesis 4: There are differences in perceived attitude of 4-H agents, specialists, and volunteers towards the benefits of global education towards their local clientele.

Research Question 5: Do 4-H agents, specialists, and volunteers in the state of West Virginia differ in perceived benefits of their previous experiences in global education towards their perception in global education?

Null Hypothesis 5: There are no differences in perceived benefits of previous experiences of 4-H agents, specialists, and volunteers in global education towards their perception in global education.

Research Hypothesis 5: 4-H agents, specialists, and volunteers differ in perceived benefits of their previous experiences in global education towards their perception in global education.

In addition to the above five research questions, the study also identifies through one-on-one interviews, the perception of 4-H professionals in the state of West Virginia any existing barriers that might hinder the advancement of global educational programs in the state.

Significance of the Study

The importance of understanding the perceived attitudes of 4-H professionals in the state of West Virginia stems from the fact that these groups of individual professionals hail from different educational, cultural, and philosophical backgrounds. Hence, their attitudes, approach, and understanding of global education within the context of pre-higher education with reference to the importance and effects of globalization, economic interdependence, and competition in relation to the labor market and youth development will differ. The study presents globalization as an empirical reality characterized with technological and economic infrastructure. It looks at the place of global education within this framework and discusses its significance to the West Virginia 4-H Youth Development program in relation to global economic competition. It advocates for global/international knowledge as a means of

fostering dialogue and communication aimed at promoting effective association. Also, the study addresses barriers associated with incorporating global educational programs in local 4-H youth development programs in the state of West Virginia. Results based on this study will serve as a description of the attitudes and interests of West Virginia 4-H professionals towards global education. The study will serve as a foundation in understanding and appreciating the views, ideas, and opinions of 4-H professionals toward global education. Most importantly, such ideas will be owned by 4-H professionals within the state, hence making it more credible. Findings from this study will serve as a foundation in future 4-H global/international educational programs in the state of West Virginia.

Limitations of the Study

The findings of this study may be limited by the following:

1. There is very limited research in the field of global/international education, especially at the pre-higher educational level. At the higher educational level, research interest has been limited to global knowledge without reference to the socio-economic benefits of such knowledge.
2. There is also limited research within the context of 4-H, especially with regards to global education. Limited research in this field has mostly been centered on evaluation of existing exchange programs. There is a limited or lack of comprehensive study done at the state of West Virginia with regards to 4-H and global education.

3. Data will be collected through convenient sampling, which has the potential of skewing the study.
4. The researcher's own interest and involvement in 4-H, especially in the advancement and promotion of global education, have the potential of affecting the validity of the outcome.

Study Components

The study is divided into five chapters. Chapter 1 serves as an introduction of the study by introducing the purpose of the study, research questions, significance of the study, and the limitations associated with the study. Chapter 2 examines related literature associated with the research study. Chapter 3 offers the research methodology through an in-depth discussion of the research design, data collection and analysis, as well as instruments used in the collection of data. Chapter 4 provides results of the study. Chapter 5 presents the findings of the study and a discussion of those findings.

Operational Definitions

Attitudes: Attitudes, as defined in the Webster (2001) dictionary, indicates that: Perception is a hypothetical construct that represents an individual's view, which might be dislike or likeness for an item. Such likeness, according to the dictionary, can be positive or negative. Attitudes, according to the above source, come from a judgment. It is also interesting to note that attitudes can be "ambivalent" where the individual both likes and dislikes the object or subject of discussion at the same time. The individual can also be neutral.

Global: Picket (1992) defines global to constitute three characteristics: Spherical, pertaining to or involving the world in its entirety, and all inclusive.

International: International education, according to Picket (1992), manifests in the study of international relations among nations, particular regions of the world, foreign languages and culture, comparative and international approaches to particular disciplines, and the examination of issues affecting more than one country (p.1).

Globalization: Simply, globalization for most economists means a closer integration of world economies via trade and factor flows in the determination of commodity prices and labor (Lall, 2002).

4-H Youth Development Program: In the United States, the 4-H youth development program is administered by the cooperative Extension system of the United States Department of Agriculture (USDA) aimed at engaging the youth in the advancement of their fullest potential through youth development. The 4 Hs stand for: Head, Heart, Hands, and Health.

4-H Agents: These are registered members of the 4-H youth development program who represent the Extension Service in a county or community level with the responsibility of carrying out the responsibilities and actions on behalf of the Extension department at the assigned locality.

4-H Volunteers: These are individuals who choose to serve in communities for the purposes of advancing the ideas and aspirations of Extension, especially within 4-H youth development programs. Most of these

individuals are motivated to participate in such roles because of different reasons.

4-H Specialist: These are a group of experts in different fields applicable to 4-H youth development programs. Most of these individuals might have a higher level of education that is useful or applicable to 4-H. In most cases, 4-H specialists could be faculty members, or teachers, or experts in certain fields within the localities that they represent.

Other: These are 4-H professionals who work in different capacities: Program assistants, program aides, etc.

Mixed Method: Mixed method is a type of research design that uses both qualitative and quantitative research approaches in the collection, analysis, and interpretation of data (Gay and Airasian, 2003).

Quantitative Method: A research method that relies on the collection, analysis, and interpretation of data through statistical means. Quantitative research methods are characterized with deductive approach aimed at determining an objective reality out there in the real world (Gay and Airasian, 2003).

Qualitative Method: A research method that relies on extensive narration as a means of data collection. Qualitative research is characterized by inductive approach with a focus on describing the process of the research. This type of research emerges slowly as the study progresses (Gay and Airasian, 2003).

Purpose of Global Education: The concept of why global education is important to the individual development of the youth, both at the local (national) and the broader (global) sense.

Role of Global Education: The concept of the role of global education in the educational and youth development of the individual within the educational aspirations of the child.

Mean: The Mean is a hypothetical value that can be calculated for a data set by adding the total values obtained and dividing it by the number of values measured (Field, 2005).

Mode: The Mode is the score that appears most frequently in a data set (Field, 2005).

ANOVA: This is a statistical term that involves testing the differences between the means of more than three groups on one factor or dimension (Salkind, 2004). In this case, it is used to determine if any differences exist in the attitudes of the three 4-H professionals in this study.

t-Test: This is an inferential statistic that is used to determine whether there exist significant differences in the means of two groups of variables (Salkind, 2004).

Research Question: A research question attempts to answer questions that illuminate from the researcher's desire to solve or investigate an issue. It could be quantitative or qualitative in nature (Gay and Airasian, 2003).

Null Hypothesis: This is a statement that represents no difference in the variables being studied. These are statements of equality that are demonstrated in a study (Salkind, 2003).

Research Hypothesis: This is a definite statement of relationship between the variables being studied (Salkind, 2003).

SPSS: This is statistical software used in data collection and analysis. Simply, it's called the Statistical Package for the Social Sciences.

Summary

Current processes of globalization and global economic interdependence challenges existing traditional educational programs. In response, governments, states, policy makers, educators, and youth development professionals need to rethink the education provided to the youth of the 21st century. The idea of solely promoting nationalism and self-consciousness should be a thing of the past. The demands of this century call for a serious rethinking of current educational policies in relation to global economic competition. These concerns were addressed in the introductory chapter. The chapter included an introduction of the study with specific information on the importance of global/international knowledge. It gave a description of the research model, the purpose of the research, as well as the significance of the study. The chapter also addressed the research questions, limitations of the study, and the operational definitions throughout the study.

Chapter 2

Review of Literature

Issues of historical developments in American societies have been and continue to be part of American educational curriculum. This agenda comes in part from the recognition of the need for an educational curriculum that addresses the socio-economic and political needs of American societies. The meanings and values attached to such educational responsibilities move beyond domestic social progress to global economic competitiveness on the part of American citizenry.

This chapter dwells on historical developments of American higher education and how global trends have helped shape domestic educational curriculum. The chapter addresses the chronological development of American higher educational curriculum in relation to global developments. It looks at the place of the United States in a globally competitive world with emphasis on the 4-H youth development program: An offshoot of University Extension. Most importantly, the chapter begins with John Dewey's (1915) concept of experiential learning and how it relates to the 4-H youth development program. In as much as experiential learning as proposed by Dewey centers on the environment of the individual child, this chapter looks at its place within the realm of international 4-H Youth Exchange programs (IFYE).

Experiential Learning within the Context of 4-H International

Theory: John Dewey has been a strong advocate of experience. In his description of experience, he argues that there is one definite reference area and

that is the direct relationship between one's personal experiences and education (Dewey, 1938). In *Democracy and Education* (Dewey, 1916), he argues that the nature of experience can be understood if it manifests in the inclusion of a combination of active and passive elements. In the same study, Dewey argues that when we experience something, we act upon it in response to the reactions to such actions.

The central point of education, according to Dewey (1938), is the selection of the present experiences that are fruitful and helpful in the creation of future experiences. Such experiences, Dewey observes, should involve change; however such changes should be meaningful, aimed at consciously connecting the past, the present, and the future.

The basic idea or purpose of education from the above discussion is how an individual's experiences can be made relevant to the educational process and, most importantly, how such experiences can be made to produce future useful experiences. Continuity of experience is an important aspect of Dewey's theoretical framework such that he calls for the reinforcement of initiatives on the part of the child, characterized with freedom of exploration aimed at furthering individual experiences. In *Experience and Education*, Dewey stresses that, "Any experience is mis-educative that has the effect of arresting or distorting the growth of further experience" (p.25).

In sum, Dewey's advocacy of experiential learning dwells on the principle of experience, continuity, and interaction. Experience is not useful unless it can be sustained in a process of furthering future experiences. However, and most

important, such experiences should not be held in isolation outside the school or home environment. Such experiences should serve as a connection between the school and real life situation. Besides, there should be an important connection between the past, present, and future experiences.

What Constitutes Experience? John Dewey posits the experience of the child as the basis of education. He argues that the responsibility lies on the educator to realize that children are not just passive recipients of knowledge but, instead, active participants. Hence, Dewey argues that the premise of education or curriculum should be based on the child's psychological understandings aimed at moving towards a logical development of knowledge (Schubert, 1986). For Dewey, psychological inquiry should be the basis or starting point of understanding the child's personal experiences, which should be the premise of any educational program. According to Gress & Purpel (1988), Dewey argues that it is important to find out what interests the child. Thus, the need to find out what interests or attracts the child's attention and how these interests can be made relevant to the school work and, most especially, the basis or starting point of any educational process.

In *My Pedagogic Creed* (1897), Dewey provides a concise and concrete definition of education. He calls for an education that begins with a psychological insight into the capacities, interests, and habits of the child. However, such a process should not exist in isolation from society but should be connected to society. He outlines clearly in *School and Society* the needed and active engagement of the school and society. Dewey catalogues the fundamental

processes needed to ensure that connection aimed at ensuring effective participation of the child in the social process. According to Dewey, all subjects need to have meaning and connection to society. Education, based on Dewey's philosophy, should not serve as a training process, but a life in itself.

In this process, it is important to understand and appreciate the relevance of freedom. Dewey, according to Greene (2001), once interpreted freedom to manifest in becoming different in the way of seeing new options in the field opening before you; that is, new possibilities for being. In such circumstances, freedom needs to be understood as a process of observation, judgment, and thought on the part of the child (Dewey, 1915). Teachers, according to Dewey (1915), need to know and understand the interests of their students and, most importantly, encourage and promote the freedom of advancing such interests. Such a process should aim at charting an appropriate educational program that will enhance the intellectual and experiential activities of the individual student. This is very important because experience based on Dewey's perspective should not be limited to just any kind of experiences, which might not be useful in the child's educational process, but, instead, useful and intellectual in nature.

Unfortunately, freedom as emphasized by Dewey turns out to be misconstrued or limited to movement, which regrettably should not be the case. Freedom based on Dewey's conception should be evidenced in the ability of the individual student to interact and relate with colleagues without restrictions or bounds. Such activities should be geared towards the production of healthy intellectual outcomes. Education in its entirety becomes a useless practice if it

does not encourage or lead to intellectual development on the part of the student. However, freedom should not be viewed or understood as a means to an end but, instead, an end in itself.

Notwithstanding the above assertion, it becomes equally important for authorities and especially teachers to have some level of control or guidance in the realization of academic or educational freedom. This makes it more important for teachers to be fully knowledgeable of the individual character traits of individual students. This calls for a balance in freedom and control.

Relevance to 4-H Youth International Programs

Experiential learning: The 4-H youth development program dwells on the principle of learning by doing. It builds on the principle of the individual actively participating in an activity of interest. These activities as stipulated in the 4-H reference guide are based on a youth development curriculum: "Get in the Act" (National 4-H Cooperative Curriculum System, Inc). The curriculum looks at five issues, experience through an activity of performance, sharing those activities through discussion, and processing ideas developed through such activities. The curriculum moves beyond sharing to a process of generalizing developed ideas to other related issues and, finally, applying them to real life situations.

A review of the above reveals certain ideas and concepts proposed by John Dewey. For example, the curriculum calls for interaction on the part of the individual with his environment through a process of experiential activity and, most importantly, through a process of discussion and applying such ideas to other related issues. This idea is well illustrated by Dewey in almost all his

writings. According to Altenbaugh (2003), Dewey emphasized the socialization of the child represented in the school manifesting in a miniature community where the child is given the freedom and ability to utilize his/her own experiences to the benefit of society as a whole. Not only is the child allowed the freedom to explore as argued by Altenbaugh, but also encouraged to apply such knowledge to his/her environment.

The significance of experiential learning to the 4-H youth development program is demonstrated in the meaning and ideas behind the 4 Hs. The program emphasizes the independence of the individual student in the learning process. For example, the 4 Hs represented in the emblem state:

Hands: Giving & Working.

Health: Living & Being

Head: Managing & Thinking

Heart: Caring & Relating

The above principle stresses the importance of character development and contributions on the part of the individual to the community. Such responsibilities are based on team work, individual responsibility, and the acceptance of different opinions through cooperative interaction. These ideas clearly reflect the progressive principles advocated by Johann Heinrich Pestalozzi in the Prussian schools. As part of the philosophical underpinnings of the 4-H program is how to help students develop positive citizenship and patriotism (National 4-H Cooperative Curriculum System, Inc). Of course, Dewey calls for active social participation on the part of the child centered on being effective members of the

society. Dewey does not emphatically call for patriotism but his ideas center on effective and positive relation and connection between the school and its members and society as a whole.

John Dewey's ideas of democracy, freedom, and educational connection with society lend themselves to the concept of 4-H within the local environment, but it faces a lot of challenges and problems when it is applied to 4-H international programs. The difficulty associated with such application emanates from the difficulty of a concrete characterization of one's environment in the current global environment. Castles (in Banks, 2004) argues that globalization threatens to undermine key characteristics of the nation state. Castles (in Banks, 2004) observes that national sovereignty, autonomy, border-control, and democracy stand threatened due to global checks and balances, as well as interconnection and interdependence. The author argues that such threats stand exacerbated with the growing influence and domination of multinational companies. This makes it highly problematic, if not impossible, for educators to continually categorize one's environment as the geographical boundaries of the nation, state, or locality.

Hence, international 4-H programs, in addressing the increasing complex nature of environmental connection with education as advocated by John Dewey, need to be more pragmatic by moving beyond structured curriculum to which educators for years have reference to a practical, empirical embodiment of ideas, concepts that can be interwoven into other 4-H programs. Such an approach should transcend the stipulated curriculum to a comparative analysis of problems

and concerns in local communities to the world as a whole. Interest and experience are correlative aspects in every educational process. By interest, it means the identification of those aspects that arouse the attention and curiosity of the individual. Experience, as stated by Dewey (1915), is the psychological understandings of the individual. These are very important doctrines in any educational process. It is important for 4-Hers to develop a sense of understanding and appreciation of incorporating the problems, lessons, and activities of the outside world to local issues and problems. For this to happen, there should be a conscious effort on the part of 4-H leaders to develop and use global education skills in their daily programs. This can be made possible through a serious and deliberate effort of an understanding of the relevance of experience in this process.

Just like the work of art, as stressed by Greene (2001), experience within the framework of global education is to enable the individual to attend differently to what is going on outside one's immediate locality and how such understanding can positively affect local circumstances. This will involve not only practical and physical involvement manifesting in travels but also dialogue and communication. There is no doubt that experiential learning is an important aspect of 4-H. Its importance is evidenced in the overall philosophy of 4-H and the activities that it promotes.

However, such an important concept stands limited in the face of international 4-H programs. Such limitation is evidenced in the limited approach of 4-H international programs with much emphasis on the physical movement of

the 4-Her. Reasons attached to such limitations, among other factors, emanate from the historical developments of American higher educational curriculum and how global trends have effectively shaped domestic policy, especially with regards to education. Historical developments starting from the early industrial period right to the attacks of September 11th reveal that global trends have been very effective in shaping domestic educational policy by influencing the trajectory of higher educational curriculum.

Education in the Early Industrial Period, 1865-1914

The period between the Civil War and World War I, according to Callahan (1964), served as an important period of change in the American educational system. Of the most important developments during this period, Callahan (1964) argues, was a rise in industrialization characterized with science and technology. Ramifications of World War I combined with the Civil War, as argued by Callahan (1964), contributed greatly to federal and state influence of public decision-making in the American educational system. Progress in science through the development of machines, as suggested by Callahan (1964), led to mass production and specialization. Callahan (1964) contends that such developments led to urbanization with associated problems (p.132).

Following growth in industrial, scientific, and technological advancement brought increase in demand of educational institutions. Kliebard (2004) observes that this period saw the establishment of thousands of elementary schools across the country. The already accepted free public elementary idea, which existed prior to this period, spread across the country with new schools established

(Kliebard, 2004). Urban and Wagoner (2004) suggest that the period between 1865 and 1900 saw not only an increase in the number of schools but also increase in school sizes. Interestingly, increase in school sizes, as confirmed by Urban and Wagoner (2004), was not universal but limited to urban industrial areas as opposed to rural communities.

Under these circumstances, Rippa (1997) affirms that four important things happened. First, it led to the establishment of teachers colleges tasked with responsibilities of training teachers to take up positions in the rapidly expanding elementary schools. Rippa (1997) notes that initial graduates from elementary schools could progress to “two-year normal” schools with responsibilities of teaching in elementary schools. However, a gradual raise in standards, as argued by Rippa (1997), led to the conversion of such schools into four-year teacher training colleges.

The period saw the establishment of school systems charged with responsibilities of administering and overseeing the activities and programs of schools. The period, according to Urban and Wagoner (2004), saw for the first time the emergence of superintendents for entire school districts and principals managing individual schools. Prominent individuals with such responsibilities as argued by Urban and Wagoner (2004) were William T. Harris and Francis W. Parker. Urban and Wagoner (2004) suggest that these two individuals had great impact on American education, though in varying ways. Parker, according to Urban and Wagoner (2004), was interested in discarding traditional pedagogy in favor of new methodological principles aimed at enlivening the school for the

enrichment of society. Harris, on the other hand, looked at the present to confirm, expand, and strengthen what had been done in schools for the past. Hence, Urban and Wagoner (2004) argue that, in present day educational systems, the impact of Parker and Harris are realized in the system of building mechanisms evidenced in our public schools as well as the increasing evidence of specialization and diversity.

Added to the above, changes also occurred in the nature and character of most public schools during this period. Most of these, according to Callahan(1964), were partly influenced by legislations as well as court decisions, such as the Supreme Court decision of the Kalamazoo case of Michigan in 1872 (p.123). In this case, Callahan (1964) argues that the Court's recognition of the right of a community to tax itself for secondary schools greatly affected the dimension of secondary education. However, it is also important to note that environmental circumstances, such as population growth and urbanization, necessitated important changes in the concept of public high schools.

Given this dimension, especially with high schools in their embryonic stage, secondary education, according to Rippa (1997), was primarily college preparatory in nature with curriculum strongly enshrined in Latin, Greek, and mathematics. Thus, prevailing environmental demands described above, in part, reaffirmed the need for a reassessment of college curriculum to address increasing social demands. Subjects such as modern languages, chemistry, physics, zoology, botany, English, history, geography, manual arts, and

commercial subjects, according to Callahan (1964, p.133), were introduced into the curriculum.

This period also witnessed the development of democracy as a concept that related to education, especially at secondary schools. In fulfillment of one of the most important values of the United States of America, democracy had to permeate every fabric of the American society. The basic democratic tenets of freedom of choice had to be realized in schools. However, the extent to which high schools could operate within this concept raised a lot of concern. First of all, how could high school curriculum structured to prepare students for entry into colleges accommodate and address the needs of other students, especially non-college going students? As a consequence, a committee, Committee of Ten, was appointed to address this problem (Pinar et al, 1995). This committee was headed by Charles W. Eliot (1834-1926), president of Harvard University. Recommendations by the committee, according Pinar et al (1995), had and continue to impact greatly on current educational programs.

Pinar et al (1995) argue that the committee recommended a reduction in curricular time devoted to grammar and arithmetic in order to diversify elementary education. In addition, the concept of “equivalents,” where subjects were placed on a determined scale transferable to other institutions, was also recommended. This approach, according to Schubert (1986), universalized education by creating a system of comparison between subjects. The introduction of the “unit/credit” system, according to Schubert (1986), was also based on the recommendation of the committee. This period, according to

Callahan (1964), saw the mechanization of American education represented in quantitative terms where college education, as replicated in modern times, was represented in a race for credits. These recommendations, according to Callahan (1964), in part led to the introduction of regional accreditation agencies responsible for creating and ensuring standards for higher educational institutions. Added to the above, Thayer (1960) argues that this period saw the emergence of the American university educational system characterized with high research for the first time.

Colleges, according to Urban and Wagoner (2004), had existed even in the 17th century. However, the authors emphasize that such higher institutions spread rapidly from the south to the mid-west in the mid to late 19th century. The first of such institutions with advanced educational research was Johns Hopkins University, which was modeled after the German university system (Callahan, 1964). Notwithstanding these developments, commitment to classics, according to Frazer (2001), still served as the heart of the college curriculum, with universities striving towards diversity and research aimed at uncovering new knowledge. The purpose, structure, and nature of universities took a different turn with the passage of the Morrill Grant Act of 1862 that apportioned a percentage of resources from land sale for university education (Seevers, Graham, Gamon & Conklin, 1997). The Morrill Grant did not only aid in the spring up of universities in the nation but also contributed greatly in the promotion of agricultural and manufacturing programs by state universities.

The establishment of the United States Office of Education in 1867 was another important development during this period. The Office of Education was tasked with the responsibility of management, coordination, and supervision of the overall United States educational system (Urban and Wagoner, 2004). In 1870, the Office of Education, according to Callahan (1964), was changed into the Bureau of Education and later changed to its present status in 1929. Generally, the office had responsibilities in administration of educational affairs that fell outside state and local agencies.

Indeed, as evidenced in the above historical chronology, secondary and higher educational curriculum, as well as that of primary education during this period was greatly influenced by internal or domestic dispersions. Such factors, as indicated in the above discussions, could be summed up as follows: Populations growth, intermigrations, urbanizations, industrialization, social problems, and rising social demands. There is no doubt that American education during this period had begun to take shape. Most important, curriculum content and structure replicated the confusion that existed at the time.

However, it is also important to note that such domestic factors were not in themselves isolated, but instead linked with external effects in shaping American educational curriculum. In all, it will be appropriate to argue that factors that shaped higher educational curriculum during this period were mixed. This assertion is well articulated by Schubert (1986). Schubert stresses that curriculum during this period was influenced by both internal and external factors. The author observes that a great many forces were interacting during this period,

especially in the field of science. For example, Darwin's theory of evolution, Einstein's theory of relativity, Max Planck's quantum theory as well as the innumerable applications of science, technology, and medicine (Schubert, 1986, p. 70) impacted greatly on curriculum thinking during this period. The primacy of curricula, especially during the 1890s, Schubert (1986) suggests, was carved mostly under the influence of foreign ideas, especially those from Europe.

Such influences, Schubert argues, were manifested in psychological ideas advocated by the Herbartians, Froebelians, and Pestalozzians. Proponents of psychological measurements such as Francis Galton, Alfred Binet, and Wilhelm Wundt also had a great deal of influence on American educational psychologists. Within the field of curriculum theory, it is important to note that influences were not limited to international or foreign impact, but a combination with domestic theorists such as John Dewey. Richard (2003) suggests that, among the many educators who had great impact on American educational curriculum, especially in the late 19th century, was John Dewey. Dewey, according to Richard (2003), produced two important books that served as the foundation of education: *The School and Society* (1900) and *The Child and Curriculum* (1902). In these books, according to Richard (2003), Dewey argued that the experience of the child should serve as the foundation and starting point of any educational process. John Dewey, according to Richard (2003), viewed the child not only as an active learner but also an effective participant in the educational process. Hence, any educational process based on Dewey's ideas, Richard (2003) argues, should begin with the psychological foundations of the child.

Contributing to the above, Gress and Purpel (1988) observe that, for John Dewey, it is always important to find out what interests the child. Hence, the need to find out what interests or attracts the child's attention and how these interests can be made relevant to school work. In *My Pedagogic Creed* (1897), Dewey provides a concise and concrete definition of education. He calls for an education that begins with a psychological insight into the capacities, interests, and habits of the child. However, such a process, Dewey argues, should not be isolated from society but connected to societal needs. Dewey outlines clearly in *School and Society* (1900), the needed and active engagement of the school and society. He catalogues the fundamental processes needed to ensure such connection through an effective engagement of the child with society. Education, according to Dewey, is not a life training process but a life in itself.

The period between 1860 and 1914 as seen above, saw a great deal of changes in the American educational process. By the early 20th century, a great deal of change had taken place within American societies, which necessitated a great deal of change in the educational process. Industrial growth, rapid population increase, and changes in the family structure all had a great deal of impact on secondary schools, as well as higher education as a whole. Callahan (1964) reaffirms that high schools became more technical as a result of the technological demands of the industrial period, with schools becoming more responsible for most of the educational needs of society as opposed to education by parents at home. Curriculum theory, as evidenced in the above discussion, saw a combination or amalgamation of ideas at both the domestic and

international front. The result of this situation speaks volumes to the importance of connecting the domestic with the international.

Education in the Industrial Period

The mid 20th century saw considerable changes in the American educational system. The aftermath of World War II saw America emerge not only as an industrial giant but also a wealthy nation in the world (Pinar et al, 1996). American education, according to the authors, developed into a gigantic enterprise with an unprecedented expansion in both enrollment and school sizes. According to Callahan (1964), by 1959 more than 31,000,000 children were attending elementary schools, and of these more than 27,000,000 were enrolled in public schools. Secondary school attendance had jumped to over 8,800,000 with an approximate figure of 3,623,000 Americans enrolled in institutions beyond the secondary level (p.137).

Out of these crucible changes evolved major developments in the field of higher education. First, in secondary schools Callahan (1964) observes that although the curriculum had broadened somehow as a result of the recommendations of the Committee of Ten headed by Eliot, much emphasis was still placed on academic work and college preparation. Global competition manifesting in Germany's great productive efficiency prompted agitation for a reevaluation of secondary school curriculum. Pinar et al (1996) suggest that this period was not only characterized with calls for vocational training by high schools but also saw the establishment and incorporation of vocational programs into high school curriculum.

A second major development during this period was the findings of a report by the National Education Association (NEA) Commission on the Reorganization of Secondary Education (1918) entitled “Cardinal Principles of Secondary Education” (Schubert, 1986, p.75). The report, according to Schubert (1986), called for seven cardinal principles or aims of secondary education: Health, command of fundamental process, worthy home membership, vocational preparation, citizenship, worthy use of leisure, and the developmental of ethical character (p.76). In short, the report called for a unified system of studies characterized with responsiveness in realities of life, as well as a break from university or colleges for curriculum guidance. Secondary schools, based on the recommendations of this report, were to be responsible for the educational needs of the ever growing American population. Callahan (1964) suggests that among some of the important consequences of this report was the broadening of the aims of secondary education and the emergence of the comprehensive high school. This report served as a blueprint for the unique American secondary school designed to serve everyone in a democratically industrial society. In all, new courses were introduced and old ones, such as Latin, dropped. Secondary schools at this period were demanded to be more functional than traditional.

Other forces also worked to shape higher educational curriculum during this period. For example, Schubert (1986) suggests that publications such as those by William Heard Kilpatrick in Teachers College Record, and Franklin Bobbitt impacted greatly on educational curriculum. According to Schubert (1986), Kilpatrick stressed the importance of the teacher and student arriving on

a common purpose centered on typical life situations within a social context. Bobbitt, on the other hand, advocated for a curriculum that centered on efficiency through a scientific analysis of adult activities translated into behavioral objectives.

In essence, American education, especially secondary and higher education during this period became more focused on addressing domestic concerns and also advancing America's interest in the global world. This is evidenced in the abundant rebuke of the educational system, especially after the Soviet's successful launch of the first space satellite (Sputnik). Apart from providing education for the ever growing population, each and every individual was provided with the opportunity of attaining the highest possible education based on the individual's ability and capability. In effect, the American concept of democracy reflected greatly in its educational system. In addition to addressing the domestic concerns of Americans, schools, especially higher educational institutions, were vested with social, economic, and political responsibility of moving the American society to a globally competitive power player. American education during this period could be viewed as positioned in a manner that aimed at positioning the United States as a major world player. Thus, the end of this period can be adequately described as a period of a rapid shift towards geopolitical and economic competition, especially with the ushering in of the Cold War.

New Direction for Higher Education

With the explosion of student populations on university and college campuses, coupled with the demands of post World War II and, most importantly, the place of the United States in world affairs, Gutek stresses that a new direction had to be shaped for higher education. Among the many important steps taken during this period, he argues, was the 1946 President's Commission on Higher Education appointed by President Truman. The report of this commission, named Higher Education for American Democracy, issued in 1947 according to Gutek, pointed to a general direction of higher education. Conclusions based on this report called for a higher education that promoted equality of opportunity for everyone (p.14).

The report also called for a new role of states in shaping the course and direction of higher education. According to Gutek, pre-war planning of higher education was uncoordinated, unplanned, with each institution responsible for its own curriculum, policy, and program development. Hence, the report called on individual states to be responsible for the coordination, growth, development, and expansion of higher educational programs. This responsibility Gutek affirms, transcended higher educational institutions to strategic planning and coordination of all public institutions, especially during the 1970s.

A third most important recommendation by this commission, according to Gutek, was the commission's recommendation for federal scholarships for undergraduates and graduate students based on need and academic performance. These recommendations, Gutek contends, led to the enactment and passage of future federal laws for student loans and grants. The report,

according to the author, also led to the enactment of desegregation laws and the banning of discrimination in admissions and enrollments. Higher education, just like other sectors of the American educational system, faced different challenges and difficulties. However, unlike primary education, Gutek affirms that the challenges and responsibilities of higher education were more profound.

Universities and colleges were viewed as the highest institutions in the American educational ladder vested with the responsibilities of addressing the increasingly difficult social demands of post World War II America. Higher educational institutions were not only tasked with the responsibilities of serving the more increasingly diverse and varied public, but also to meet the challenges of a new technological and scientific era. With the onset of a technological and scientific period, colleges and universities were looked upon as institutions responsible for the advancement of the United States in this important field. Most spectacular during this period, as affirmed by Gutek, was the growing tensions between the United States and the Soviet Union, especially at the early stages of post World War II. Colleges and universities, just like the military and other governmental agencies, were not only responsible for coming out with initiatives, strategies, and mechanisms to contain the spread of the Soviet empire, but, most importantly, to contain and check the spread of the communist ideology, especially in Europe.

With the assumption of the United States as a major player in world affairs and also an important player in world security, colleges and universities were not only tasked with advancing American interest in the world but also participated in

maintaining world peace. Overall, higher educational programs during this period could be characterized as follows: A shift towards addressing the needs of an increasingly growing diverse student population as evidenced in the emergence of the non-traditional student. The assumption of the important social responsibility of leading society to advanced progress and development.

Besides, just like other state institutions, higher educational institutions had the added responsibility of promoting and advancing U.S. interests in the world. For example, Gutek emphasizes that educational programs by the United States in occupied Japan and Germany attest to the importance and prominence of the United States, especially in world affairs. The growing assumption during this period, according to Gutek was: The United States and the American people had something worth sharing with the entire world. To advance such an assumption, educational institutions with other governmental agencies had important roles to play in the realization of this dream. It can be concluded from the above that American education, especially higher education especially during post World War II, had a multifaceted responsibility in the education of the American population. Responsibilities stretched from the domestic front to the international or global field. The importance of internationalizing the American educational experience, as evidenced in administrations such as John F. Kennedy's era, was not limited to only youth exchange but also international aid to poor or less developed countries. Gutek acknowledges that through such programs and activities, U.S. education abroad also exported American cultural values enshrined in practical, vocational, and applied principles. Of great

importance in this process was the involvement of universities and colleges as major players in this process.

American secondary and higher education through the pre-industrial, modern, and post modernist periods, has been an unsettling period marked by a departure from economic assurance, two world wars, a post Cold War era, and currently a period of global interdependence. These periods have shown great changes in American attitudes and the world as a whole. With a rapid integration of world markets and a fusion of world economies places enormous challenges on schools and higher educational institutions. Within the field of education, schools and educational institutions as evidenced in Eisenhower's NDEA have been part of the overall national security strategy and still remain an important part of the American economic, social, and cultural apparatus. Indeed, secondary and higher educational institutions have an important role to play in the competitiveness of the United States in the global economy. Yet, within the context of global education, while strategies and mechanisms had been called to address global demands and challenges, not that much change was taking place within schools. Talks, rhetoric, and government appointments, committees of investigations dominated most school programs with regards to global effects, but practically not much was being done to address the shortfalls of schools on the ground. Interest by educators and policy makers has been abysmal. Just as national leaders call for interest in foreign issues, students in both secondary and higher education are less interested in global educational programs. Abundant

study suggests limited interest or knowledge by students in this field. Such shortfalls call for renewed interest in the field of global education.

Globalization, Global Education, and West Virginia 4-H

Globalization is a concept that has always been difficult to define. Most often it refers to the practice or interaction of world economies, technology, industrial, and political activities (Lall, 2002). Lall (2002) argues that, for most economists, globalization means a closer integration of world economies via trade and factor flows in that relative commodity prices serve as the indication of globalization by others. In sum, the author believes that while there is agreement on interaction as an important basis of globalization, it is extremely difficult to precisely measure globalization. Kerka (1993) views the global scene as characterized with homogenization of tastes influenced by the media and technology. According to Kerka (1993), changes in world economic and social standards have led to an integration of producers and consumers leading to a network of organizational skills, structures, and jobs.

These discussions of globalization present integration or interaction as the single most important ingredient in globalization. Although there could be other important factors or influences, there needs to be some level of interaction, which could manifest in different forms. The cumulative effect of interaction is increase in markets characterized with competition, organization, and structures. This, of course, places enormous pressures on individuals in the world market to be able to compete not only locally but globally.

An application of such a trend (interaction) to education, especially global education, comes with many problems. Interestingly, most educators tend to limit global education to either international travels, foreign language acquisition and, in most cases, civic education (Hahn, 1983) without much attention to the economic ramification of such interaction on indigenous programs like the 4-H youth development program.

In Ludwig's (2002) view, globalizing should be the incorporation of global content into traditional Cooperative Extension programs aimed at promoting a fundamental understanding and appreciation of global interdependence. The researcher presents five characteristics that should be exhibited in a globalized extension program: (a) understanding of global and national boundaries, (b) impact of global trends on local markets, (c) incorporation of global concepts into local activities, (d) relationship between the local and global, and (e) recognition of international efforts in times of evaluation.

Unlike Ludwig (2002), most proponents of global education within the realm of Extension place much emphasis on the international component of Extension programs manifesting in the exchange of ideas without an analytical evaluation of the impact of such programs on the socio-economic benefits of the local clientele. It must be emphasized that global education in its dispensation cannot and should not be limited to cultural empathy, but instead an economic and social challenge necessary for geo-political and socio-economic competition. Livingston and Holt (2002) call for an understanding of the dynamics of the global world in relation to the local and how such can impact local strength through

community development and communication aimed at promoting a stable and productive world.

Global education, just like globalization, faces the difficulty of a definite definition. Oftentimes, it faces the criticism of an overall attempt by proponents to call for an educational program that addresses all issues pertaining to the world, which is impossible. Within the context of this study, though global education incorporates an understanding and appreciation of world cultures, emphasis is laid on the economic effects of globalization and measures on the part of local economies or programs to deal with such effects. Global education within this framework can be explained as efforts to cultivate in the youth perspectives and understanding of the world with emphasis on the interconnection and interdependence that exists among individuals, cultures, and the planet as a whole. Hence, global education aims at developing and inculcating in the youth a sense of understanding, skills, knowledge, and attitudes needed to be more competitive both locally and globally. The bedrock of such a concept is the ability on the part of the youth to live more effectively and competitively in a world characterized with cultural and ethnic diversity as well as economic interdependence (NCSS 1982, p.36).

Since the pre-industrial era, global or international knowledge on the part of U.S. educational programs has been characterized with global competition and advancing domestic agendas. There is no doubt that such strategy has worked to some extent, especially in the promotion and advancement of nationalism and patriotism; however, the dynamics of globalization, characterized with association

and interdependence, calls for a new approach in dealing with the demands of the current generation. There is no question about the importance and relevance of global education in our current socio-economic aspirations. Global education is both an inevitable and necessary requirement of the West Virginia 4-H Youth Development program. It is extremely important because current world societies are rapidly moving towards a global world at an unstoppable rate. In a speech delivered by the outgoing president of West Virginia University during an annual West Virginia State Extension conference, President Hardesty (president of West Virginia University) emphasized the importance of global awareness and the need for pragmatic and proactive steps on the part of West Virginia Extension to globalize in order to remain competitive.

For the 4-H agent, specialist, volunteer, and educator, it becomes imperative on his/her part to develop and incorporate programs embedded with global ideas and perspectives. Such efforts should begin with an understanding and complete grasp of global perspectives on the part of the educator before such ideas can be shared with the local clientele in the form of projects, actions, and activities.

Significance to West Virginia

Unequivocally, the U.S. economy as a whole with its respective states does not exist in isolation. The U.S. economy, just like its citizens, is interdependent with the outside world. When global education is considered as an international investment tool for the U.S. government, state and local institutions, financial as well as business, and most importantly labor markets,

global education becomes an important resource in determining the overall economic performance of the United States, the U.S. long term influence in career opportunities and the quality of life of the U.S. citizenry. To what extent can global education be encouraged in the attainment of these objectives? What are the factors that militate against such an effort and what can be done to ease such barriers?

Undoubtedly, the United States remains the single largest and most technologically powerful economy of the world (USA economy information page; WorldAtlas.com) with a Gross National Income (GNI) of \$10,110.1 billion in 2002 and a Gross Domestic Product (GDP) growth rate of 2.3% between 2001-2002 (World Economic Indicators, 2002). The United Kingdom, on the other hand, has a GNI of \$1,486.2 billion with a GDP growth rate of 1.5 % (World Economic Indicators, 2002). On a state by state basis, West Virginia, according to the U.S. Bureau of Economic Analysis (Data released on 4/27/06), was ranked 38th of annual GDP growth rate for the year 2004. According to the Bureau, West Virginia contributed an annual 2.1% of GDP to the overall U.S economy in that same year while Pennsylvania was ranked 34th. In terms of individual percentage contribution, Pennsylvania contributed 2.4% (Source: U.S. Bureau of Economic Analysis, data released on 4/27/06).

Even more significant is the global integration of the U.S. economy. Nguyen and Bach (2002), in reference to the Bureau of Economic Analysis Report (Source: Bureau of Economic Analysis: data released 6/30/2003), indicate that U.S. foreign investments abroad were valued at \$2,387.2 billion

(preliminary). According to the researchers, in the previous year of 2001, foreign direct investments in the United States exceeded investments abroad by \$1,979.9 billion (revised). However subsequent investment deficits raise certain important questions. In a tabular representation by Koncz and Yorgason (2006), the authors indicate that foreign direct investments in the United States for year end 2005 were \$1,635.3 billion (preliminary) while U.S. direct investments abroad were \$2, 070.0 billion (preliminary) for that same year. In the previous year of 2004, while foreign direct investments in the U.S. were \$1,520.7 billion (revised), U.S. direct investment abroad was \$2,051.2 billion (revised). Of course, there is no doubt that a lot of different factors contribute to such investment imbalance, such disparities still raise a number of concerns.

With regards to employment and career opportunities, investments in both angles show an increasing demand on the part of the local citizenry to understand and appreciate the dynamics of outsourcing and insourcing in order to remain competitive. In a changing world, it is dangerous for extension professionals to educate their clients as they did prior to the 21st century. Our current environment cannot be confined to the county, state, or nation (Richardson and Woods, 1991). Economic and political conditions outside the United States directly or indirectly affect the U.S economy. Political tensions between Iran and the United Kingdom affect the global price of crude oil, which directly affects the local price of gas at the U.S pump. The extent to which the U.S. educational system, through its educational programs and activities, addresses these external influences is very important.

In a November 17, 2003, report by the Institute of International Education (IIE, www.iie.org), the report emphasizes the recognition and importance of global education in successful job placement for future American students. In this report, prediction is made of global knowledge or global competency for successful job placements in the future. In West Virginia, next to the traditional educational system, are youth development programs like the 4-H. As champions of youth development agenda, the 4-H has been very slow in actively encouraging and promoting global ideas in local programs and activities. Such programs, according to Jarvis (2000), can be attained through a combination of local programs and programs that address the demands of international division of labor through the establishment of projects that will enable clients to be more abreast with the rapidly changing world.

The International Economic Accounts of the U.S. Bureau of Economic Analysis (Source: BEA: Foreign Direct Investments in the U.S., 03/06/07) indicates that employment of majority-owned non-bank U.S. affiliate organizations in West Virginia for the year 2002 was 22.7 thousand employees, while Pennsylvania was 233.1 thousand employees. Of course, there is no doubt that West Virginia remains the smallest state in terms of land mass and population relative to Pennsylvania; this does not create an excuse for such an abysmal figure, especially in relation to the unemployment rate in the state. Disparities are not limited to employment but also to capital flows. The International Economic Accounts of the U.S. Bureau of Economic Analysis states that gross property, plant, and equipment of majority non-bank U.S. affiliates for

year end 2002 in West Virginia was \$7,388 million, while Pennsylvania was \$29,118 million. The importance of such disparities should not be limited to how it pertains to state by state inequalities but, in addition, a serious look needs to be taken at the unequal trade transactions between the United States and the world.

In January 2007, according to the U.S. Bureau of Economic Analysis (Source: U.S. Census Bureau; U.S. Bureau of Economic analysis, 3/9/07), imports and exports in goods and services for that month resulted in a deficit of \$59.1 billion. These figures reflect the impact of the international economy on indigenous U.S. market. Mirroring these thoughts or even re-emphasizing them, a recent NAFSA bulletin states that awareness or knowledge in international or cross-cultural issues on the part of U.S. citizens will be very crucial to U.S. effectiveness in world leadership and global competition (NAFSA, 2000). Significance of global education should not be limited to trade and business inequalities between the U.S and the outside world but also the effects of immigrants on the U.S. economy. Spring (2004) indicates that over the past decade, there has been a rapid explosion of Spanish immigrants from Latin American countries, mostly from Mexico into the United States. Also, in the 1995-1996 edition of the Academic Year Abroad of the Institute of International Education (www.iie.org), 449,749 foreign students enrolled in American universities and colleges. These students do not only contribute to the U.S. economy but also impact on U.S culture and market. Wan (2001) argues that, in the year 2001, there were an estimated number of 40,000 Chinese students studying in U.S. colleges and universities. These factors do not only affect the

U.S. economy and resources both positively and negatively but also directly affects the citizenry.

In a study conducted by Sum, Harrington & Khatiwada (2006), the researchers argue that, in between the years 2000–2005, immigration has had a tremendous impact on young native born American workers, with most of these natives having to compete with immigrants for jobs. They argue that, between 2000 and 2005, 4.1 million immigrant workers, both legal and illegal, arrived in the United States, accounting for 86% of net increase in the total number of employed workers. The impact of new immigrants on native born Americans is competition for jobs, social and economic services, as well as socio-cultural interaction. Hence, the question: To what extent do youth development programs like the 4-H educate the youth to learn more about these new cultures and most importantly to be competitive (Ingram, 1999)?

Etling, Reaman, and Sawi (1993) suggest the need for 4-H professionals to examine the emerging international opportunities associated with global education at the local level. The researchers emphasize the need for coordination of international or global programs with those at the local level. According to them, for global citizenship to be attained on the part of 4-Hers, there is the need for clearly defined programs characterized with international exposure on the part of 4-H agents and volunteers. Economically, statistics, including the above, show a gradual negative trade imbalance between the United States and its trading partners. There are a whole lot of factors that could be attributed to this, but available scholarly evidence shows a growing demand

on the part of organizations, especially multinational corporations, for a labor force with knowledge in international or global knowledge. The above problem is compounded with the increasing influx of immigrants into the United States, both legally and illegally. There is no doubt that these groups of people compete for both jobs and social services with native born Americans. Interestingly, such developments are not unique to certain isolated states but cut across all boards, with the state of West Virginia included. Global competition and interdependence manifests in both the micro and macro perspective as evidenced in the comparative analysis between the state of West Virginia and its border state of Pennsylvania. Foreign direct investment in local states is a competitive program which mostly depends on existing local infrastructure such as roads, technology, and human capital.

4-H Youth Development Program

The 4-H, the USDA, and Cooperative Extension Service's nationwide K-12th grade youth program serves as the largest youth development program in the United States (4-H Youth Development Facts in Brief-2002). In the state of West Virginia, 4-H serves as the largest youth development program with participants across all educational levels (West Virginia 4-H Online).

Historically, the program began as a hand on educational program by farmers aimed at involving the head, heart, and hands in agricultural educational practices. The success and challenges of 4-H over the 20th into the 21st century has moved beyond agricultural educational practices, which of course remains an important part of 4-H, to economics, technology, leadership, citizenship, as

well as improved ways of living in an ever growing diverse population (Richardson and Woods, 1991).

The need for such transition is evidenced in the 4-H Youth Development Facts in Brief–2002. The report states that, in an attempt to address the changing demographics of the United States, the 4-H youth development program had to expand its educational content where students could choose from more than one project content. Among the different projects introduced, according to the report, are citizenship and civic education, communications, environmental and earth education, science and technology, as well as personal development and leadership.

In hopes of building an international understanding and cross-cultural interaction, the United States has promoted and continues to promote international relations between the United States and the outside world (Richardson & Woods, 1991). Within the realm of education, such interaction manifests in cross-cultural educational exchanges involving both students and faculty. It is important to note that, though the 4-H youth development program does not fall within mainstream educational system, it has and continues to promote such cross-cultural experiences. For more than 50 years, the 4-H youth development program through the International 4-H Youth Exchange program (IFYE) has been involved in cross-cultural interactions between 4-H youth and students abroad. Such exchanges manifest in traveling abroad and currently receiving students from other countries (Arnold, 2004). For example, the “Labo” program, according to Arnold (2004), is a typical 4-H youth exchange program

between some schools in the United States and Japan. The program is a two-way program where students from the United States visit Japan with students from Japan in a vice versa pattern.

Various activities and programs have been undertaken by West Virginia 4-H in incorporating global education in its programming. Among such programs is the International 4-H Youth Exchange program (IFYE), which sends 4-H participants across the world. Also, the West Virginia Global Education Team, responsible for the development, coordination, and planning of activities with global orientation within the West Virginia Extension Services, is still in its embryonic stage. The Office of International Programs at West Virginia University, in collaboration with Amazide Global Service Learning Consortium, a non-governmental, non-profit organization involved in international youth education, and the West Virginia 4-H are in collaboration to come out with programs that address and incorporate global perspectives.

There are other programs similar to the above, which arguably can be seen as a positive development within the international focus of the 4-H. The need for a global awareness and positive attitude towards diversity has increasingly become very important and schools', as well as communities', interest in that direction is enormous (Rosson III and Sanders, 1991). The mission of the 1998 National 4-H Youth Development Report: "Global Education Design Team" states to provide coordinated experiential learning opportunities for the youth. These experiences, according to the report, will assist participants

to become global citizens who will address issues with compassionate and inquiring minds.

However, notwithstanding these efforts on the part of 4-H in promoting global/international knowledge, Arnold (2004) emphasizes that it has had limitations in the promotion of diversity and international education. Calls for internationalizing 4-H youth development programs has existed and continue to persist. Critics might argue that such programs have always been in place as evidenced in the IFYE program. Despite these efforts, there still remain a lot of limitations on the part of West Virginia Extension.

Without doubt, the percentage of students who are lucky to have the opportunity to travel abroad through the IFYE program is highly disproportionate with the total number of enrolled members of the 4-H. There are a whole lot of reasons attributed to this, among which is financial. Based on this, the IFYE program, including other initiatives which are already in their early stages, fails to address the global educational needs of 4-H participants in the global age. The current educational needs of the youth in the United States are becoming increasingly influenced by geo-economic and political factors. Increase in immigrants as a result of economic shocks in Mexico or political turmoil in Somalia directly or indirectly impacts on existing educational infrastructure in the United States. Favorable economic progress in China does have enormous impact on local competition, as well as the job market. Diversity, global economic competition, as well as other geo-political problems, poses enormous challenges on the current American educational system (Cole, 1998).

Within the academic world including non-formal educational programs, such as the 4-H youth development program, there remain important challenges on the part of the educational system to fully equip the youth with skills and knowledge that will enable them to be more competitive, not only locally but also globally. In a 1990 report by the U.S. Department of Education, it is argued that all people living in the world must be able to think and adapt to changing world environments and to understand the world around them (U.S. Department of Education, 1990, p.35). Issues with the longstanding beliefs of educators that local or domestic ideas or principles should triumph in every educational agenda need to be re-evaluated in today's dynamic and complex world environment.

Summary and Rationale for the Current Study

This chapter has provided a historical analysis of American education with emphasis on how secondary and higher education have been affected by international developments and ideas. As we have seen, American educational developments have varied over time based on existing socio-economic developments. However, most importantly, such domestic effects have not been isolated but, in part, being shaped by foreign or international influences. As evidenced in the above chronology, American educational programs have developed from a period of domestic priorities/isolationism through global domination/competition to global association. The research has also shown the reality of globalization and its specific effects on the state of West Virginia. It also addressed the importance of global/international education for American youth to be globally competitive. It stressed the need for global/international knowledge

as an important requirement for economic viability. The chapter began with a review of John Dewey's idea of experiential learning and its application to 4-H international programs. The chapter revealed the difficulty in national (economic) border demarcation in a globally interdependent world.

Likewise, it is equally important to discover the perceived attitudes of 4-H professional's towards global/international education notwithstanding the enormous economic and socio-cultural importance of global education in the related literature discussed in this chapter. This exploratory study will begin to uncover the attitudes of West Virginia 4-H agents, specialists, and volunteers towards global/international education. By so doing, this study will serve as a premise of arousing the consciousness of 4-H educators about the reality of globalization and the importance of global education in dealing with its effects. It will serve as an addition for dialogue and communication between 4-H professionals, 4-H participants/members, and the local and international community as a whole about this important concept. Ideas based on this study can be used as a starting tool in advancing global/international education through local–international alliances and associations in the state of West Virginia.

Chapter 3

Methodology

Introduction

The purpose of this study is to determine the perceived attitudes of 4-H specialists, agents, and volunteers in the state of West Virginia towards global education. There are three main goals that this study intends to accomplish. First, a descriptive research analysis is used as a means of determining the attitudes of 4-H specialists, agents, and volunteers towards global education. Secondly, an attempt is made to discover if any existing differences in attitude exist between these three 4-H professionals towards global education. To test for the potential of any differences, an omnibus statistical test will be applied to these groups. If any differences exist, post hoc statistical tests will be employed to determine where those differences lie. Finally, a qualitative research method will be applied to further explore attitudinal differences that exist among the three groups of professionals in the West Virginia 4-H Youth Development program.

Understanding where, and indeed if any, differences exist among 4-H professionals towards global education is very important for three main reasons. First, this study will help educators, the 4-H community, and most importantly policy makers to better understand and appreciate the perspectives of 4-H professionals involved in youth development about the relevance of global education in the educational development of the youth in this period of globalization. Secondly, through this study, educators will be availed with barriers, if any, that hinder the promotion and development of global educational

programs. Finally, the study will help the educational community and, most importantly, educators involved in youth development especially with the non-formal educational sector to better understand the place of global/international education within the educational/curriculum structure. Chapter 3 of this study contains and describes the: (a) statements of the research problem and questions, (b) research design, (c) instrumentation, (d) procedures, (e) data management and storage, and (f) limitations of the study.

Statement of the Research Problem

Extension has been challenged by the Extension Service-US Department of Agriculture to integrate international perspectives in all its programs and help its staff and professionals in developing programs that incorporate global knowledge into local programs (Ludwig, 1993). These pressures, coupled with the demands of the increasingly interdependent and global world, make it extremely important for educators and mostly youth developers to look beyond local programs to global competence and competition. Ludwig (1996) in reference to Ping (1990, p. 27), suggests that America's future rests on its ability to understand and compete in a world, which year after year moves in a rapid rate towards socio-economic and political interdependence.

Kerka (1993) views the new economic order as a global one. According to Kerka (1993), policymakers, educators, business, and industry are all concerned with strengthening the United States for competition in a new arena. Etling, Reaman, and El Sawi (1993) observe that 4-H youth development programs at the county level need to examine the impact of emerging international

opportunities to their programs. The authors stress the importance of creating a balance between global programs with local initiatives.

Given the realities of globalization, one will assume a rapid move on the part of educators to seriously address the limited knowledge of American youth in the field of global knowledge. Yet, research shows a lack of enthusiasm on the part of educators towards global/international education. This study seeks to provide insights and understanding of 4-H professionals' attitudes towards global education. The study aims at unveiling, based on the perspectives of 4-H agents, specialists, and volunteers, the place of global knowledge in their local programs and activities. The study addresses what gains, barriers, and means of advancing global education within local 4-H programs. To accomplish this goal, the study relies on a descriptive statistical analysis that will provide a descriptive snapshot of West Virginia 4-H agents', specialists', and volunteers' attitudes towards global/international education. Inferential statistics will also be used as a means of determining any existing differences, if any, that exist between the three groups of professionals. These differences, if any, can help inform educators in these three groups of professionals and can serve as a foundation for dialogue between the three groups. Finally, interviews will be conducted to further address the differences that might exist between the three groups. This is aimed at validating any differences that might exist based on the statistical analysis conducted.

Statement of the Research Questions

This study will use descriptive statistics, inferential statistics, and qualitative research methods to answer the research questions. Specifically, following data collection, the study will be based on descriptive statistics aimed at addressing the frequency of responses for survey items that treat the following questions:

- a. What are 4-H agents', specialists', and volunteers' perceptions of global/international education?
- b. What are 4-H agents, specialists, and volunteers perceived attitudes towards a link between global/international education and existing local curriculum?
- c. What is the principal purpose of existing global programs within the West Virginia 4-H Youth Development program?
- d. What is the principal role of global education in the educational development of 4-Hers in the state of West Virginia?
- e. What are the problems, if any, that hinder the advancement of global/international education within West Virginia 4-H Youth Development programs?
- f. What measures, if any, can be taken to promote global education within West Virginia 4-H Youth Development programs?
- g. What are the overall benefits of global education to youth development?

After the initial stage of data analysis, the study will use inferential statistics, including correlation and Analysis of Variance (ANOVA) to answer the remaining research questions as well as their corresponding Null and Research Hypotheses. The research questions to be addressed are:

Research Question 1: Do 4-H agents, specialists, and volunteers in the state of West Virginia differ with regard to their attitudes toward global education?

Null Hypothesis 1: There are no differences in the attitude of 4-H agents, specialists, and volunteers in the state of West Virginia towards global education.

Research Hypothesis 1: There are differences in attitude of 4-H agents, specialists, and volunteers in the state of West Virginia towards global education.

Research Question 2: Do 4-H agents, specialists, and volunteers in the state of West Virginia differ in incorporating global educational programs in their local 4-H activities and programs?

Null Hypothesis 2: There are no differences in 4-H agents, specialists, and volunteers in the state of West Virginia in the incorporation of global educational programs in their local 4-H programs and activities.

Research Hypothesis 2: There are differences in 4-H agents, specialists, and volunteers in the state of West Virginia in the incorporation of global programs in their local 4-H activities and programs.

Research Question 3: Do 4-H agents, specialists, and volunteers in the state of West Virginia differ in their perception towards existing global educational programs in the state of West Virginia?

Null Hypothesis 3: There are no differences in perception of 4-H agents, specialists, and volunteers towards existing global educational programs in the state of West Virginia.

Research Hypothesis 3: There are differences in perception of 4-H agents, specialists, and volunteers towards existing global educational programs in the state of West Virginia.

Research Question 4: Do 4-H agents, specialists, and volunteers in the state of West Virginia differ in perceived attitude towards the benefits of global education to their local clientele?

Null Hypothesis 4: There are no differences in perceived attitude of 4-H agents, specialists, and volunteers towards the benefits of global education towards their local clientele.

Research Hypothesis 4: There are differences in perceived attitude of 4-H agents, specialists, and volunteers towards the benefits of global education towards their local clientele.

Research Question 5: Do 4-H agents, specialists, and volunteers in the state of West Virginia differ in perceived benefits of their previous experiences in global education towards their perception in global education?

Null Hypothesis 5: There are no differences in perceived benefits of previous experiences of 4-H agents, specialists, and volunteers in global education towards their perception in global education.

Research Hypothesis 5: 4-H agents, specialists, and volunteers differ in perceived benefits of their previous experiences in global education towards their perception in global education.

In addition to the above five research questions, the study also identifies through one-on-one interviews, the perception of 4-H professionals in the state of West Virginia any existing barriers that might hinder the advancement of global educational programs in the state.

Research Design

The study uses a mixed method design as a means of addressing the above research questions. The study employs a mixture of both quantitative and qualitative research strategies aimed at maximizing the benefits of both and minimizing the limitations associated with each (Johnson and Onwuegbuzie, 2004). More specifically, the study uses a quantitative-dominant sequential analysis (Miller and Fredericks, 2006). This approach allows the use of quantitative statistical tests to determine the characteristics of groups as well as the differences that exist between the groups in relation to the research questions. This initial stage of data collection and analysis is followed by a qualitative stage in the phase of questions raised. Thus, unanswered quantitative questions will be solved using qualitative research design. Besides, results based on quantitative analysis will be validated based on qualitative strategies. While this method addresses hidden questions that might not be answered by the quantitative research design, the mixed method research has added advantages.

Johnson and Onwuegbuzie (2004) argue that, apart from mixed method research being more expansive, it allows the researcher the ability to make unrestricted choices. Mixed method research, according to the authors, has the advantage of being inclusive, pluralistic, and complementary. It rejects reductionism and gives the researcher the freedom of exploring questions and problems that might arise during the study. For example, the researcher is free to conduct follow up interviews when certain questions arise during a quantitative research approach. These interviews do not only address the evolving questions but also affirm the results of the statistical test.

As mentioned in Chapter 1 of this study, descriptive and inferential statistical tests are employed after the initial stages of data collection. In an effort to provide a snapshot of current attitudes of West Virginia 4-H agents, specialists, and volunteers towards global/international education, the study employs SPSS to analyze the relative frequency of responses to questions that provide descriptive information. This is followed by an Analysis of Variance (ANOVA) test aimed at checking for differences between the groups. This will reveal any differences that exist between the three groups of professionals. ANOVA is used because more than two groups are tested in this study (Salkind, 2004). Four main assumptions exist in the use of this test according to Salkind (2004). First, the study tests for differences between scores of 4-H agents, specialists, and volunteers in attitude towards global/international education. These three groups of professionals are not being tested more than once. There

are three groups of people (4-H agents, 4-H specialists, 4-H volunteers). The appropriate test statistic is a Simple ANOVA.

To determine specific perceived differences, if any, between the three groups, a Post hoc, or after-the-fact comparison is conducted. Each mean is compared to each other mean to determine where exactly the difference lies. Of most importance in this comparison is the control of the Type I error at the same time. More specifically, a Bonferroni (Salkind, 2004) is employed to determine the specific difference between the three groups of variables. Type I error, or the level of significance, is defined by Salkind (2004) as the risk that the researcher is willing to take in the test of the null hypotheses. In this study, the level of significance is .05 ($P < .05$), which means that on any test of the null hypothesis, there is a 5% chance that the null hypothesis will be rejected (and conclude that there is a group difference) when there really is no group difference at all.

Data is collected based on the following questions in order to determine the attitude of West Virginia 4-H agents, specialists, and volunteers towards global/international education:

- a. The county in which the 4-H professional is currently stationed.
- b. Gender of the professional.
- c. Self-rated competency in global knowledge.
- d. Self-rated cross-cultural experiences.
- e. Self-rated competency on globalization.
- f. Experience traveling/living abroad.
- g. Purpose of global knowledge.

- h. Perceived attitudes towards existing global programs.
- i. Respondents' perceived attitudes toward a link between global educational programs with existing traditional curriculum.
- j. Respondents' attitudes toward the importance of global education in the context of pre-higher educational programs.

Sampling

Information for this study will be gathered from a sample taken from the 55 counties of the state of West Virginia. Professionals from these counties will be asked to volunteer for the study. Sampling, as described by Field (2005), is a process of selecting a group to represent the total population. Thus, when a sample is taken from a population results based on the sample are assumed to represent the total population. Salkind (2004) simply defines a sample as the "portion, or a subset, of a population" (p.9). For purposes of this study, the total population is estimated as 110 with the sample as 55. At least there should be a participant from each of the 55 counties of West Virginia. Of these, at least more than half of the population should be either 4-H agents or specialists because of the impact and influence they have in the direction of 4-H programs.

Instrumentation and Data Collection

The assessment instrument used in this study is a 55-item mailed in questionnaire developed by the researcher from a review of related literature. This instrument is validated by a panel of experts for content and validity. Reliability of the instrument is measured using Cronbach's Coefficient Alpha. A

pilot survey based on the approval of the panel of experts will be mailed to a group of 10 volunteer 4-H professionals stationed in Monongalia County.

A Likert scale asks participants to respond to a series of statements by individuals whether they strongly agree (SA), agree (A), are undecided (U), disagree (D), or strongly disagree (DS). Each response is associated with a point value, and an individual's score is determined summing the point's value of each statement. This is represented as follows; SA=5, A=4, U=3, D=2, SD=1. Data collections also include a yes or no answer.

Data collection is divided into three parts. Part I (7 items) addresses the background of participants through a review of gender, educational background, age, role in 4-H youth development program, foreign language competency, cross-cultural experiences, foreign/international travel experiences. Part II addresses participants' attitudes towards global/international education. Part II serves as an evaluation of participants' perceptions of the importance of global/international programs in local 4-H youth development programs. Part II is focused specifically on 4-H youth development programs. The results of this study will be focused on Part III (9 items). Part III comprises open-ended questions where participants are allowed to give comments pertaining to problems associated with global/international education and recommendations to that effect. Questionnaire packets will be addressed and mailed to subjects. Respondents' names will not be requested, but instead code numbers will be used for follow-ups of non-respondents. A second mailing will be done to non-

respondents in the initial mailing. Finally, phone calls will serve as a last effort to contact participants who do not respond.

When data from the survey instrument has been collected, coded, and evaluated, the researcher will make tentative inferences before engaging in the second phase of the research. The follow-up stage will employ qualitative research methods which involves interviewing selected participants across the three groups: 4-H agents, 4-H specialists, 4-H volunteers (See Appendix A- for tentative interview protocol). This kind of mixed method research allows the researcher to engage in face-to-face interviews with participants after quantitative statistical analyses are conducted. The benefits of such a strategy is that, apart from the added advantage of standardized data collection and analysis, the researcher has the possibility of eliciting deeper insights, discovery, exploration, and richer data (Johnson & Onwuegbuzie, 2004). It is important to emphasize that, whether there exist any differences in the results based on the quantitative data analysis, the qualitative aspect of the study will still be conducted.

Procedure

Once the survey has been completed, piloted, and approved by the researcher's doctoral committee, permission will be sought to conduct the study from the West Virginia 4-H Youth Development program professionals. As indicated before, the names of participants will not be included in the study. Instead codes will be used as references in case of further contacts. When approval is granted, data collection will begin with a mailed in one-page survey/email attachment. Along with a letter (See Appendix B), the researcher

will request responses be mailed back to an address. Also, respondents can also send back responses through an attachment. Also included with the surveys will be self-addressed envelopes returning surveys to the researcher. Files will be closed after three weeks of initial mailing with no additional surveys added after that.

Upon receipt of completed surveys, information will be entered into SPSS with forms stored at the Department of Education, West Virginia University. All data stored in SPSS will be password protected.

Limitations

The findings of this study may be limited by the following:

1. There is very limited research in the field of global/international education, especially at the pre-higher educational level. At the higher educational level, research interest has been limited to global knowledge without reference to the socio-economic benefits of such knowledge.
2. There is also limited research within the context of 4-H, especially with regards to global/international education. Limited research in this field has mostly been centered on evaluation of existing exchange programs. There is a limited or a lack of comprehensive study done at the state of West Virginia with regards to 4-H and global/international education.
3. Data will be collected through convenient sampling, which has the potential of skewing the study.

4. The researcher's own interest and involvement in 4-H, especially in the advancement and promotion of global/international education, has the potential of affecting the validity of the outcome.
5. Budgetary constraints especially travel expenses, to gather data through interviews.

Chapter 4

Results

Six questions have guided this study. The objective of this study is to determine the perception of 4-H professionals in the state of West Virginia towards global education. As an extension of this basic question, five more questions were also addressed as subsidiary areas including: (a) what differences, if any, exist among West Virginia 4-H agents, specialists, and volunteers in incorporating global educational programs in local 4-H activities and programs? (b) What differences, if any, exist among West Virginia 4-H agents, specialists, and volunteers about existing global educational programs at the West Virginia 4-H Youth Development program? (c) What differences, if any, exist among West Virginia 4-H agents, specialists, and volunteers about the economic benefits of global education to 4-H participants? (d) What differences, if any, exist among West Virginia 4-H agents, specialists, and volunteers in their perception of global education, based on their previous global educational experiences? And (e) finally, what are the problems associated with the promotion of global education at the West Virginia 4-H Youth Development program?

Sample and Population

Under the guiding principle of a pre-approved survey instrument and 14 questions, participants voluntarily agreed to participate in two sets of data collection. First, a questionnaire was sent to all 4-H agents, specialists, and volunteers in the West Virginia State 4-H head office data base. Out of a total of

43 registered agents in the state of West Virginia, 24 participants responded to the questionnaire. That is more than 50% of the total population. Also all 8 specialists in the state of West Virginia responded, thus representing 100% of the total population. It was quite difficult to have an accurate population size of volunteers due to the nature of their responsibilities within the 4-H Youth Development program. Overall, volunteers are non-paid staffs who work on specific projects or assignments as needed. Hence, about 7,000 volunteers are noted to have worked with the West Virginia 4-H Youth Development program over the years. Interestingly not all 7,000 past and present volunteers are in the state of West Virginia data base. However, 22 volunteers participated in the survey.

As indicated in the table below (Table 1a), 4-H agents, specialists, and volunteers centered their responses on five major themes. These included responses on participants' overall perceptions about global education, differences among participants in incorporating global educational programs into local 4-H activities and programs, perceptions of existing global educational programs in the state of West Virginia, perceptions of economic benefits associated with global educational programs to 4-H participants, and any differences based on 4-H professionals' previous global educational experiences on their perceptions towards global education.

Table 1a: **Descriptive Statistics**

		N	Mean	Std. Deviation	Std. Error
Perception towards global education	Agent	24	4.1667	.63702	.13003
	Specialist	8	4.8750	.35355	.12500
	Volunteer	22	3.6364	.78954	.16833
	Total	54	4.0556	.78708	.10711
Differences in incorporating global programs	Agent	24	4.4583	.58823	.12007
	Specialist	8	4.6250	.51755	.18298
	Volunteer	22	3.9545	.72225	.15398
	Total	54	4.2778	.68451	.09315
Existing programs	Agent	24	3.0833	.58359	.11913
	Specialist	8	3.8750	1.12599	.39810
	Volunteer	22	3.5000	.91287	.19462
	Total	54	3.3704	.85332	.11612
Economic benefits of Global Ed	Agent	24	3.9167	.82970	.16936
	Specialist	8	4.7500	.46291	.16366
	Volunteer	21	3.7619	.94365	.20592
	Total	53	3.9811	.88775	.12194
Previous experiences in Global Ed	Agent	24	1.7500	.44233	.09029
	Specialist	8	2.0000	.00000	.00000
	Volunteer	22	1.5909	.50324	.10729
	Total	54	1.7222	.45211	.06152

Perception towards Global Education

Overall, as evidenced in Table 1a above, 24 agents, 8 specialists, and 22 volunteers, making a total of 54 participants, responded to what overall perceptions they have towards global education. Based on a Likert scale of 1-5, with 1 being strongly disagree, and 5 being strongly agree as indicated in Chapter 3. The average (mean) responses are as follows; 4-H Agents=4.17, 4-H Specialists=4.87, and 4-H Volunteers=3.63. Based on the Likert scale, it will be

accurate to conclude that responses from the three different groups were positive. However, comparatively, responses by specialists were more positive than volunteers and agents. This is clearly represented in the mean plot represented in Figure 1a below.

Figure 1a: **Mean Plot**

Descriptive statistics in Table 1a show only a slight difference in the mean average of participants' perception towards global education; however, a graphical representation as indicated in the mean plot above (Figure 1a) reveals a more accurate graphical representation of the average mean of the three groups. Such differences are more accurate and more clearly represented in Figure 1b below.

Figure 1b: **Graph**

In figure 1b above, it is evident that, asked about participants' perceptions towards global education, the average response for 4-H agents, though very positive, is Agree, which is 4 on the Likert scale used in this study. Average responses by 4-H specialists is Strongly Agree, which on the Likert scale is 5, and average responses by 4-H volunteers is between Neutral and Agree. Based on the above representation, it will be appropriate to conclude that, though all three groups had positive responses, on average responses by specialists is more positive than the other two groups.

Participants' overall perceptions of global education as being positive in the educational development of 4-H participants is well emphasized in a one-on-

one interview that was conducted to add more value to the study. According to Participant 3, who identified herself as a 4-H volunteer, she views global education as: “Global education references I would say aspects of globalization and the ways that can influence how we learn and how we communicate with others from across the world”. Though the participant has not directly participated in any educational program that involves traveling outside the United States, she still believes that she has participated in a global educational program one way or the other. Participant 3 emphasizes the benefits that she has gained through her colleagues who had the opportunity to travel on an exchange program. She argues that: “One of the great programs that we have in West Virginia, and it was absent for a little while, is the International Foreign Youth Exchange or IFYE as we call it, and I have seen several people who have gone to Mexico or have gone to Germany. And close friends of mine have gone and their experiences are amazing – the interactions that they had. And then they come and travel around to camps or community clubs all across West Virginia and share their experiences with us. So even if you don’t – if you’re not in IFYE, if you’re not the person selected to go to Germany – you still learn from their experiences.”

More recently, in the wake of increasing global competition, global education and global knowledge has been increasingly emphasized as an important aspect of every educational curriculum (Pinar, 2000). Such interest and enthusiasm is reflected in the positive responses by 4-H agents, specialists, and volunteers who participated in this study. This positive response is also true

in the results of a Simple ANOVA that was run with SPSS. This is clearly represented in Table 1b below.

Table 1b: **ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
Perception towards global education	Between Groups	9.534	2	4.767	10.435	.000
	Within Groups	23.299	51	.457		
	Total	32.833	53			
Differences in incorporating global programs	Between Groups	4.045	2	2.023	4.962	.011
	Within Groups	20.788	51	.408		
	Total	24.833	53			
Existing programs	Between Groups	4.384	2	2.192	3.268	.046
	Within Groups	34.208	51	.671		
	Total	38.593	53			
Economic benefits of Global Ed	Between Groups	5.838	2	2.919	4.153	.021
	Within Groups	35.143	50	.703		
	Total	40.981	52			
Previous experiences in Global Ed	Between Groups	1.015	2	.508	2.637	.081
	Within Groups	9.818	51	.193		
	Total	10.833	53			

In Table 1b, the source of the variance as between – groups, within – groups, and total is identified. Next, the respective sum of squares for each source is also identified. The degrees of freedom follow and then the mean square of between – groups, within – groups, which is the sum of squares divided by the degrees of freedom is also identified. Finally, there is the obtained

value ($F=10.435$) and the associated level of significance. At a significance level of $P<.05$, SPSS output based on Table 1b above provides the exact probability of the outcome, .00, which is much more accurate and much more unlikely than .05. Hence, it is appropriate to conclude that there is significance difference between the means of the three groups of 4-H professionals in their perception towards global education. This is represented as: $F(2, 51)=10.44, P<.05$. However, to determine if it will be appropriate to reject the null hypothesis, which states there is no significance difference in perception of 4-H agents, specialists, and volunteers towards global education, it is important to identify the critical value and compare it to the obtained value ($F=10.44$). Turning to Table B3 in Appendix B of Salkind (2004), the critical value at the .05 level with degrees of freedom of 2 in the numerator (represented by columns in Table B3) and 51 degrees of freedom in the denominator, also represented in the same table, is 3.18. Hence, at a .05 level, with 2 and 51 degrees of freedom an omnibus test between three groups: 4-H agents, specialists, and volunteers, the value needed for rejection of the null hypothesis is 3.18.

A comparison of the critical value (3.18) and the obtained value (10.44) at a significance level of .05 shows that the obtained value is more extreme than the critical value. Based on this, it is appropriate to conclude that the difference between the three groups cannot be attributed to any form of chance. Hence, it will be appropriate to reject the null hypothesis and accept the research hypothesis. Based on the above, it is clear that, though there is a positive response by the three groups in their perception towards global education, there

is still a significant difference in their perception. Based on the above conclusion, it will be wrong to accept the null hypothesis, by concluding that, there is no significance difference between 4-H agents, specialists, and volunteers in their perception towards global education.

To determine where the exact difference lies between the groups, a Post Hoc analysis was conducted using a Scheffe and Bonferroni analysis. Results of these tests are represented in Table 1c below.

Table 1c: **Post Hoc**

Dependent Variable	(I) Status of Respondent	(J) Status of Respondent	Mean Difference (I-J)	Std. Error	Sig.
Perception towards global education	Scheffe	Agent Specialist	-.70833*	.27594	.045
		Agent Volunteer	.53030*	.19950	.037
		Specialist Agent	.70833*	.27594	.045
		Specialist Volunteer	1.23864*	.27906	.000
		Volunteer Agent	-.53030*	.19950	.037
		Volunteer Specialist	-1.23864*	.27906	.000
	Bonferroni	Agent Specialist	-.70833*	.27594	.040
		Agent Volunteer	.53030*	.19950	.031
		Specialist Agent	.70833*	.27594	.040
		Specialist Volunteer	1.23864*	.27906	.000
		Volunteer Agent	-.53030*	.19950	.031
		Volunteer Specialist	-1.23864*	.27906	.000

*The mean difference is significant at the 0.05 level.

Results based on Post Hoc analysis represented in Table 1c above reveals a significant difference in perception among all the three groups. A

comparison of the three groups reveals a more significant difference between specialists and volunteers at both Scheffe and Bonferroni analysis with a significance level of .00 at a .05 level. The difference is more stressed in the one-on-one interview. Asked about the general understanding of global education? Participant 2, who identified himself as an Extension (4-H) specialist, views global education as: "I know there's a global education team, and I know that from the standpoint of extension, global education is the need for 4-H to inform both our faculty, staff, and students and our constituents-our audiences-about West Virginia's place in the global community and to learn more about other cultures, languages, and to understand that West Virginia is not isolated – that we are very much in the global community and particularly for our youth to be successful they have to have an education that include global issues".

From the standpoint of the above participant, global education manifests in an interconnection and linkage between West Virginia and the global community. Such relationship, based on the above quote, is and should be beneficial to the citizenry of West Virginia. Global education in essence is a necessary component of educational success. Comparing the above quote to Participant 1 response, a 4-H volunteer: "Well, since I have been in 4-H, every summer we have somebody come from another country to our camps. Usually, they're from Russia, and we'll have about 10-12 people come and then we also send 10-12 people to their camps. So they come to our camp and we go to theirs, and I've actually gone, but every summer they come and share their experiences with us and what they've done in their country and what their country is like and share

their experiences with us and what they've done in their country and what their country is like and we share our country with them, so I've done a lot with that. And then we always have people come from Jamaica and different areas and explain to us what their country's about, so I think that global education in 4-H comes in with regards to you learn about their country, they learn about yours and they come to our camps, and that's the way that we spread education to them".

There is no doubt that Participant 1 views global education as a cross-country exchange between individuals and groups aimed at promoting educational experiences, however, her quotation, reveals an American approach of "... spreading education to the outside world." It is evident from the above quotation that exporting American educational experiences trumps the benefits of global education which is necessary for American youth educational development as stressed by the 4-H specialist above. Hence, it will not be surprising as evidenced in the statistical representation in Table 2 above to find a significant difference between 4-H specialists and volunteers in their perception towards global education. Of course, there is no doubt that there could be other factors in the difference, yet the above quote gives more credence to the comfort of the American society evidenced in the educational system (Callahan, 1967).

Differences in Incorporating Global Programs into Local 4-H Programs

When asked about whether 4-H agents, specialists, and volunteers incorporated global ideas or programs into their local 4-H programs and activities, 24 4-H agents, 8 specialists, and 22 volunteers responded to the

question as evidenced in Table 1a above. The average response on a Likert scale of 1- 5, with 1 being strongly disagree, and 5 strongly agree is: Agents = 4.45, Specialists = 4.62, Volunteers = 3.63 (Table 1a). A snapshot of the above responses reveals positive responses on the part of the three groups of professionals. However, a graphical representation reveals a vast difference in their responses. This is revealed in the mean plot below.

Figure 2a: **Mean Plot**

In figure 2a, there is a clear difference between the three groups in their responses to incorporating global educational ideas into local programs. Though the average responses reveal very slight differences, the mean plot, as evidenced in Figure 2a, shows otherwise. It is evidently clear that 4-H specialists are more inclined to incorporating global educational programs into local 4-H programs and activities than 4-H volunteers. To determine the appropriate responses based on the Likert scale, a graph is used to explain this. As indicated in Chapter 3 of this study, 1 represents strongly agree, 2 represents disagree, 3 represents neutral, 4 represents agree, and 5 represents strongly agree. Hence, an average response of 3.63 should arguably be viewed as

agree, or slightly above neutral. However, the graphically representation below is very different.

Figure 2b: **Graph**

The mean value of the three groups represents relatively positive responses on the part of incorporating global educational ideas into local 4-H programs and activities. However, Figure 2b reveals that, on the above question, responses by agents is Agree, that of specialists is Strongly Agree, and that of volunteers is Neutral. There is clear evidence of differences between the three groups of professionals in their responses to the above question. Such differences are more revealed in the responses of the three groups in the one-on-one interviews conducted. Asked about whether each individual in his/her

own capacity as a 4-H professional incorporates global educational programs into their local 4-H programs, the responses were all positive but very different. According to Participant 4, who identified herself as 4-H specialist, she says: “Yes, ...we focus on global citizenship and we focus onwe basically try to do/teach principles of global sustainable and responsible development and to give students a first hand opportunity to apply what they’re learning through travel experience, and those travel experiences, from my coursework takes place inAnd we partner with a local project where rural people just like the people that you would find here in West Virginia are trying to compete with in the global industry and so they all have questions for each other and they all work on projects together and, in so doing, they learn a lot about the other country. They think they’re going to help the other people but when they get back they realize they were the ones who probably learned more.”

The above quote is similar to the ideas expressed by Louise’s (1970) study of the need for global educational programs to enhance the educational aspiration of the student. In addition, the quote re-emphasizes the benefits of the individual’s educational development, but also his/her competitiveness in the global market. It is evident from the quote above, that global competition does not manifest in competing in an extreme market place outside your immediate environment, but this directly or indirectly occurs in one’s immediate surrounding. For example, the participant reaffirms the fact that most of the products in the foreign location are similar to that of West Virginia and, most importantly, in competition with West Virginian products. Hence, global education becomes

more important from this educational experience if it equips the individual to learn more through a comparative approach about how this product is produced.

Comparing the above response to a 4-H volunteer's response, there is a great difference. This is revealed in the response of Participant 6, who identified himself as a 4- H volunteer. Asked whether he included global educational programs in his local 4-H activities, the response was yes. His response is as follows: "We had a dance camp like I said before, and there we have people from England, we have people who teach Scottish, Russian, English, and Irish. I teach..... So we have all these different dances that you learn there so I think that is separate thing from meeting people from different countries.....Definitely, through the dancing, I can promote global education because once they see these dances and they can learn a little bit about the culture they want to know more".

Of course, there is no doubt that 4-H specialists are in a better position to model their programs to reflect their intents and aspirations; however, there is clear evidence from the above two quotes that specialists view global educational programs as a means of enhancing the educational developments of their participants to their benefit, as opposed to advancing American educational and cultural agenda abroad. Thus, the essence of global education from the view point of the 4-H specialist, as evidenced in the above quote, should be tailored towards the benefit of the individual than promoting the educational or cultural orientation of the American or West Virginian society. There is no doubt that an advancement of American educational system is important, however, it is well

stated and stressed by participants in this study that global education should be focused on the beneficial corporation of individuals, groups, societies, and countries.

To determine if there are any significance differences between the three groups in their responses to the above question, a simple ANOVA is used. Results based on SPSS are represented in Table 1b above. In Table 1b, the obtained value for differences in incorporating global programs in local 4-H programs and activities among the three groups is $F=(4.96)$ and the associated level of significance is .01. At a significance level of $P<.05$, SPSS output based on Table 1b above provides the exact probability of the outcome, .01, which is much more accurate and much more unlikely than .05. Hence, it is appropriate to conclude that, there is a significant difference between the means of the three groups with regards to this question. This is represented statistically as: $F(2, 51) = 4.96, P<.05$? To determine if it will be appropriate to reject the null hypothesis as stated in Chapter 3 of this study, the critical value was identified and compared to the obtained value ($F= 4.96$). Turning to Table B3 in Appendix B of Salkind (2004), the critical value at the .05 level with degrees of freedom of 2 in the numerator (represented by columns in Table B3) and 51 degrees of freedom in the denominator, also represented in the same table, is 3.18. Hence, at a .05 level, with 2 and 51 degrees of freedom an omnibus test between the three groups: 4-H agents, specialists, and volunteers, the value needed for rejection of the null hypothesis is 3.18.

When we compare the critical value (3.18), and the obtained value (4.96) at a significance level of .05 shows that the obtained value is bigger than the critical value. Though not as extreme as the difference in perception towards global education, it will still be appropriate based on these values to reject the null hypothesis and accept the research hypothesis as conclusive. The difference between the three groups based on this difference cannot be attributed to any form of chance. Based on the above, it is clear that, though there is a positive response by the three groups towards incorporating global ideas and programs into local 4-H programs and activities, there still remains a significant difference in their responses to the research question. Hence, acceptance of the null hypothesis will be a mistake.

To determine where the exact difference lies between the groups, a Post Hoc analysis was conducted using a Scheffe and Bonferroni analysis. Results of these tests are represented in Table 2a below.

Table 2a: **Post Hoc Tests**

Multiple Comparisons					
Dependent Variable	(I) Status of Respondent	(J) Status of Respondent	Mean Difference (I-J)	Std. Error	Sig.
Differences in incorporating global programs	Scheffe	Agent Specialist	-.16667	.26064	.816
		Agent Volunteer	.50379*	.18844	.035
		Specialist Agent	.16667	.26064	.816
		Specialist Volunteer	.67045*	.26359	.048
		Volunteer Agent	-.50379*	.18844	.035
		Volunteer Specialist	-.67045*	.26359	.048
	Bonferroni	Agent Specialist	-.16667	.26064	1.000
		Agent Volunteer	.50379*	.18844	.030
		Specialist Agent	.16667	.26064	1.000
		Specialist Volunteer	.67045*	.26359	.042
		Volunteer Agent	-.50379*	.18844	.030
		Volunteer Specialist	-.67045*	.26359	.042

The mean difference is significant at the 0.05 level.

Results based on the Post Hoc analysis represented in Table 2a above reveals a significant difference between agents and volunteers, specialists and volunteers, but no significant difference between agents and specialists within both Scheffe and Bonferroni analysis. Differences among the three groups are more significant between agents and volunteers (.03) than specialists and volunteers (.04) based on Bonferroni analysis. This is also true in the one-on-one interviews with participants. According to Participant 1, a 4-H volunteer, the reason for difficulty in incorporating global educational programs into local 4-H

activities is: “I think a lot of times it’s new to people. It’s kind of hard for them to kind of understand the different cultures and different countries. They just want to be in their own bubble and you know it doesn’t affect them.”

The results of the above two research questions show a similar pattern in responses. Overall, there is no doubt that most 4-H professionals, as evidenced in this study, especially a review of the above two results, reveal positive perception towards global education; however, there is the difficulty in connecting such attitude into practical local programs. These expressed ideas, as that in the above quote by Participant 1, are similar to the one listed by Arlen, Kimberly, and Gwen (1993), that most 4-H professionals, in spite of being interested in global educational ideas, face difficulty in connecting such positive attitudes with practical programs.

Existing Programs

The study also aimed to determine if there are any significant differences between 4-H agents, specialists, and volunteers about their perception towards existing global educational programs in the West Virginia 4-H Youth Development program. Overall, as shown in Table 1a above, 24 agents, 8 specialists, and 22 volunteers, making a total of 54 participants, responded to the question. With a Likert scale of 1 – 5, with 1 being strongly disagree, and 5 being strongly agree as indicated in Chapter 3. The mean responses are as follows: 4-H Agents = 3.08, 4-H Specialists = 3.87, and 4-H Volunteers = 3.50. Based on the Likert scale, it will be accurate to conclude that responses from the three

different groups were not very positive, but neutral. This is clearly represented in the mean plot represented in Figure 3a below.

Figure 3a: **Mean Plot**

Descriptive statistics in Table 1a show only a slight difference in the mean average of participants' perception towards existing global educational programs at the West Virginia 4-H Youth Development program. However, the mean plot represented in Figure 3a above reveals a different picture. Overall responses show a less positive perception of existing global educational programs. By this, respondents do not question the quality of programs but the efforts and resources invested in global educational advancement. Notwithstanding this,

responses by the three groups show a more positive response on the part of 4-H specialists, and volunteers as compared to agents. This is very clear in the mean plot represented in Figure 3a above. It is also important to note that the most concern about the limitation on the part of West Virginia 4-H in pursuing an aggressive agenda in promoting global education came from 4-H specialists. According to Participant 4, a 4-H specialist, she argues that: "I don't think there's a lot of global education going on. I think that by and large a lot of the 4-H educators haven't traveled a lot in the state so they may not be in a position and they certainly haven't studied globalization, you know, so I think they really would need tools in training. And I don't think that it's something focused right now for 4-H."

Evidently, lack of previous experiences through direct or indirect involvement in global/international programs on the part of most 4-H professionals, as evidenced in the above quote, could be among the many reasons for the relatively limited efforts on the part of West Virginia in the promotion of global education within the state. However, as stressed by another participant, a 4-H specialist, he says: "I think it's growing. I think that with sparse resources over the years global education has not been seen as a priority but with the current leadership in Extension there's a recognition that this is something that's important in 4-H and throughout the Extension program and so I've seen in the last two or three years more support to provide more global education throughout the organization."

Many of the respondents in this study, as evidenced in the statistical results, noted that existing global educational programs in the state of West Virginia are not the best. Of course, there is renewed interest in promoting and advancing global education in the state of West Virginia as evidenced in the above quote; however, such efforts will require the involvement of everybody, especially parents, and members of the larger community.

The study also looked at any existing significant differences that might exist between the three groups with regards to the above question. To determine this, a simple ANOVA was used. Results based on SPSS are represented in Table 1b above. In Table 1b, we have the obtained value for differences in perception towards existing global educational programs among the three groups in West Virginia to be, $F = (3.26)$ and the associated level of significance as .04. At a significance level of $P < .05$, SPSS output based on Table 1b above provides the exact probability of the outcome, .04, which is less than .05. Hence, it is appropriate to conclude that there is a significant difference between the means of the three groups of 4-H professionals in their perception towards existing global educational programs in the state of West Virginia. This is very clear in the mean plot represented in Figure 3a above. The above results are represented statistically as: $F(2, 51) = 3.26, P < .05$.

The study proceeded by determining if it will be appropriate to reject the null hypothesis as stated in Chapter 3 of this study. The study tried to identify the critical value and compare it to the obtained value ($F = 3.26$). Turning to Table B3 in Appendix B of Salkind (2004), the critical value at a .05 level with degrees of

freedom of 2 as the numerator (represented by columns in Table B3) and 51 degrees of freedom as the denominator, also represented in the same table, is 3.18. Hence, at a .05 level, with 2 and 51 degrees of freedom an omnibus test between the three groups: 4-H agents, specialists, and volunteers, the value needed for rejection of the null hypothesis is 3.18.

When we compare the critical value (3.18), and the obtained value (3.26) at a significance level of .05 shows that the obtained value is bigger than the critical value. Though not an extreme difference, it will still be appropriate based on these values to reject the null hypothesis and accept the research hypothesis as conclusive. Hence, the conclusion: There is a significant difference between 4-H agents, specialists, and volunteers in their perception of existing global educational programs at the West Virginia 4-H Youth Development program.

To determine where the exact difference existed, a Post Hoc statistical analysis was conducted using SPSS. Specifically, a Scheffe and Bonferroni analysis were used. Results of these tests are represented in Table 3a below.

Table 3a: **Post Hoc Analysis**

Dependent Variable	(I) Status of Respon dent	(J) Status of Respondent	Mean Difference (I- J)	Std. Error	Sig.	
Existing programs	Scheffe	Agent	Specialist	-.79167	.33435	.070
			Volunteer	-.41667	.24174	.236
		Speciali st	Agent	.79167	.33435	.070
			Volunteer	.37500	.33813	.545
		Volunte er	Agent	.41667	.24174	.236
			Specialist	-.37500	.33813	.545
	Bonferr oni	Agent	Specialist	-.79167	.33435	.065
			Volunteer	-.41667	.24174	.272
		Speciali st	Agent	.79167	.33435	.065
			Volunteer	.37500	.33813	.818
		Volunte er	Agent	.41667	.24174	.272
			Specialist	-.37500	.33813	.818

The mean difference is significant at the 0.05 level.

Results based on the Scheffe and Bonferroni statistical analysis reveal no significant difference between any of the three groups of 4-H professionals. It is evident, based on the above results that at a significant level of .05 difference between the three groups shows extreme results, hence the difficulty in accepting any specific difference between these three groups. This could be true if the significant result based on Simple ANOVA is rounded to two decimal places, which will be .05, but results based on this study have always been pegged at two decimal places, hence, a .04 significance level.

Economic Benefits of Global Education

The study also looked at the perceived economic benefits of global educational programs by West Virginia 4-H professionals. Participants were asked to respond on a Likert scale of 1-5, how they perceived global knowledge in influencing the economic viability of an individual and the state of West Virginia as a whole. The question is based in part on Kerka's (1993) argument of the interconnectedness of the world economically. Results based on the descriptive statistics in Table 1a reveal the following: 4-H Agents = 3.91, 4-H Specialists = 4.75, 4-H Volunteers = 3.76. These results show a vast difference in the responses of the three groups in relation to their perception of the economic benefits of global education. The differences in their responses are very clear in the mean plot below (Figure 4a).

Figure 4a: **Mean Plot**

Figure 4a reveals a vast difference in the responses of 4-H specialists on one hand and that of 4-H agents and volunteers on the other with regards to the economic benefits of global education to 4-H participants. Overall, 4-H specialists have a positive perspective of the economic importance of global education. Responses of 4-H agents and volunteers are not as positive as those of specialists. To determine the difference in responses by these groups based on a Likert scale, a graphical analysis was used. Results are shown in Figure 4b below.

Figure 4b: **Graph**

In figure 4b above, it is evident that, asked about participants perception of the importance of global education in the economic viability of 4-H participants, responses, as discussed, based on the mean responses show a vast difference between the three groups. Overall, 4-H specialists, based on a Likert scale of 1-5 Strongly Agree to the impact of global education on participants' economic viability, while agents Agree, and volunteers responded Neutral to the question.

Differences in perception with regards to the above question are also true in the one-on-one interviews conducted. Asked about the importance of global education in the economic viability of West Virginia 4-H participants, Participant 2, a 4-H specialist responded in this way: “To a certain extent they do. I think that our 4-H camping program does offer an opportunity to really educate our 4-H Youth about global issues, and I think for example in our 4-H agriculture program educating kids at an early age to understand some and have some of the skills of knowing that there are opportunities to export abroad, to travel abroad, to be more capable to analyze current events as they might affect West Virginia, and I could go on and on, but I think to the extent that we can give 4-H’ers the chance to see other places even if it’s not possible for them to go abroad but to bring the education to them—to bring international students to them and to bring people who have an understanding of global issues to them. It helps them appreciate that their lives are much larger than their community, or county, or the state. And this has a greater chance of making them more competitive in the global market”.

Asked about the same question, Participant 1 a 4-H volunteer viewed global education as more of a cultural interaction, though with some minimal level of economic benefit to the individual participant. Of course, there is no doubt that, responses by 4-H volunteers to the above question are not negative, as evidenced in the descriptive statistics in Table 1a above, as to how much global education could influence the economic status of the individual is highly questioned based on their responses.

The study also sought to determine if there are any significant differences in the responses of the three groups of 4-H professionals with regards to this question. And also to find out if any differences, the exact location of those differences. To do this, a Simple ANOVA was used and results are shown in Table 1b above. In Table 1b, the source of the variance as between – groups, within – groups, and total is identified. Next, the respective sum of squares for each source is also identified. The degrees of freedom follow and then the mean square of between – groups, within – groups which is the sum of squares divided by the degrees of freedom. Finally, there is the obtained value ($F = 4.15$) and the associated level of significance. At a significance level of $P < .05$, SPSS output based on Table 1b above provides the exact probability of the outcome, .02, which is much more accurate and much more unlikely than .05. Hence, it is appropriate to conclude that there is significant difference in the responses of the three groups of 4-H professionals in their views of the economic benefit of global education. This is represented as; $F(2, 50) = 4.15, P < .05$?

However to determine if it will be appropriate to reject the null hypothesis which states there is no significance difference in the views of 4-H agents, specialists, and volunteers about the economic benefits of global education, it is important to identify the critical value and compare it to the obtained value ($F = 4.15$). Turning to Table B3 in Appendix B of Salkind (2004), the critical value at the .05 level with degrees of freedom of 2 in the numerator (represented by columns in Table B3) and 50 degrees of freedom in the denominator, also represented in the same table, is 3.18. Hence, at a .05 level, with 2 and 50

degrees of freedom an omnibus test between three groups; 4-H agents, specialists, and volunteers, the value needed for rejection of the null hypothesis is 3.18.

A comparison of the critical value (3.18) and the obtained value (4.15) at a significance level of .05 shows that the obtained value is more extreme than the critical value. Based on this, it is appropriate to conclude that the difference between the three groups cannot be attributed to any form of chance. Hence, it will be right to reject the null hypothesis and accept the research hypothesis. Based on the above, it will be wrong to accept the null hypothesis by concluding that there is no significant difference between 4-H agents, specialists, and volunteers in their responses to the above research question.

Also, the study proceeded to determine where the exact differences in responses to the research question existed. This was done by using Scheffe and Bonferroni Post Hoc Analysis. Results of these tests are represented in Table 4a below.

Table 4a: **Post Hoc Analysis**

Dependent Variable		(I) Status of Respondent	(J) Status of Respondent	Mean Difference (I-J)	Std. Error	Sig.
Economic benefits of Global Ed	Scheffe	Agent	Specialist	-.83333	.34226	.061
			Volunteer	.15476	.25051	.827
		Specialist	Agent	.83333	.34226	.061
			Volunteer	.98810*	.34832	.024
		Volunteer	Agent	-.15476	.25051	.827
			Specialist	-.98810*	.34832	.024
	Bonferroni	Agent	Specialist	-.83333	.34226	.056
			Volunteer	.15476	.25051	1.000
		Specialist	Agent	.83333	.34226	.056
			Volunteer	.98810*	.34832	.020
		Volunteer	Agent	-.15476	.25051	1.000
			Specialist	-.98810*	.34832	.020

The mean difference is significant at the 0.05 level

Results based on Scheffe and Bonferroni statistical analysis, as evidenced in Table 4a above, reveal no significant differences between agents on one hand with specialists and volunteers. However, there is a significant difference in the responses of volunteers with that of specialists. This is very clear in the mean results, as well as the mean plot and graph shown in Figures 4a and 4b respectively.

Previous Experience in Global Education

The study also sought to determine if an individual's previous experience in any form of global educational program had a direct impact on his/her perception towards global education? To determine this, respondents answered the above question by indicating 1 for No and 2 for Yes. Results based on the descriptive analysis in Table 1a, show that 24 agents, 8 specialists, and 22 volunteers responded to the question. Overall, the mean responses are as follow: 1.7 for Agents, 2.00 for Specialists, and 1.5 for Volunteers. These results indicate that, on average all eight 4-H specialists have in one way or the other participated in some form of global education. These results are very clear in the mean plot represented in Figure 5a below.

Figure 5a: **Mean Plot**

The mean plot above shows vast differences in the responses of the three groups of professionals on the question of previous global educational experiences impacting their perception of global education. Mean responses are represented in the below graph.

Figure 5b: **Graph**

Figure 5b reveals that responses by both volunteers and specialists were Yes, while that of volunteers was No. The mean responses, as well as the mean plot and graphical representation pertaining to the above question, reveal different responses by the three groups of 4-H professionals. However, to determine if there is any significant difference in these responses, a Simple ANOVA test was conducted. Results from this test are shown in Table 1b above.

In Table 1b, the obtained value ($F=2.63$) for respondents' previous experiences in global education among the three groups is provided. The associated level of significance (.08) is also provided. At a significance level of

$P < .05$, SPSS output based on Table 1b above provides the exact probability of the outcome, .08, which is much more accurate and much more unlikely than .05. Hence, since the significance level based on SPSS output is far greater than .05, it will be appropriate to conclude that there is no significant difference in the responses of the three groups with regards to the above question. This is represented as; $F(2, 51) = 2.63, P > .05$. This equation shows that the means of the three groups of professionals are not significantly different.

However, to determine if it will be appropriate to reject the null hypothesis as stated in Chapter 3 of this study, it is important to identify the critical value and compare it to the obtained value ($F = 2.63$). A look at Table B3 in Appendix B of Salkind (2004) shows that, at 2 degrees of freedom in the numerator (represented by columns in Table B3) and 51 degrees of freedom in the denominator, also represented in the same table, at a .05 significance level is 3.18. Hence, at a .05 level, with 2 and 51 degrees of freedom an omnibus test between three groups: 4-H agents, specialists, and volunteers, the value needed for rejection of the null hypothesis is 3.18.

When we compare the critical value (3.18) and the obtained value (2.63) at a significance level of .05, the obtained value is smaller than the critical value. This shows that, it will be extremely problematic to accept the research hypothesis (Salkind, 2004). Based on the above results, it will be accurate to accept the Null hypothesis, which states: An individual's previous global experience has no effect on his/her perception of global education.

This is very true when a Post Hoc analysis was conducted to determine if and where there was any specific difference between the three groups in their responses. SPSS results at both Scheffe and Bonferroni reveals no significant difference between the three groups in their responses. Based on the different results conducted, it can be concluded that an individual's previous experience in global education has no impact on his/her perception towards global education. This is very clear in all the interviews conducted by the various 4-H professionals. There is no doubt that an individual's international exposure could influence his/her attitude towards global education; however, international travels do not necessarily encourage individual's attitudes towards global education. Education, information, and the realities of global demands in relation to local needs should be the center piece of global educational advancement as evidenced in the results of the above statistical results.

Challenges in the Advancement of Global Education in West Virginia 4-H Youth Development Program

West Virginia 4-H Youth Development program, just like any educational program, faces difficult challenges, especially in the promotion and advancement of global education. 4-H professionals in the state of West Virginia and across the United States are aware of the increasing importance of global knowledge as evidenced in the research results indicated above. However, they also acknowledge the challenges and difficulties associated with such programs. There is no doubt that while there are numerous programs and opportunities for 4-Hers in the state of West Virginia, there still remain a lot of genuine obstacles.

In a study conducted by Etling, Reaman, & El Sawi (1993) about barriers to global outlook in 4-H, the authors identify a number of challenges to effective global 4-H outlook. Among these, the authors list cost, lack of clearly defined projects, leadership, communication, agenda, evaluation, and procedures as among the many problems affecting effective global 4-H outlook. The authors argue that lack of clearly defined program objectives, as well as the enthusiasm and leadership on the part of local, state, and national leaders to promote such programs, strongly works against the advancement of global knowledge. Added to this, the cost of trips, especially outside the United States, also discourages states from embarking on global educational programs.

To validate the above argument, the study asked participants based on their personal experiences, obstacles that they believed confronted the advancement of global education in the state of West Virginia. In addition to other problems, Participant 6, a 4-H specialist adds: "I think we live in a state where...We're a rural state and very often our residents don't think of themselves as functioning in global communities and feel very removed from it. I think part of Extension's function is to change the perception that people have about themselves and what they can do. I mean, 4-H is making the best better. We want a kid in the most rural of community in West Virginia to have an understanding that maybe he or she can have a voice in the government of the community, county, state, country, and world. And the more broadly educated those kids are the better off will be, but I don't think it's easy. There are a lot of priorities that Extension has and I would never suggest that global education is

the most important. I mean, there's so many things that we need to do that it's perfectly understandable that global education can't always be part of the curriculum. And that's where the better job that our team can do to provide more information to our faculty and staff and volunteers, the more likely it is that global education will be integrated into our programs."

The above quote reveals two important issues: First, it stresses the uniqueness of West Virginia in relation to other states as a predominantly rural state with its own cultural uniqueness. West Virginia as a rural state in itself puts it in a difficult position of exposure and interaction, especially with issues pertaining to the international or global scene. This, of course, should not be interpreted with some level of negativity but instead viewed as a unique state with its own characteristics. Secondly, as indicated in the above quote, West Virginia has its own priorities in relation to its resources. Hence, as clearly indicated by Participant 6, as to whether global education is the top most priority is an issue that needs serious discussion. Notwithstanding this, the above quote clearly reveals isolationism and probably a lack of interest in the developments of the global world arena, especially with regards to how such developments directly affect the citizenry of the state of West Virginia. There could be different explanations to this; however, among the many reasons as indicated in Chapter 2 of this study, especially with regards to American educational system, has been the enormous emphasis on national identification, especially during the two world wars and the Cold War era (Callahan 1964), as opposed to a shift towards global citizenship (Boulding 1990). This is very true in a quote by Participant 1, who

views global education as characterized with the advancement and promotion of American cultural values to the rest of the world. While such attitudes could be relevant in the 20th century, it lacks credence in the current technologically interconnected world. Validating this argument, Participant 3 observes that: “I think that this whole isolationist mentality is a barrier. What do we need to know about that for? We don’t even know our own state’s history. Do you know what I mean? I think prejudice is a barrier. And I think just kind of, I don’t know how to explain it, but I guess you know what it is? It’s like the ostrich syndrome—burying your head in the sand and thinking that the good old days are going to come back where we get back on the farm. A lot of people don’t want to know. You know what? The world has changed and we need to catch up, and that’s how adults are here too. So we keep waiting for the coal mine to reopen or manufacturing plants to come or a new highway to come in instead of figuring out how they can reach into the world and build some kind of business that can compete on a world level.”

Numerous studies conducted in the field of international/global education have identified isolationism as one of the most difficult challenges facing American educators as well as students when it comes to global education. By isolationism, it must be emphasized that students and, most importantly, educationists are not necessarily isolated from the global world, but instead the mentality of self-sufficiency and American economic dominance is far from the realities on the ground. Interestingly, the realities of globalization and global interdependence stipulate the opposite. Educators and, most importantly, 4-H

professionals need to be encouraged to examine the impact of the emerging international opportunities at the local county level. There should be a critical look at how 4-H activities and programs can be structured to benefit 4-Hers, not only at the local level, but instead, competing globally without necessary physical relocation. The difficulty in connecting with the outside world, especially when it is viewed as not directly affecting the individual, is a difficult challenge that extension personnel will have to overcome. 4-H participants, educators, and the overall community need to be made conscious of the interconnection and inter-relatedness of the global world to local needs and demands. For this to happen, as stressed in the two quotes above, there is the need for serious education, especially in the realities and demands of the 21st century.

Chapter 5

Summary and Discussion

Introduction

The purpose of this study was to determine the perceived attitudes of West Virginia 4-H agents, specialists, and volunteers towards global education. As an extension of this question, the study also looked at five additional questions: (a) what differences, if any, existed among West Virginia 4-H agents, specialists, and volunteers in the incorporation of global ideas and programs in their local 4-H programs and activities? (b) What programs, strategies and policies, if any, existed at the state level in promoting global education within West Virginia 4-H Youth Development programs? (c) What perceived differences, if any, existed among West Virginia 4-H agents, specialists, and volunteers, in the economic importance of global education to 4-Hers? (d) What perceived differences, if any, existed among West Virginia 4-H agents, specialists, and volunteers on the effects of international travel on one's attitude towards global education? and finally, (e) What challenges, if any, existed in the advancement of global education in the state of West Virginia?

Based on a mixed method approach, quantitative and qualitative research methods, West Virginia 4-H agents, specialists, and volunteers responded to questions pertaining to the importance and relevance of global education to the overall youth development of 4-Hers. Overall, four main themes emerged in this study: (a) Positive attitude by West Virginia 4-H professionals towards global education, (b) Limited existing connection between international/global programs

to local 4-H programs and activities, (c) Acknowledgement of existing challenges in the advancement and promotion of global education and, finally (d) The need for rigorous efforts through education and leadership in the promotion and advancement of global education.

Overall, participants were very consistent and positive in their attitudes towards global education. West Virginia 4-H professionals believe global education should be a necessary ingredient in the youth development of 4-Hers. Reasons for the importance of global education in the educational development of the youth are consistent with the findings of the extensive literature in this study. There was a unanimous agreement on the part of participants that global education is a necessary ingredient for connecting what is going on internationally and the local, and how these connections impact the individual 4-Her and community as a whole.

However, participants also suggested other rationales for global education. From the perspectives of 4-H professionals at West Virginia 4-H, global education can be viewed from different perspectives with emphasis on the socio-economic and cultural benefits that it directly brings to the community at the local level. Most importantly, global education from the standpoint of West Virginia 4-H could be relevant in other emerging sectors, such as sustainable economic development, especially within the tourist sector. This can be possible based on the findings of this study if there is communication, corporation, and engagement with societies and communities in the international arena who share the same or similar socio-economic and cultural aspirations as West Virginia.

Such engagement, based on the findings of this study, should be positive, constructive, and competitive aimed at benefiting participants in such a process.

Equally important to most participants in this study was the value that global knowledge, especially international travels and engagement with people from abroad, adds to the knowledge and experiences of the individual 4-Her in his/her educational development. Participants in this study re-emphasized the need for international engagement by the youth, especially at the early stage to equip them with skills and techniques to compete in the global world. Participants noted how the dynamics of competition have changed and how kids need to be prepared to compete not only with colleagues from the local and national levels, but also at the global level.

Notwithstanding the many benefits associated with global education as evidenced in responses by participants and associated literature in this study, West Virginia as a state still faces a lot of challenges and difficulties in this direction. Two important challenges are revealed in this study. First, the culture of isolationism and “independence” on the part of West Virginians is a huge problem that needs to be addressed. Secondly, limited resources on the part of West Virginia, just like any other state in the United States, in relation to its numerous needs will have to be balanced. In light of these two important challenges, participants observed that leadership and education are the two most important tools needed to address them.

Even though these challenges were clearly in the minds of participants in this study, they were still satisfied with current global educational programs at the

state level. Also important was the optimism of participants in the advancement of global education within the 4-H, especially in light of the new leadership at West Virginia 4-H. The IFYE program, which has been existence for decades, coupled with other cultural educational exchange programs, as well as initiatives to encourage study abroad, workshops, seminars and, most importantly, newly formed global education teams at local 4-H levels, as argued by participants, are signs of encouragement. As noted earlier in this study, all these approaches do involve a lot of cost; however, as acknowledged by most participants, West Virginia 4-H will have to look at other sources for revenue to augment the limited resources currently available.

As previously indicated in Chapter 3 of this study, the study could be biased as a result of my personal interest in this study due to my involvement in the West Virginia 4-H Youth Development program with specific responsibilities of advocacy and promotion of global education. However, I tried as much as possible not to force my opinion or reveal my interest to participants in anyway that could bias their responses. While I analyzed responses and listened to interviews, two main themes ran through this study. First, participants acknowledged the importance of global education to the educational and personal development of West Virginia 4-Hers, hence their preparedness and enthusiasm in promoting and advancing such an educational program. However, they also acknowledged the unique challenge that the state of West Virginia faces. Secondly, and most importantly, the complexity of globalization as argued by participants makes it more difficult and cumbersome to structure an

educational program that perfectly incorporates traditional 4-H programs reflective of local community needs. Global education, from the perspective of most participants, sounds utopian, especially when it is narrowed as an educational program that encompasses the entirety of the globe. Regrettably, when global education is limited to international travels, it turns out to be viewed as an avenue of expensive travels, vacations, and leisure. This assertion, as argued by most respondents, has, in part, contributed to the skepticism and lackadaisical attitude of 4-H professionals in the advocacy and advancement of global education.

Discussion

Theoretically, this study has been based on Pinar et al (1992) model of predictive studies, where global education is viewed from the historical, casual, and a prediction of global trends and how it shapes the educational development of the child. Adopting a transformative approach, the study contributes to the debate of the benefits and place of global education in the wake of an increasingly interdependent global world. It looks at the effects of globalization and how 4-H Youth Development programs can be shaped to effectively participate in the global economy. Also important is an emphasis on Dewey's (1916) philosophy of education and environment, where the child's educational aspirations are closely tied to his/her environment. Clearly, the perspectives of West Virginia 4-H professionals in this study reveal a connection between the global and local. As argued by Picket (1992), every discipline or career, notwithstanding its location, is closely tied to the global economy. This

argument, which is strongly supported by participants in this study, is clearly amplified by Ninnes & Hellstein (2005). The importance of local 4-Hers positioning themselves not just as local or national citizens, but global participants, is well revealed in this study.

Although this study is focused on West Virginia 4-H professionals, responses by participants are reflective of most studies done in this regard, as evidenced in the literature presented. Global education from the standpoint of most extension personnel, with 4-H included has, unfortunately, been mirrored to exchange of ideas without much emphasis on the impact of such interaction on local socio-economic productivity (Ludwig, 2002). Most international 4-H programs, even in recent times, have centered on physical exchange of 4-H participants without much emphasis on corporation and exchange of ideas to address related concerns and interests. Competition still remains one of the most important cornerstones of exchange as opposed to corporation. Discussions about global education, regrettably, still focus on independence rather than inter-dependence. This is not surprising, as evidenced in the literature presented in this study and responses by participants. Regrettably, most forms of global education turn out to be limited to cultural empathy instead of educational corporation.

Although this phenomenon has been increasingly reported, there is still a drive by educationists, local, state, and national leaders to rapidly move towards corporative and interactive global educational exchanges. In calling for this push, Ludwig (2002) argues for an understanding of local issues and how they fit into

the global. The author also calls for an incorporation of ideas from such lessons into local programs. Notwithstanding the increasing call of global knowledge, as evidenced in Ludwig's (2002) proposal, there still remains an abysmal interest in global education on the part of educators.

While participants were asked about their perceived attitudes towards global education, responses were positive as evidenced in results shown in Chapter 4 of this study. Overall, 4-H professionals are very welcoming to the idea of advancing global education. There is no doubt that participants understand the realities of globalization and its effects on local economies and societies at the county level. However, there remain two important concerns, as evidenced in the reviewed literature and responses by participants.

First, to what extent do 4-H professionals and, most importantly, the local West Virginia community understand the concept of global education? What constitutes global education, what does it involve, what are the dynamics of global education, and how can it be made useful to the educational and youth development of the 4-Her if need be? These questions served as the basis of the questioning and responses turns to validate the literature presented in this study. Do individual citizens really understand and appreciate the fact that occurrences both positive and negative in the outside world directly affect the lifestyle of an individual at Tyler, Taylor, or Hampshire County? The above concept proved to be very difficult to dissect by most participants in this study. This difficulty stems from the problematic connection of linking a student in Tyler

County competing not just with his/her colleague from Mineral County in West Virginia, or Franklin County in Ohio, but with a kid in far away China.

Participants, especially 4-H volunteers, view global education as knowing much about the outside world rather than grasping with the impacts and effects of such occurrences at the local county level. It is clear from responses by participants, and also in related literature, that not many people, including educators, have come to grasp with the direct effects of global trends on local situations. This argument is well articulated by Rosson III and Sanders (1991) in a study conducted with Extension personnel in the southern part of the United States. In this study, as previously argued, participants, in spite of their willingness and positive attitude towards global education, lacked the skills and competence in designing programs with international perspectives. There is no doubt that empathy still remains one of the most important ingredients of global education, as evidenced in the responses of participants in this study; however, the skills, understanding, and techniques needed to transform such positive attitudes into practical programs seems to be lacking. For example, in a response by a 4-H volunteer about what constitutes global education, the respondent's answer was an understanding of other cultures and how American education can be spread to other countries.

The above response reveals some important lessons. First, it shows how the American educational system is still in a way focused on the advancement of nationalism, patriotism, and most importantly centered on the spread of American educational and cultural ideals to the outside world. As stated in previous

sections of this study, a historical analysis of American educational system has mostly centered on global competition, both economically and culturally. Clearly, educational programs such as the National Defense Act under President Eisenhower, as well as the Peace Corps program instituted by John F. Kennedy were partly aimed at promoting Western culture and most importantly to curb the Soviet power. History reveals that most American educational programs, especially after World War II, had focused on making the U.S. competitive rather than corporative in the global market. These ideas undoubtedly were very relevant and useful in the 20th century; however, the demands and realities of the 21st century raise a lot of concerns and skepticism about the usefulness of such ideology in a globally interdependent world.

Secondly, the above response also reveals a sense of cultural empathy on the part of American educators with regards to global education. Often time global education is mistakenly viewed as an understanding and appreciation of other cultures. Not surprisingly, these interests have been centered on language, food, dressing, and the way of life of other cultures. It is of no surprise that most global educational programs have centered on global civic education and, most importantly, characterized as global citizenship. How do “we as global citizens” (Boulding, 1990) contribute to the healthy survival of the globe? Most often, little or no attention is attached to the economic ramification of such corporation and how these affect local productivity. Even though cultural empathy remains one of the most important basics of global education, the demands of globalization make global education more complicated and

demanding. In light of this focus, it becomes essential for educators and, most importantly, 4-H professionals, who have the unique opportunity of interacting with the youth, especially outside traditional school settings, to be more informed of the demands and technicalities of globalization and how it directly affects the local community and the individual 4-Her.

The above idea, not surprisingly, was not missing in the responses of participants in the study. For example, a 4-H specialist argues that the realities of globalization are such that it has contributed in changing the playing field with regards to world economies and labor. The participant argues that jobs that have left West Virginia will not come back; however, for West Virginians to be more competitive, the participant argues that there needs to be a realignment of educational priorities and how West Virginians can be competitive in the global market.

Related to the above is the problematic connection of global education and its usefulness in advancing the competitiveness of American youth in the global market. This difficulty can be understood from two perspectives. First, as clearly indicated above, there is the difficulty in the understanding and appreciation of global education. This difficulty, as argued in this study, stems from both historical and cultural reasons, among others. Secondly, there is also the difficulty and lack of preparedness on the part of educators to make a connection between global trends and local circumstances. A lack of acknowledgement on the part of most educators that international trends directly impact local situations makes global education more complicated, especially

when it is argued as a tool of advancing America's global competitiveness. This problem becomes very sophisticated when such an educational program notwithstanding its lack of clarity is viewed as a means of aiding American youth, especially in remote areas of West Virginia, to be more competitive.

Stemming from their personal experiences with global education, participants argue that the traditional notion of limiting global education to international travels and cultural exchanges is outmoded and irrelevant in the educational needs of 4-Hers in the 21st century. Physical movement, though, still constitutes and will continue to serve as an important aspect of global education as indicated by most respondents; participants, however, emphasize the need for more collaboration in the form of ideas, knowledge, and resources, which can be done in different ways. Responses by West Virginia 4-H agents, specialists, and volunteers, reveal that, though the IFYE program has been very successful and helpful in promoting global education, more needs to be done to compliment its benefits. Mostly the IFYE program partly involves the physical travel of an individual to a different country, which could be very expensive and complicated. As indicated earlier, the IFYE program has been in existence for more than 50 years, where an individual 4-Her benefits by traveling out of the United States. The concern with IFYE notwithstanding its benefits is how many students are fortunate to benefit from this important, but limited, program.

The call for a more collaborative exchange of ideas than just physical movement, as mostly evidenced in the IFYE program, is well emphasized, though differently by Friedman (2005). The author forcefully argues that unlike

the 20th century, the 21st century posits the world in a collaborative mode where connection, corporation, and discussion serve as the cornerstone of the “flat” world as opposed to a vertically structured controlled round world. The author argues that such a phenomenon will have immense effects on how individuals, communities, companies, and the nation state adjust and define themselves to meet such a challenge. For this to happen, Friedman (2005) calls for a change in habit, political identities, and management practices that we’ve been so used to in the round world. This understanding was well articulated by participants in their responses, however there was skepticism on the part of respondents as to how effective global education could aid in the job placement of 4-Hers. Making a connection between global education and successful individual career advancement on the part of the 4-Her was viewed as problematic by most respondents. Responses by West Virginia 4-H professionals, especially volunteers, about the benefits of global education in job placement of 4-Hers was not as positive as mostly argued in the literature presented in this study.

An understanding of the future careers of 4-Hers as closely tied to the dynamics of the global market was not well shared by most 4-H professionals especially, volunteers. Participants overwhelmingly share the idea that globalization and global education do have some level of effect on global competition and job opportunities. Such effects, interestingly from the perspectives of participants, are viewed from the standpoint of outsourcing to cheap labor markets. However, reasons attributed to such movements based on the perspective of most 4-H professionals, especially volunteers, is not attributed

to competence and skills on the part of other nations, instead based on cheap labor. Interestingly, responses by 4-H specialists, as evidenced in the mean responses and the graphical representation in Chapter 4 show a different viewpoint. Average responses by 4-H specialists, as it reflects in Figure 4b, are Strongly Agree, while that of volunteers in the same figure (4b) is Neutral. Notwithstanding the difference in responses, responses by 4-H specialists with regards to the above question during the one-on-one interviews still showed the strong conviction on the part of specialists that an individual turns to strongly benefit in the job market based on his/her knowledge in global issues.

4-H specialists just like 4-H volunteers and agents, do understand and share the importance of global education in being competitive in the global market. However, such competition based on their responses is viewed from the standpoint of state/national competition with other nations. Global education from the perspective of most participants will serve as a means of equipping West Virginians and Americans with the skills and techniques of competing with the Chinese and Indians, but does not necessarily benefit the individual student or 4-Her in his/her successful job placement opportunities. The essence and benefits of global education with regards to economic and career viability is looked at from the totality of the community rather than the individual.

Hence, West Virginia 4-H professionals, in light of the benefits of global education, coupled with the resources and priorities of the state, are very satisfied with existing global educational programs. Statistical results from this study are very much in line with responses during the one-on-one interviews. As

one participant noted in response to how he viewed existing global educational programs in the state, his response was excellent. Responses based on participants' observation were capitalized on the unique characteristics of the state of West Virginia. West Virginia is viewed from the perspective of participants as very "young," with very limited resources and abundant needs. Besides, as argued in most responses, the socio-economic and cultural uniqueness of West Virginia posits it such that there is no way it can compete with a state like Pennsylvania or Ohio. However, based on the "efforts, leadership and enthusiasm" of the current leadership, West Virginia, according to participants in this study, was going to excel.

The difficulty and problem with an assessment of current global educational programs in the state of West Virginia by 4-H professionals was well noted in this study. First, it was difficult to come out with a mechanism, reference point, or yardstick of measuring successful programs. Responses were based on individual participants' personal experiences with current global educational programs either directly or indirectly. This was intentional because of the differences that existed between participants in terms of their backgrounds and responsibilities in the 4-H program. As previously noted, mostly, 4-H specialists are the most educated with enormous challenge with regards to policy decisions and program development. Notwithstanding this, the overwhelming response with regards to current global educational programs at the West Virginia 4-H Youth Development program was positive. However, interesting as in previous questioning, was the lack of objectively verifiable indicators associated with

global education in the responses of participants. Global education, as previously indicated in this study, was viewed differently based on the background of the individual respondent and how he/she interpreted it. By background, it did not necessarily mean whether the individual was a 4-H agent, specialist, or volunteer. Differences in response and understanding of global education cut across groups. This was well revealed in how participants viewed the effectiveness of current West Virginia global educational programs.

While the results of this study are more confirming of the literature presented in this study, the study makes an important contribution to the understanding and advancement of global education within the non-formal education sector, with specific reference to the West Virginia 4-H Youth Development program. To assist in this effort, it is important for a well-defined concept of what constitutes global education, especially within the framework of Extension and 4-H. A clearer definition should manifest in objective measures of progress in the attainment of such specific objectives. This is very important, especially when one of the most important pillars of advancing global education turns out to be limited to international exchange programs, which is mostly effected through the International 4-H Youth Exchange Program (IFYE). A critical look at the IFYE program reveals its shortfalls and limitations, both philosophically and logistically, in the advancement of global education. This calls for an in depth analysis of current global educational programs from the curriculum standpoint.

West Virginia Global Educational Program: Curriculum Perspective

The IFYE program, in addition to other global educational programs, such as the West Virginia global education team, serves as the single most important program in advancing global education in the state. As previously indicated in this study, IFYE was established more than five decades ago, aimed at enriching 4-H youth as well as 4-H professionals with international knowledge, mostly through international travels, engagement, and exchange (West Virginia 4-H Online). There is no doubt that the IFYE program has been very successful in this effort by sending 4-Hers and educators to the outside world, mostly as “ambassadors” and returning back to spread information about different cultures to their colleagues back home in West Virginia. As the name indicates, the whole philosophy surrounding the creation of IFYE was more or less international exposure, corporation, and engagement.

Traditionally, the IFYE program can be viewed as a West Virginian 4-Her living in Hampshire County who gains the opportunity to travel to Mexico for a period of six months. The 4-Her typically lives with a Mexican family through a host family home stay, where he or she learns how to speak the Mexican language, how to eat and cook the local food; basically the essence of such a program is to get ingrained in the Mexican culture and at the same time pick up a job position in the local community. The focus of such a trip, though educational, is mostly centered on cultural understanding and collaboration. Such a program becomes beneficial to the state of West Virginia when the acquired cultural experiences are shared through presentations and discussions with colleagues

back home in West Virginia. The above described scenario is well presented in figure 6a below.

Figure 6a:

Traditional 4-H Program/Global Education

From the curriculum perspective, the 4-Her, as seen in the figure above, under the IFYE program, is situated in his/her community, be it the local county or town interacting with the local, state, national, and global environment as need be. The 4-Her gets the opportunity to tap information from other counties in the state, share such information with colleagues at the state or national level. Global knowledge, as mostly described in this study, is international and specific oriented, as described in the example illustrated above. The difficulty with the above scenario is the limitation associated with such experiences, in that it turns

out to be culturally focused, expensive, and the beneficiaries of such a program unfortunately, are limited. Added to this, such a program turns out to be surrounded by boundaries, as shown in the colors in Figure 6a. The individual 4-Her is restricted under the IFYE program as it reflects in the 20th century when this program was introduced, by traveling mechanisms such as visas and other logistics.

A look at the IFYE program based on its rationale at the time of inception and the demands of the 21st century raises a lot of questions about how it can aid in the advancement of global education. The demands of the 21st century, as well argued in the associated literature of this study, as well as responses by participants, puts much pressure on educators to take a serious look at other options of advancing global education. Undoubtedly, global educational curriculum based on the dynamics of the 21st century cannot and should not be represented as spherical. Emerged connections between counties, states, and, most importantly, nations especially during the technological innovative era, has positioned the world in a more horizontal way than in a spherical form.

Connections between Western Europe, America, Japan, China, India, and even Africa calls for more upgrade of individual skills and competence to be more involved and competitive in the global world. Undisputedly, the United States, as the world's most powerful economic nation, is beginning to raise a lot of scrutiny and review. For example, Walker (2007) argues that the emergence of globalization has dramatically ushered in the transfer of power, with the West no longer leading in capital accumulation and wealth. Walker adds that one of the

critical effects of globalization is the emergence of the United States as the world's leading debtor nation. This is very true in the balance of trade deficits that the United States has incurred over the past years as indicated in the associated literature review.

Of course, there is no doubt that the IFYE program, as in most states, is not the single program used in the advancement and promotion of global education. For example, as previously noted in this study, other programs such as the West Virginia Global Education Team, West Virginia University Office of International Programs, youth exchanges, seminars, projects, and workshops are all in place at the West Virginia state level, aimed at promoting global knowledge. As to whether these programs are very clear in their objectives with regards to the demands of global education raises more questions than answers.

A Reconceptualized 4-H Global Educational Curriculum

Notwithstanding the aforementioned challenges and difficulties associated with advancing global education, responses based on the findings of this study reveal the enthusiasm and preparedness of 4-H professionals as evidenced in the positive attitudes of participants towards global education. However, there still remains the lack of clearly defined program outline with regards to global education. To be sure such responsibilities as clearly revealed in responses during the one-on-one interviews, position global education on the periphery of the educational advancement of the youth. Such a problem, if viewed in that light, is the difficulty in mixing global education with local/traditional 4-H programs. More importantly, implications stemming from such a problem calls

for a radical re-orientation and review of current global educational curriculum at West Virginia 4-H to point out the necessity of viewing the global world as part and parcel of the local. Dwelling on Dewey's (1952) idea of connecting the child's educational experiences with his/her environment, educators need to realize that an individual's environment within the framework of global education transcends county, state, and national boundaries.

Establishment of a new space for interaction, engagement, and collaboration with the outside world amount to fundamental re-orientation of a reconceptualized global educational curriculum. There is no doubt that such a bold idea, both historically and philosophically, will be very difficult to achieve; however, the findings of this study as well as the benefits of such an approach make it more plausible than the challenges associated with it. Today, the call for global education has made a rethink of current international programs more credible. Global economic competition, a gradual breakdown of national barriers, as well as competition for skilled global labor, makes such calls more authentic than it could be imagined in the 20th century.

As clearly argued by Friedman (2005), not only does an individual's work have to fit in the global supply chain, but also how prepared the individual is in terms of skills and techniques to be able to effectively compete in this newly emerged market. Such an approach, as argued by Friedman, involves not just the technical preparedness of the individual but also the psychological mindset manifesting in a change of mentality associated with national economic independence. A reconceptualized global educational curriculum should begin

with an educational curriculum that promotes “flexibility, self-motivation, and psychological mobility” (Friedman, 2005, p. 276).

This idea of a reconceptualized curriculum, as previously indicated, is based on John Dewey’s (1952) idea of the child and environment. Borrowing this idea from Dewey, notions based on traditional global educational curriculum reveal that the 4-Her is part and parcel of his/her environment bounded by boundaries that exist both at the local/national level and the international arena. Applying Dewey’s concept, the 4-Her interacts with his/her individual environment by tapping on immediate information and resources available to equip his/her knowledge. The difficulty with such an approach, especially in a traditional global educational curriculum, is the limitation on the part of the 4-Her as evidenced in the boundaries associated with such a curriculum.

Interestingly, boundaries in a globally interconnected world are so invisible such that they are arguably viewed as non-existent. Information outflow is so horizontal such that it can not be viewed as restricted to one location or source. Hence, a reconceptualized global educational curriculum posits the individual 4-Her in a level (flat) playing field instead of being “boxed” in his/her community. The individual does not necessarily have to travel or move out of his/her immediate environment to source information, but can do that at his/her community. Unlike the IFYE program, where information can be tapped and sought mostly through exchanges and travels, a reconceptualized global educational curriculum manifest in collaboration, engagement, and information

dissemination without a necessary relocation. Boundaries are technically invisible. This idea is well illustrated in figure 6b below.

Figure 6b

Reconceptualized 4-H Global Educational Curriculum

In Figure 6b above, there is no doubt that the individual 4-Her still finds himself/herself interacting with the community, state, national, and global arena. However, the difference in this interaction as opposed to the traditional 4-H curriculum is the 4-Her interacting with these four environments at the same time as need be. These connections and interactions are not restricted to space and time, neither are they necessarily dependent on travels. Also important is the enormous role and freedom on the part of the individual devoid of restriction to dictate the pace and level of collaboration and engagement with the outside environment. It is very clear, based on Figure 6b as opposed to figure 6a, that the individual's immediate environment constitutes different subsets; local or county, state, national, and most importantly, global. The uniqueness of such an

educational curriculum is the lack of artificial boundaries as represented in the colors depicted in a traditional global educational program.

For West Virginia 4-H global educational curriculum to meet its intents and purposes, especially in positioning 4-H youth to be more competitive both at the local, national, and global markets, then a serious rethink of current educational programs will have to be made. This will involve a serious reassessment of how individual communities balance their different identities and define themselves. Does the West Virginia 4-Her view him/herself as a strictly West Virginian, American, or an effective member of the global community? And, if so, what measures or initiatives are taken on his/her part to effectively participate in the global world?

While the necessity of rethinking our identities might not be palatable, the realities of globalization as evidenced in the scholarly research, as well as the diminishing economic position of the United States (Walker, 2007), deserves such attention. However, for this to happen as intended in this study, it has to start with the individuals, staff, and educators who are directly charged with the responsibility of guiding the course of the educational development of 4-Hers. And this will be the 4-H professional. Ludwig (1996) offers a number of proposals for effective international extension outreach programs. According to Ludwig, internationalized Extension system should encompass, among others, a clear understanding of global and national interdependence. Such understanding, according to Ludwig should focus on how international perspectives can be incorporated into local programs by creating a relationship

between basic international issues and the responsibilities and mission of extension. Limiting this idea to the West Virginia 4-H Youth Development program, with specific reference to the findings of this study, there is clear evidence, based on responses by participants of huge variation on what constitutes global education, its importance to the educational development of the 4-Her, specific programs in place, and how those programs can be incorporated with current local 4-H programs. The lack of clarity, though not revealed in participant responses, serves as the major challenge in the promotion and advancement of effective global educational programs.

Summary and Recommendation

Although the picture painted about current global educational programs in the state of West Virginia in relation to the associated literature might sound pessimistic, there is clear evidence of optimism on the part of 4-H professionals, educators, and the state of West Virginia as a whole. The majority of participants in this study, both in their responses to the research questions as well as the one-on-one interviews, reveal that global education has an important place in the educational and youth development of 4-Hers. While the whole idea of global educational advancement might be viewed as currently on the educational periphery of West Virginia 4-H Youth Development programs as evidenced in interview responses by 4-H professionals, the West Virginia 4-H can still establish a niche area that will render it more important and essential than it currently reveals.

Indeed, global education is viewed as an “alien” educational program characterized with expensive travels, and lack of clarity in its presentation and implementation. Against the backdrop of limited understanding and specific objectives, it becomes more important for Extension and, more importantly, 4-H professionals to be more equipped with resources in understanding the complexities of global issues and how educational curriculum can be developed to address such issues. Clearly, as indicated in previous discussions, participants do acknowledge limited resources in line of the numerous needs of West Virginia. However, discussions based on this study reveal the lack of clearly defined objective global educational curriculum tailored to meet the socio-economic and cultural uniqueness of the state of West Virginia. This challenge is compounded by the limited knowledge on the part of 4-H professionals, especially volunteers and agents in the complexities of globalization and how it impacts on the educational and youth development of 4-Hers.

To address this challenge, a proposed reconceptualized educational curriculum, as advocated in this study, will be an important starting point. More specifically, a number of recommendations, based on the associated research, as well as participants’ own responses are enumerated below:

1. The need to fundamentally educate 4-H extension personnel, especially 4-H professionals, of the interdependence of the local, national, and global arena. Such an approach might sound very difficult in light of the historical and cultural orientation of the U.S. educational program. This challenge becomes more compounding

when a critical look at complex worldwide issues is connected to local demands.

2. Issues that might be discussed in this connection should include global economic and labor demands, health, environment, agricultural market, renewable natural resources, eco-tourism, and diversity.
3. There should be a clearly defined policy guideline with specific objectives and principles aimed at advancing global educational programs.
4. Strong leadership, commitment, enthusiasm, and a clear sense of direction is mostly needed for successful program design and implementation.
5. Ongoing assessment and evaluation is mostly needed in the success of such bold initiatives. This will require benchmarks and mechanisms of assessing the performance of existing and new programs.

However, for such evaluations to be credible and valid, the input of outside experts is greatly needed.

Overall, this study sought to determine the perceived attitudes of West Virginia 4-H agents, specialists, and volunteers towards global education. As part of this investigation, five more questions were also understudied. A mixed method approach, comprising quantitative and qualitative research methods, was used. Results show a positive attitude on the part of 4-H professionals towards global education. Added to this, there is clear evidence of a connection between local and global programs on the part of 4-H professionals. However,

participants do acknowledge challenges and difficulties in the advancement of global educational programs. The results of this study clearly reveal an overreaching optimism and enthusiasm on the part of 4-H professionals in the global educational advancement of West Virginia 4-Hers.

This storehouse of optimism and enthusiasm calls for fundamental re-orientation of current global educational programs with specific reference to the International 4-H Youth Exchange (IFYE) program. Analysis in this study looks at the limitation of IFYE in meeting the global educational needs of West Virginia 4-Hers. Discussions based on this study transcend just a critique and a revelation of the pitfalls of the IFYE program but stipulate a more radically oriented global educational curriculum. This program calls for a global educational curriculum that positions the world as “flat” instead of spherical. Such a repositioning of the world posits the individual’s environment as a connection between the local community and the globe as a whole. Such a program, as clearly argued in this study, will require strong leadership, commitment, and skills for its successful implementation. It must, however, be indicated that this proposal is not and should not be the single tool of effective global educational program because as indicated in the introductory part of this study, there is no single defined measure of successful global educational program. This proposal, in as much as it has its own shortfalls and limitations, serves as an important addition to the conversation of global education.

Suggested Further Readings

As clearly noted in this study, participants in this study voluntarily participated in this study. The number of participants in this study, especially 4-H volunteers, cannot be representative of the views and opinions of all 4-H professionals. For example, out of a total of about 7,000 4-H volunteers, 22 volunteers volunteered to participate in this study. Oftentimes, studies of this nature are generalized to represent all 4-H professionals, which could be highly problematic. More importantly, to conclude that all West Virginia 4-H professionals have positive attitudes towards global education will be an oversimplification of the research study.

More importantly, certain challenges and difficulties were revealed in this study; however, the study was very limited in its findings due to the limited scope of its intent and purposes. With this consideration in mind, as well as many questions discovered during this study, the need for further research in the following is welcomed:

1. What are the specific global educational objectives of the West Virginia 4-H Youth Development program?
2. What is the place of global education in the educational development of the West Virginia 4-Her?
3. A comparison of West Virginia global educational programs with other sister states is needed.

4. In depth study on the attitudes of West Virginia 4-Hers on their understanding and attitudes towards global education is very much needed.
5. Additional study on how 4-H professionals connect global ideas into local 4-H programs is very important.

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Appendix A

Instrument

Attitudes toward Global Education: For each of the following items, circle the response that most closely matches your attitude. Please note, 1= Strongly Disagree (SD), 2= Disagree (D), 3=Neutral (N), 4=Agree (A), 5=Strongly Agree (SA).

	SD	D	N	A	SA
1. Have you participated in any program that addresses global/international issues?					
Yes-----			No-----		
2. If Yes, answer this question. My personal experiences in Global education were positive.					
1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	
3. 4-H curriculum should include certain global educational content.					
1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	
4. Global education is important to 4-H curriculum.					
1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	
5. The quality of global educational programs at West Virginia 4-H Youth Development programs are excellent.					
1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	
6. Additional global programs should be added to current 4-H programs in West Virginia.					
1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	
7. Global programs add depth and substance to 4-H Youth Development programs.					
1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	
8. 4-H members with global knowledge have a greater chance of employment than students without such knowledge.					
1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	
9. More emphasis should be placed on incorporating global knowledge in local 4-H programs and activities.					
1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	
10. Global education increases 4-H members' understanding of international developments.					

1 (SD) 2 (D) 3 (N) 4 (A) 5 (SA)

11. The West Virginia 4-H Youth development program provides students with excellent opportunities in global education.

1 (SD) 2 (D) 3 (N) 4 (A) 5 (SA)

12. Students undertake global educational programs solely for leisure.

1 (SD) 2 (D) 3 (N) 4 (A) 5 (SA)

13. I disliked global education when I was a 4-H youth development participant.

1 (SD) 2 (D) 3 (N) 4 (A) 5 (SA)

Descriptive Information. Please select only one answer for each of the following questions by filling in the appropriate circle. (Please choose only one response per question)

A. Gender: o Female o Male

B. Country of Origin: o USA o Other

C. Ethnicity:

o White/Caucasian o Hispanic o Black o Other

D. 4-H Professional as:

o Specialist o Agent

o Volunteer o Other _____

E. I consider myself:

o Fluent in languages other than English o Fluent only in English

F. The Global/International Education is:

o economic/employment o personal enrichment

o Personal development o fulfillment of academic core

o Other _____

Appendix B

Survey Instrument Evaluation Form

Dear Participant,

This survey is designed to collect data from 4-H professionals on their attitudes toward global education at the West Virginia 4-H Youth Development program. Please fill out the attached survey. Then, complete the evaluation form by checking or filling in the response that most closely matches your thoughts. Your responses will help improve the quality of the survey by ensuring that it accomplishes its goals.

1. Time required to complete the survey

- ☐ Less than 10 minutes
- ☐ From 10 to 15 minutes
- ☐ From 15 to 20 minutes
- ☐ More than 20 minutes

2. Circle the number of any item that you had difficulty understanding. Please provide feedback on what you thought the question was attempting to ask and how you might reword it.

Descriptive Information:

Letters: A B C D E F

Attitudes: Numbers: 7 8 9 10 11 12 13 14 15 16 17
18 19 20

3. Please take a minute to look at questions 1-13. For each, determine which of the following the question is attempting to address:

- R: Role of global education at 4-H youth development
- I: Importance of global education at 4-H youth development
- Q: Quality of global education at 4-H youth development
- E: Personal experiences with global education
- N: Not sure what the question is addressing

Please write the appropriate letter (only one per question) on the line in front of each item.

Thank you for your participation in this important study.

Appendix C

Cover letter to 4-H Professionals participating in the Survey

Date

Dear_____:

I am entering the data collection stage for my dissertation for the Doctorate in Education. My research question involves 4-H professionals' attitudes toward the role of global/international education in 4-H youth development programs. Your participation in this study would be greatly appreciated and will no doubt help ensure the validity and reliability of the results.

Because your time is valuable, I have limited the number of questions on the survey to only 19. My pilot study of the survey instrument indicated that the questionnaire takes less than 10 minutes to complete. Again, I hope that you will take a few minutes to assist me in this important part of my research.

Thank you in advance, and please, when you have finished the survey leave it on your desk.

Sincerely,

Ahmed Abdulai